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# **Educational Issues and Challenges**

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### **Educational Issues and Challenges**

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## Foreword

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I have the privilege of publishing a book under the caption “**Educational issues and Challenges**” initiated by **Sulagna Chakraborty, Nanda Kishore Mondal and Neelanjana Chakravarty** to focus public attention on educational empowerment through “**Education**” on students in India to empower them in the field of education particularly, Education and above all in decision making for themselves, family, and society. In such a situation a wide ranging churning of ideas and expectations were reflected by the endeavour of Academicians, Researchers, Teachers, Policy Makers, and Writers who have expertise in the field of social science education in college and university students in this Globalised world, through the critical conduit of ISBN number under my strict vigil.

Development is the process of becoming stronger and more confident, especially in controlling one’s life and claiming one’s rights, enabling to develop their unique abilities of thinking, taking action and controlling work in an autonomous way, the mechanism by which people, organizations, and communities gain mastery over their lives. Unfortunately for a long time in our socially isolated society , Education issues and Challenges have been neglected from all corners. Education issues and Challenges in India has been a major issue for both the educated youth and civil society, as the educated youth play a very important role in the development of the country. It is one of the most important instruments of empowering the youth to enhance their knowledge, skills and self-reliance needed to participate fully in national development. It is a milestone of development of youth that may brings a reduction in their inability to compete in the globalised world.

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The rich and comprehensive nature of this document would not have been achieved without a special ignition that enveloped all those who got involved. I do not know who struck the spark, perhaps it is no one in particular.

I do not feel daunted by the task; rather I feel it is doable. I hope this effort might start a freedom movement for the educational upliftment of the citizen at pan India level in Education issues and Challenges to empower them in each and every cell of life.

**Prof. (Dr.) Jayanta Mete**  
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**University of Kalyani**  
**Kalyani, West Bengal, India**

## **Preface**

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This book is written according to the current scenario of Education issues and Challenges in different parts in India, keeping in mind the needs of the learners. To meet the needs of the learners, Education issues and Challenges has been prepared in a comprehensive manner. We have tried to highlight various concepts of Education issues and Challenges in this book. In this book we have discussed various thoughts of authors only where we have tried to cover each and every part of the Education issues and Challenges in India. The total book is being segregated in various sub-heads so that a holistic learning can be attained by the students.

The total comprehensive coverage of this book is quite sufficient to help the learners to acquire expected learning outcome on Education issues and Challenges properly. We are really thankful to the authors during the composition of this book. We have also followed different experts' suggestion in this arena. While editing this book, we have taken utmost care and attention to furnish materials in conformity with the present scenario to make it a full-fledged book according to the needs of the present day students.

It would not be exaggerated in this behalf to utter special words of thanks due to all well-wishers for their wholehearted endeavour and kind cooperation in the successful completion of this book. We owe to their blessings, inspiration and continuous support. We also remember the patronages of those who have rendered immense help and support either directly or indirectly in completion of this book timely.

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Last but not the least, we extend our note of thanks to the publisher for publishing this book within his hasty hours Any valuable suggestion from distinguished professors, teachers and learners in this field would be highly solicited.

Last but not the least, we extend our note of thanks to the Shri Prem Singh Bisht of Kunal Books, Delhi for publishing this book within his hasty hours.

Dated: 23<sup>rd</sup> January, 2021

**Sulagna Chakraborty**  
**Dr. Nanda Kishore Mondal**  
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# 1

## ENHANCEMENT OF DIGITAL LEARNING: A STUDY ON POSITIVE AND NEGATIVE IMPACT

*Arnab Chowdhury & Jayanta Mete*

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### **Abstract**

*E-learning comprises all forms of electronically supported learning and teaching. The information and communication systems, whether networked or not, serve as specific media to implement the learning process (Tavangarian D., Leybold M., Nölting K., Röser M.,2004). The term will still most likely be utilized to reference out-of-classroom and in-classroom educational experiences via technology, even as advances continue in regard to devices and curriculum. E-learning is essentially the computer and network-enabled transfer of skills and knowledge. Digital education is essentially a product of the past several years, although in different forms it already existed slight 1 year lie. It is evident, however, that modern devices and means of information transfer are necessary for its development. This type of education would not be therefore possible without rapid development of computers and the Internet. In fact, it can be concluded that they were primary in relation to digital education and some how they forced its emergence because the prevalence of computers and broadband Internet has given a very strong impulse to use them also in the educational activity. As a consequence, today 'virtual lectures, modern e-learning courses, educational games, electronic tests, portals with educational resources as well as digital school registers and monitoring systems of the learning process' have entered every day reality. This article aims to show the various impacts of digital education, the current state of its implementation, the expected results and concerns in this respect. The presentation of the perspectives for digital course books will be the culmination of the as prescribed here under.*

**Keyword:** *e-learning, technology, awareness, implementation of e-learning*

## **1. Introduction**

E-learning comprises all forms of electronically supported learning and teaching. The information and communication systems, whether networked or not, serve as specific media to implement the learning process (Tavangarian D., Leybold M., Nölting K., Röser M., 2004). The term will still most likely be utilized to reference out-of-classroom and in-classroom educational experiences via technology, even as advances continue in regard to devices and curriculum. E-learning is essentially the computer and network-enabled transfer of skills and knowledge. E-learning applications and processes include Webbased learning, computer-based learning, virtual classroom opportunities and digital collaboration.

Content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CDROM.

It can be self-paced or instructor-led and includes media in the form of text, image, animation, streaming video and audio. Abbreviations like CBT (Computer-Based Training), IBT (Internet-Based Training) or WBT (Web-Based Training) have been used as synonyms to e-learning. Today one can still find these terms being used, along with variations of e-learning such as e-learning, E-learning, and e-Learning. The terms will be utilized throughout this article to indicate their validity under the broader terminology of E-learning.

The Internet has facilitated the establishment of electronic learning (e-learning) education systems. The arising popularity of e-learning is attributed to its ability to enable students to study without the constraints of time and space and to reduce internal training costs for some organizations.

## **2. Literature Review**

E-learning seems to be on the verge of becoming the new learning paradigm. Besides, E-learning is often defined in terms of technology. For example Welsh et al. (2003, p. 246) define e-learning as the "use of computer network technology, primarily over or through the Internet, to deliver information and instruction to individuals." Rosenberg (2001) shares a similar definition referring to e-learning as using internet technologies to deliver various solutions to learners. Holmes and Gardner (2006) simply state that e-learning provides us with access to resources that promote learning on anyplace and anytime basis. While the definitions of e-learning may vary, they all focus on a set of basic concepts which include learning, technology and access. Students' perceptions of e-learning in university education may be influenced by specific individual variables. Junior students may have experienced using e-learning in secondary schools.

On the other hand, senior students may for the first time have met computers for educational purposes at university. Irrespective of age, men are supposed to be more used to computers than women. Women typically display lower computer aptitude and higher levels of computer anxiety. Research has indicated that men's technology usage decisions are more strongly influenced by perception so usefulness. In contrast, women are more influenced by perceptions of ease of use. Men and women focus on different aspects of using computers (Venkatesh & Morris, 2000).

### **3. Benefits of Digital Learning**

#### ***3.1. Technology Usage***

Technology are important in ensure that with e-learning designed around computer-mediated communication and heavily dependent upon the technology, reliability becomes even more important (Sandholtz et al., 1992) as empirically illustrated in previous work on distributed learning (Webster and Hackley, 1997): Technology being used at this institution will become a measures in classifying the perception given by students. Technology is important tools in applying and ensuring the successful of e- learning. As being define that e-learning means having people talking, writing, teaching and learning with each other online or in other words, using computer-based systems. E-learning is found usually with a suitable software tools. E-learning encompasses any communication available to participants from any e- mail, discussion board, blogs, face book, twitter and other related technology that support e-learning. Adding towards the increments of mobile technology and new tablets of technology such as iPod and iPhone could contribute the easiest ways of implementing e-learning.

#### ***3.2. The Awareness of E-learning Implementation***

In implementing e-learning, Anderson (2002), Bean (2003), Chapnick (2000), Clark and Mayer (2003), Gold et al. (2001) warn managers to be careful in the process of adopting e-learning for their organizations. There are three categories of e-learning implementation being evaluated, that are usefulness, ease-of-use and self-efficiency.

#### ***3.3. Usefulness***

They mentioned that without careful planning the company would spend more money, unappealing products and failure. Similar cases with other innovation e-learning are required considerable up-front analysis, development time, money, technological infrastructure and leadership support to be successful. In e-Learning readiness assessment helps an organization to design e-learning strategies comprehensively and to implement its ICT goals

effectively (Kaur & Abas, 2004). Borotis & Poulymenakou (2004) stated that e-learning readiness can be defined an organization who intends to adopt e-learning as “the mental or physical preparedness of an organization for some e-learning experience or action”.

### ***3.4. Ease-of-Use***

The implementation of e-learning could help the students in doing their assessment more efficient and effective. The affectionless of the technology will ensure that the implementation of e-learning would be success. Moreover, the technology tools being used to implement e-learning should be able to deliver the knowledge as required. Students having access to an e-learning system can now interact with instructional materials in various formats (text, pictures, sound, video on demand, and so on) anywhere and at any time, as long as they can log on to the internet. Furthermore, given the functionality of message boards, instant message exchanges and video conferencing, they can even interact with teachers and classmates both individually and on a simultaneous basis.

### ***3.5. Self-Efficacy***

One of the important factors in education is learner. In e-learning students are required to do self-study, due to this, they required to have knowledge in using the technology. Self-efficiency has been identified factor for assessing the readiness for e-learning. The diffusion of innovation shows that the institution that openly seek for individual development and information about innovation to improve themselves and have higher self-efficiency beliefs for the achievement can adopt innovation earlier than others (Rogers, 2003). The questions designed seek for self-efficiency which involved the attitudes of the students in using e-learning tools that will adopt innovations to the success of e-learning implementation.

## **4. Demerits of Digital Education**

### **4.1. The real need or merely afashion?**

At the beginning of this reflection it is worth answering the basic question concerning the motivation for the introduction of digital education to schools. This is a fundamental issue because one must determine why and whether it is worth taking such an action or not. Is this merely a kind of fashion or does it result from real needs? There is no doubt that today’s people, especially the young, belong to a different era.

### **4.2. Access to computers and the Internet**

Analyzing pros and cons of digital education in India, it is worth presenting

the current condition of its development, because basically not many of the pompous political announcements translate in to reality.

#### **4.3. E-course books in Polish schools**

Free and widely available e-course books are one of the flagship projects of the Ministry of Education. In its resolution of 3 April 2012, the Council of Ministers stated that computers will take over the role of a course book, encyclopedia and will be applicable to all subjects. According to the assumptions, the premiere of the free e-course books for mathematics, first e-course book in Poland, will take place on 30 September 2013.

#### **4.4. Qualities of modern educational technologies**

Having shown the core of the digital education and the state of its implementation in the Polish context, this type of education must be critically analyzed in terms of advantages and risks with reference to contemporary pupils and the effectiveness of the teaching–learning process, in which they participate. Therefore, the attempt to present the pros and cons of digital education, in particular e-course books, will be made in this part of the reflection.

#### **4.5. Risks arising from digital education**

Making this reflection objective, a part from the advantages of digital education presented above, one needs to indicate the threats which it carries (with its implementation). Firstly, it should be mentioned that some people disagree with the theses presented above and treated as advantages of digital education. J. Morbitzer even claims that the fact that the computer reduces the teacher's work load and increases the level of education and that computers and the Internet are great tools for the equalization of educational opportunities for young people should be treated as a myth.

#### **4.6. Prospects for e-course books**

The issue of the creation and implementation of e-course books to school education is virtually already decided. Obviously, this process will probably take several years and is dependent primarily on the capacity of the government, entities running schools and parents themselves. It seems, however, necessary to minimize the potential negative effects of the application of this technology and the use of all its assets. Media education, which will primarily provide the knowledge of all advantages and disadvantages of a frequent use of computers and the Internet, becomes the basic and urgent task to do. It should refer to the criteria applicable to the use of multimedia materials, in particular to the use of the materials placed in the Internet and effectively shape skills in this area.

## **5. Methodology**

This study involves all secondary students from SPRINGDALE SCHOOL, KALYANI, WEST BENGAL. A set of questionnaire has been distributed to obtain the demographic information and examine the level of awareness of the e-learning system. The question is divided into three sections consisting of demographic profile, technology usage and e-learning implementation. The first section contains the question on the background information such as gender, year of studies and faculty being studied. This data represents the demographic profile of the respondents. In this section also contains the questions regarding the technology usage which asked the respondent regarding the background of technology. The second section contains question regarding on e-learning implementation that obtain the information regarding the usefulness, ease of use and self-efficacy.

## **6. Results and Discussions**

The reliability and validity of the questionnaire was assessed and found to be a valid based on the examination done towards demographic data, technology usage and awareness on e-learning implementation. The concentration of this paper are on the technology and the awareness of students towards e-learning and also its various negative impacts. All secondary students were participate as respondents. There are about 366 questionnaire has been circulate. Only about 200 respondent have given their feedback.

The result for demographic profile by the respondent comprises that 59.8% are male and 40.2% are female. The study that being examined considered from April, 2018 to January, 2019. The result shows that, 22% are from VII, 42% from VIII, 19.5% from IX and 16.6% from X. They were also being evaluate base on the faculties that they studied. The faculties are, Science, social science, mathematics and languages. The result shows that, 33.5% are from science, 28.5% respondent from social science, 16.5% from mathematics and 21.0% are from languages. All of the students used e-learning during lecturing and during their study. Tables 1 illustrate the percentage of demographic profile based on gender, year of studies and the faculty.

**Table 1. Summary of demographic profile**

Item	Category	Frequency	Percent	Cumulative Percent
Gender	Male	119	59.8	59.8
	Female	80	40.2	40.2
Total		200	100.0	100.0
Class of Study (vii-x)	vii	44	22.0	22.0
	viii	84	42.0	64.0
	ix	39	19.5	83.5
	x	33	16.5	100.0
Total		200	100.0	100
Faculty	Science	67	33.5	33.7
	social science	57	28.5	28.6
	mathematics	33	16.5	16.6
	languages	42	21.0	21.1
Total		200	100.0	100.0

Based on the technology usage, overall perception shows that the awareness of students towards technology usage is 99.5%. There is only 0.5% unaware with the technology usage. While in identifying students perception towards e-learning table 2, shows the overall perception result of e-learning that referring to the arrangement of scale ranging from 1-5 (strongly disagree to strongly agree).

## 7. Conclusions

The result of the study shows that the strategy of implementing e-learning will be the best way for students to be aware of new technology and willing to study in various concepts. The used of new technology will make them interested in searching and upgrading their knowledge. The management should maintain the technology in school in order to ensure e-learning could be useful to the students. This are because most of the students are still teenagers and they interested in interactive concepts of learning. Moreover, the interactive concept that can be used in e-learning will make the study more interesting. Nowadays, the concepts of e-learning should be wider since the technology today provide many opportunities to the academician and students in gather their knowledge. By using e-learning student also confess that this concept is very useful for them in their study. Related to this result showing that e-learning affect their self-efficacy especially in upgrading their knowledge and skills. But it is also seen that many arguments in favor of teaching based on modern methods and techniques have been presented; however, at the same time, a number of risks which this technology carries

have been identified. It is hard to clearly be 'infavour' or 'against' this type of proposals. However, it seems that digital education will become a common reality in the next several years. Therefore, it is necessary to develop it so that it could bring the most benefits with the minimum of side effects. Only practice will probably show whether such a solution is possible.

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## 2

# PREPARING A TEACHER FOR 21<sup>ST</sup> CENTURY

*Dr. Laxmidhar Panda*

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*Teaching is an art. It is not everyman's cup of tea. It requires devotion and love.*

**(Tharles Joad)**

### **1. Introduction:**

Education always a search for quality and excellence. It opens the horizon of the human mind. Today the system of education in India has grown a lot. However, we fail to maintain quality along with quantity growth. The standard of education is the responsibility of the teacher. The quality of education depends to a great extent on the quality of the teacher. Unless the teacher will not have the quality we cannot expect quality in education. The education system of a country largely depends on the quality of its teachers.

### **2. Definition:**

*Dr. A.P.J. Abdul Kalam*, believes that teachers have tremendous responsibilities in shaping the life of individuals. He says that the aim of teacher should be to build character and inculcate values that enhance the capacity of children, build confidence to be innovative and creative which in turn will make them competitive to face the future challenges. Upgrading the professional competence of teachers is the need of the hour. Teachers have multiple roles to play including teaching, research and consultancy, extension work, development of instructional resources and management of institution. Therefore, it is necessary to update their efficiency and competency to improve the quality of education. In this context we discuss here some important points to prepare a teacher for 21st century.

### **3. Morality:**

It has been visualized everywhere in the world that the degradation of general moral values in students from school to university level. It has harmful effects on our society in various manner. So we must check it from the formative stage. So in such a situation a teacher must groom himself according to the changing needs of the time. There is no doubt that the 21st century teacher should be dynamic in all respects. Apart from teaching a teacher should play a major role in the character building of pupils. Through a good character a man can win the whole universe. So *Mahabharat* is saying –

### **4. Balanced Personality:**

**There are four steps to develop a balanced personality–**

1. Knowledge
2. Honesty
3. Dutifulness
4. Peace

Through these four steps a man can achieve purity in mind and work and then automatically balanced personality can be developed.

### **5. Good Communication Skill:**

A teacher is considered true teacher if he maintains a true spirit in his action and word and he must be possessed of the inherent qualities to impart knowledge properly. So that it's effective transmission will be realized by pupils. That is saying *MahakaviKalidas* in his drama *Malavikagnimitram*–

### **6. Nation Builder:**

A teacher is directly related in the nation building activity. So he must have the essential qualities how to build the career of future generation. A good teacher must be in the process of regular study of research, selfless attitude towards all modesty in behavior, pious in daily life, he must lead a simple life with high thinking. Finally a teacher must be a person of high moral values.

### **7. Versatile quality and Discipline:**

Versatile qualities and discipline are part and parcel of a teacher. Without of which he cannot justify his qualities as a good teacher. A teacher's behavior attracts most of the students. If a teacher is disciplined, the students will be disciplined automatically and it will help them in their overall improvement in their lives. So Robert *Fulghum* says that – **“Don't worry that children**

**never listen to you, worry that they are always watching you.”** A teacher’s versatile qualities encourage students greatly as a result they became a model of good behavior and personality.

#### **8. Traditional Qualities of a teacher:**

1. Discipline
2. Virtuous
3. Honesty
4. Merciful
5. Self-interest
6. Integrity
7. Dutifulness
8. Complete Knowledge
9. Impartial
10. Co-operative

#### **9. ICT Initiatives:**

The teacher education institutions should prepare teachers to keep up with the technology utility in the class room. ICT is not only an essential tools for teachers in their day to day work. But it also offers them opportunities for their own professional development. ICT use brings the change in the pedagogy. ICTs can be used firstly to enhance richness and quality of teacher education in the classroom and secondly to distribute own developed multimedia resources to others.

#### **10. ICT helps teachers:**

1. ICT helps teachers in preparation for teaching.
2. With the help of ICT, teachers can have access with institutions and universities, UGC, NCERT, NAAC and NCTC.
3. ICT helps teachers to interaction with students.
4. ICT enables the teachers to have access on online libraries, journals and research for individual learning.
5. ICT enables to give feedback and testing objectively and fast without biases.

**11. 21st Century Teacher should be:**

1. The Adaptor
2. Good communicator
3. Best learner
4. The visionary
5. The leader
6. The model
7. The collaborator
8. The risk taker

**12. Conclusion:**

21st century teacher must be dynamic in the teaching process. A teacher must display his interest in students and teach lessons in a friendly and playful way. He must be lucid in Art, Culture, Tradition, Sports, Music, etc. Education curriculum is not sufficient for the all-round development of students. Hence a teacher must look after this part of education and should try his best to infuse certain moral values in them. A good teacher should be a source of inspiration and counsellor for his pupils,

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**A STUDY OF AWARENESS ON  
COMMUNICATION SKILL AND  
PERSONALITY DEVELOPMENT IN  
RELATION TO TEACHER  
EDUCATION IN INDIA: A MICRO  
STUDY**

*Dr. Pankaj Kumar Paul*

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**Abstract**

*An attempt has been made to examine the relevance of education in perspective of enhancing communication skill and personality development with reference to few Teachers Training institutes in the district of Burdwan, West Bengal, India. The study covers one hundred teachers and one hundred students comprising of 'Below Poverty Line' (BPL) and 'Above Poverty Line' (APL) of Burdwan district in West Bengal. A conceptual framework has been established to assess the impact of teacher education on promotion of personality development and communication skill in perspective of modern society. The result indicated that there exists positive association between teacher education and development of personality through communication skill in modern society among the teachers and students. However, there exists some variation regarding the attitude towards the personality development and communication skill among the respondents belongs to different socio-economic status (APL and BPL households) and localities (i.e., residing places) and gender.*

**Key words:** *Education, personality development, communication skill, attitude, Socio-economic status, gender*

**Introduction**

Personality is the one word of Psychology which is used by most of us, rather carelessly and loosely. It is a comprehensive term rather than only 'temperament' or 'character'. We often confuse it. We often identify it with the externals of an individual, his looks, voice, dress, manners and gestures etc. The externals or physique and appearance constitute only one factor in one's personality and they do not constitute the whole that is implied by the term personality. Personality also refers to an individual's quality, style, manners state of mind, attitude, his own unique way of perceiving things and observing the world. Education has a strong role for framing personality of one other than genetic factors, family backgrounds.

Apart from this, effectual communication skills play an important role in shaping one's personality. Communication skills help individuals to articulate themselves in the most persuasive way. A person should speak really fine to make a mark of his/her own. Not all people are consecrated with admirable communication skills; they obtain the same with time and exercise. People with good communication skills be likely to have a better and notable personality than those who have trouble in communicating as interacting with others is not a confront for them. Individuals with effective communication skills can easily communicate with other people around be it their fellow workers, peers, family and so on. It is also said to get better the interpersonal relationships with other people. Careful selection of language is essential for effectual communication skills. One need to know what is speaking and never hurt the other person. Never even think of being impolite to anyone (Martyn, 2016; Eric, 2015; Mangal, 2007).

**Important ways of Communication**

Important ways of communication are laid down here:

- Interpersonal strengthening bond
- Convincing others what one intend to communicate
- Speaking assertively
- Be careful of one body language
- Be very particular about the pronunciation of words
- To be a good and patient listener (Mangal, 2007)

**Structure of Personality**

According to Freud, an adult personality commonly has three determinants: Id, Ego and Super Ego

The effect of the combination of all the three determinants frames an adult personality. Freud assumed that an individual's personality has three parts and thus is often called as tripartite personality.

**Id** - It refers to unreasonable needs and demands, something which has nothing to do with the reality of the situation. Freud believed that Individuals seek instant pleasure in order to satisfy their biological and physiological desires without taking into consideration the reality. Id gives immediate enjoyment to individuals and is often irrational.

**Ego** - Ego develops when individuals set off interacting with people around. Ego helps in the fulfilment of id, taking into deliberation the reality of the situation.

**Super Ego** - Super ego is often the third stage which includes the moral constraints forced on an individual by his parents or family ( Mangal, 2007).

### **Big Five factors of personality and Communication skill .....**

#### **1. Openness to experience**

Individuals with candidness to experience are generally very lively, have a remarkable fondness towards creativity and aesthetics and listen to their heart i.e. follow their inner belief.

#### **Conscientiousness**

As the name suggests, individuals with a conscientiousness personality trait listen to their sense of right and wrong and act accordingly. Such individuals are enormously careful and abstemious. They never carry out any task in swiftness but think twice before performing. People with pleasing personality trait are generally systematic and tend to become perfectionists in the long run.

#### **Extraversion and Introversion**

These two terms have been popularized by Carl Jung.

**Extraversion:** It refers to a situation where individuals show more concern towards what is happening outer. Such individuals love interacting with people around and are generally chatty.

**2. Introversion:** Introversion, on the other hand implies to a condition when an individual is worried only with his own life and nothing else. Such individuals do not bother about others and are hardly ever interested in what is happening around.

#### **3. Agreeableness**

It refers such kind of trait of personality which teaches individuals to be adjusting in almost all situations.



### **Neuroticism**

Neuroticism is a trait where individuals are lying face down to negative thoughts such as anxiety, anger, envy, guilt and so on. Such individuals are often in a state of depression (Barry, 2014; ERIC, 1992).

### **Objectives of the study**

The objectives of the study are:

1. To study the important ways of communication for development of personality;
2. To analyse the structure of personality as per opinion of Freud;
3. To examine the impact of selected factors associated with the successfulness of personality development;
4. To study the level of awareness on personality development through effective communication among the trainee teachers belongs to male and female;
5. To study the level of awareness on personality development through effective communication among the trainee teachers residing in rural and urban areas;
6. To study the level of awareness on personality development through effective communication among the trainee teachers belongs to APL (Above poverty line) and BPL (Below poverty line) groups.

### **Hypotheses**

The present study tested the following hypotheses:

**Ho1:** No significant association between education and development of personality among the respondents in the study area;

**Ho2:** No significant difference in awareness on personality development through effective communication among the trainee teachers belongs to male and female;

**Ho3:** No significant difference in awareness on personality development through effective communication among the trainee teachers residing in rural or urban areas;

**Ho4:** No significant difference in awareness on personality development through effective communication among the trainee teachers belongs to APL (Above poverty line) and BPL (Below poverty line) groups.

## Materials and methods of the study

### Materials

This study is mainly empirical in nature. A self-made structured questionnaire has been used to collect the primary data from twenty five Teachers Training institutions comprising of 100 teachers and 100 students of Burdwan district in West Bengal in 2018-19.

### Methods

Suitable statistical methods and techniques are applied to analyse the study. These are the followings:

1. Chi-square test to examine the association between teacher education and development of personality;
2. Binary logit regression model to examine the relationship between personality and a set of selected indicators associated with teacher education.
3. Student's t-test to examine the differences in awareness among the respondents regarding development of personality through effective communication with respect to gender, residing place and economic status.

### Analysis Pertaining to Education and Development of Personality

The present study was conducted to make an assessment of perceptions of the teachers and the students about the role of education in development of personality in terms of non-parametric 'Chi-square' analysis. The opinions of the respondents have been analysed in table 1.

**Table – 1: Opinions of the respondents about association between Teacher education and development of Personality through communication skill**

Respondents	Yes	Uncertain	No	Total	Value of $\chi^2$	Level of significance
Teacher	70	20	10	100	3.98	0.05
Student	80	10	10	100		
Total	150	30	20	200		

*Source: Field Survey, 2018-19*

It evident from the table - 1 that the observed value of Chi-square ( $\div 2$ ) i.e., 3.98 is not significant at 0.05 % level. Therefore, the null hypothesis  $H_0$  is accepted. So, there is no difference in the opinion about the association between teacher education and development of personality. During field survey, it was revealed that most of the respondents are aware of education and its effect on personality development through effective communication.

### Promotion of Personality: A Binary Logit Regression Model

**Table - 2: Logit analysis explaining scope of promotion of personality in teacher education**

PP = C <sub>0</sub> + C <sub>1</sub> * OE + C <sub>2</sub> * C + C <sub>3</sub> *EI + C <sub>4</sub> *A + C <sub>5</sub> *N				
Variable	Coefficient	Std. Error	Z-Stat	Prob.
C	-11.25631	2.365120	-6.48732	0.0000*
Openness to experience (OE)	0.007612	0.188741	4.288521	0.0000*
Conscientiousness (C)	3.659715	0.249418	6.770943	0.0000*
Extraversion and Introversion (EI)	-0.397428	0.380748	-0.298318	0.6542**
Agreeableness (A)	0.290652	0.775219	0.460428	0.0103*
Neuroticism (N)	-1.365890	0.207583	-4.57963	0.5632**

Source: Authors' calculation based on field survey, 2018-19

Note: (i) Dependent Variable = Promotion of humanistic education (HE)

(ii) Total number of observations (N) = 200

(iii) indicate statistically significant and \*\* indicate statistically in significant

It is evident from the results (vide table 2) that openness to experience, conscientiousness and agreeableness have been found to be positively associated with promotion of human personality in education which are highly significant. Again the two factors- extraversion vs introversion and neuroticism are also seen to be positively related of promotion of human personality but these are suffers from the problem of insignificancy. This indicates a question mark about consciousness of the students about promotion of personality through effective communication in the study area.

**Table -3: Showing the‘t’ value between mean scores of awareness of respondents in male and female towards promotion of personality through communication skill in education**

Gender	N	M	SD	SED	t-value	Level of significance
Male	50	64.23	6.19	1.38	2.87	Statistically significant (0.01)
Female	50	62.15	5.7			

*Source: Authors’ calculation based on field survey, 2018-19*

Table 3 indicate that the value of ‘t’ between mean awareness scores of trainee teachers in male and female towards promotion of personality is statistically significant at 0.01 level. The result leads to conclude that the awareness of male and female trainee teachers towards promotion of personality differ significantly. So the hypothesis - Ho2 is rejected.

**Table – 4: Showing the‘t’ value between mean scores of awareness of trainee teachers residing in rural and urban areas towards promotion of personality through communication skill in education**

Location	N	M	SD	SED	t-value	Level of significance
Rural	50	82.32	7.15	1.56	13.83	0.01
Urban	50	60.73	8.39			

*Source: Authors’ calculation based on field survey, 2018-19*

Table 4 reveals that the value of ‘t’ between mean awareness scores of trainee teachers in rural and urban towards promotion of personality is significant at 0.01 level. Therefore, the result leads to conclude that the awareness of rural and urban students towards promotion of personality differ significantly. So the hypothesis – Ho3 is rejected.

**Table -5: Showing the 't' value between mean scores of awareness of trainee teachers comprising in APL and BPL groups in schools towards promotion of personality through communication skill in education**

Economic status	N	M	SD	SED	t-value	Level of significance
BPL	50	64.23	7.25	1.36	0.53	Not statistically significant (0.05)
APL	50	63.51	6.31			

*Source: Authors' calculation based on field survey, 2018-19*

N.B. (i) APL = Above Poverty Line

(ii) BPL = Below Poverty Line

Table 5 point out that the value of 't' between mean awareness scores of trainee teachers comprising in APL and BPL groups towards promotion of personality is not significant at 0.05 level. Thus the result leads to understand that the awareness of APL and BPL students towards promotion of personality do not differ significantly. So the hypothesis - Ho4 is accepted.

### **Concluding Remarks**

This paper explains the impact of teacher education on promotion of awareness about personality development through effective communication skill among the trainees with special reference to few Teachers Training institutes of Burdwan district in West Bengal. The result exposed a significant association between teacher education and promotion of awareness about development of personality among the trainee teachers. There has been occurred significant positive influence on promoting awareness about good personality and communication skill among the respondents by taking into consideration the factors like openness to experience, conscientiousness, agreeableness with the exception of two factors - extraversion cum introversion, and neuroticism. It is interesting to note that there exists significant variation in awareness about the development of personality through communication skill among the trainee teachers in the surveyed institutes according to gender, residing place and economic status of the respondents.

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# SIGNIFICANTROLE OF INFORMATION & COMMUNICATION TECHNOLOGY IN TEACHER EDUCATION OF 21ST CENTURY

*Dr. Nanda Kishore Mondal*

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## **ABSTRACT**

*‘ICT’ means “Information and communication Technology” which is a science and technology base management technique, used in handling information. It has a wide application in social, economical and cultural matter of life. Information and technology have become very essential entities in every aspect of life. Through last twenty year almost all type of practices and procedures are basically changed by ICT. The main objectives of this paper is how ICT plays a significant role in 21st century’s Education. The conclusion of this paper shows that in 21st century, education stresses additional knowledge of teacher regarding ICT and technological knowledge to use ICT in teaching-learning process. The skills to use ICT are required for “Pre-service teacher” as well as “In-service teacher” to know the world of technology and for betterment of student. The use of ICT helps the teacher, students and guardians to come together.*

**Keywords:** *ICT, Teacher Education, 21st Century, Student-centered.*

## **1. Introduction**

Today is the age of Information and Communication Technology. In every phase of life, we are related with science and technology. Now information and technology is universally using in educational field for constructing teaching learning practice effective and attention-grabbing for students and

teacher both. In According to the UNESCO (1998) World Education report Maximum number of teachers, students and teachers' training institution will have to access the digital technology for modernization of education system. Teachers must have the familiarity and abilities to use new digital tools to support all students to accomplish extraordinary academic standard. The quality of professional development of teacher education depends on the scope of ICT incorporation in teacher education programme. According to UNESCO (2010) "ICT stands for organized data, data transmission, processing the data, to store, display and share the data by electronics instrument. (**Research India Publication, 2016**)."

Teachers are at the staple of any living civilization. Technologies have been performed an important role in teachers' training programme. Students can use the different electronics gadgets and social as a sources of knowledge and information. Without proper knowledge of ICT, teacher cannot execute in the modern or smart class room properly and hence teacher and student both will be facing problem and the outcomes will not be desirable.

**Information-** it covers the subjects such as connotation and importance of information; way of controlled information, the limits of ICT; permissible considerations; process of capturing, verifying and storing data for proper use. These may be words or group of words, Code, Symbols or any other prearranged units.

**Communication-**refers to the networks of sending, receiving and processing of information by electronics means. It started with wire telegraphy and now the use of satellites and fiber optics made communications more widespread, with an accumulative accent on computer and other data communications (Kennedy & Davis, 1999).

**Technology-** it is a collection of techniques, knowledge to association resources to produce preferred products, to resolve problems, fulfill the requirements or gratifies wants.

Technology refers to the tools, machines, methods and systems that may be used to solve the practical problems quickly (<https://www.collinsdictionary.com> & <https://educationtechnologyjournal.spr>).

## **2. Importance of the present study:**

As teacher-centric learning system makes the student tedious, we must have to overcome the situation which tends us for the child centric education system. To make us parallel with time, we need to take help technology which can gives us more sources of knowledge and build us for the new competitive era. In smart classroom which uses in educational institution, facilitated by



the modern technology like digital board, projector, computer etc. In present era, most of the competitive examination also conducted through online mode in our country as well as all over the world. So all the teacher should make them expert for handling such technical gadgets to adopt themselves in the technology base education system. So ICT plays a great role in the field of teacher education for the development of teachers as well as students (<https://educational-system.blogspot.com> ).

### **3. Objective of the study:**

To find out the “Significant Role of Information & Communication Technology in Teacher Education of 21st Century.”

### **4. ICT and Teacher Education:**

The current scenario of the teaching learning process become change. At the ancient time, teaching learning process was one way process. Teacher (called “Guru”) delivered the lecture and the student (Known as “Shisya”) was the only listener (Pal, 2017). Gradually its turns into a two way process which now turn into a Multi way process. In the new teaching learning process, teacher serves as a guide to solve the area of difficulties and help to gather wide knowledge. In this case information and communication technology plays a vital role. It will be more suitable to a teacher to teach a critical theme with the help of projector by presenting the slide on that subject matter. On another hand, it will be more acceptable and interesting to the students also which makes the teaching learning process more fruitful. Again, with the help of technology, students can gather much more information very easily. It also helps students for the fast communication with teacher for solving their problem (Agarwal, 1996).

### **5. Current Inclinations of Teacher Education:**

Current inclinations of teacher education clearly demands one type of curricular reform in teacher education. According to the principle of curriculum development, it has been developed according to the social need (Mete, Biswas & Pandey, 2017). As we know that we are passes through a changing era, the need of the society also changes and to fulfill the demands of the society, it must have to reform the curriculum also. To fulfill the demands of the students as well as society, teachers must update themselves with the new technology. Education system is now follow the inter-disciplinary and multi-disciplinary approach, in which help of ICT is more essential. In present time, teacher education is also associated with Distance Learning, Orientation Courses etc. in which ICT also plays a vital role. Action Research is now a very useful

method for teaching-learning process is which data collection is a very important fact and in this case ICT can help for various subjects. So for all of the above, the use of ICT in teacher education is very essential (<https://educational-system.blogspot.com>&<https://educationtechnologyjournal.spr>)

#### **6. Approach to be taken for implicating the ICT in teacher education:**

- ◆ Firstly, the infrastructure of the institution have to be renovated as per the requirement for using the technology and adequate number of these technical instruments will be available.
- ◆ Secondly, the In-Service teacher will be trained properly on technical skill through faculty development programme organized by the Department of School Education.
- ◆ Thirdly, the Pre-Service teacher must be trained properly during their teachers' training programme as per the need for ICT based teaching learning system.
- ◆ Fourthly, different types of educational software will have to use for making the teaching-learning process fruitful (<https://hk.answer.yahoo.com/question/in> ).
- ◆ Fifthly, Internet connectivity is very essential and others multimedia also can be used to get a desirable outcome.
- ◆ Lastly, there must be appointed a skilled technical person to guide technical part as per regular basis and also for looking after the technical part like regular basis servicing and proper orientation.

#### **7. Significant role of Information and Communication Technology in Teacher Education:**

Information and Communication Technology has a great potentialities to develop the teachers, students and teaching-learning process also. Now we are going to discuss the importance of ICT in the field of development of teachers, students and teaching-learning process-

- ◆ Both Pre-Service and In-Service teachers' training is facilitated by the use of ICT.
- ◆ Teacher can grow-up their knowledge in different field from different online sources-which is nothing but the impact of ICT.
- ◆ Teachers can share their knowledge and activities with colleague, Research guide and more other very fast and can share also in virtual mode. In these case we take the help of ICT.

- ◆ Teacher can teach their students with the help of ICT-it changes the traditional strategies of teaching-learning process and make the teaching-learning process interesting and fruitful (<https://www.researchgate-net/publication> )
- ◆ Teacher can teach with the help of ICT in normal classroom as well as it is also useful to a teacher to teach in online mode i.e. in virtual class.
- ◆ ICT helps the teacher to explain the subject matter clearly in a lucid way. In many cases of normal class room teaching, it is not possible to explain clearly a three dimensional figure in two dimensional space like black board. In this type of condition, ICT is very useful to a teacher to make the teaching process more understandable to the students.
- ◆ ICT will be also helpful for the students also. It helps the students for better understanding.
- ◆ Website, Blog and many social media are also the secondary source of knowledge for the students. It is nothing but the application of ICT. So here ICT served as a knowledge source.
- ◆ Students can communicate with their friend, teacher and other educational guide also very fast with the help of ICT to discuss their problems. Without the implication of ICT it is never possible to do the same so quickly.
- ◆ Different educational software and website can helps the teachers as well as students to make them more knowledgeable and help to ready students for the competitive examinations.
- ◆ Learning Management Software (LMS) –a implication of ICT helps widely to Institutional Education System for administrators, teachers as well as students also. So here we see that the implication of ICT (LMS) helps the total education system.
- ◆ ICT is also used for the evaluation system also. Now-a-days most of the competitive examination is conducted through online mode (<https://www.ripublication.com> )

So from the above discussion it can be undoubtedly said that in 21st Century's Teacher Education, Information and Communication Technology plays a vital role.

**8. Conclusion:**

As we know that teacher is the pillar of a society and an ideal teacher can give the right direction to his pupil for his betterment as well as betterment of the society. Not only students, to develop our society, to develop our country, an ideal is an important parameter. So teacher must be updated himself time to time in the changing scenario. Teacher Education also be updated according to the current needs. To do this, the knowledge and Skill on ICT is very essential. In India, now ICT is included in Teacher Education partly, it needed to more one. So use of ICT helps in every aspect in the field of education for the development of overall education system.

It is fact that all and every parts of our country is not equally updated until with time. There arises some issues to work out the up gradation process but we have to overcome it to change our country from a “developing country” to “developed country”.

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# RANI SHIROMONI: AN ICON OF WOMEN EMPOWERMENT

*Sulagna Chakraborty*

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## **Abstract**

*The idea of empowering women is a bottom up approach with greater positive implications on development and is directed towards enabling them to participate actively in the process of decision making and implementation of programmes, directly affecting their lives through strengthening their autonomy and self-governing capacities. The article traces the history of Chuar Rebellion in the Jungle Mahal area which took place at Karnagarh and Abasgarh of Midnapore guided by Rani Shiromoni, one of the most leading personalities. Rani Siromoni was also called queen of Chuar (tribal farmers) who led the first revolt of tribal farmers against British in the period of 1792-1798 in Midnapore. This revolution of Chuar was a notable incident in Midnapore. It was also a struggle of the downtrodden, toiling masses of the countryside who were exploited, finally fiercely crushed by the colonial rulers. To empower women enable them to flourish their talents, abilities, capabilities, realize their full potentialities, real identity, freedom of thought, and strengthen them to handle in all fields of life.*

**Key Word:** *Women Empowerment, Rani Shiromoni, Midnapore.*

## **1. Introduction**

Women Empowerment is a global concern during the last few decades. For the sustainable development of socio economic and political condition of our country as well as the world, women empowerment plays a vital role. Political participation is essential for the political as well as socio-economic development of any country. Gender fairness is very necessary for the development of any society. Political participation is a wide area, in which the public is choosing the ruler straightly or indirectly and willingly with it leaving

its collision by the proper decision making process of rulers by participating through unusual medium. The dynamic participation of women on equal term with men, at all level of decision making is necessary to the achievement of fairness, sustainable expansion, quiet and democracy. Rani Shiromani, The Queen of Chuar or tribal farmers in the state of West Bengal established herself as an icon of women empowerment led the first revolt of tribal farmers against the British in 1798 when they protested against taxes. She was a freedom fighter and first woman political prisoner in India who had been shown the gateway of empowerment for the modern era. The most striking aspect was the active participation of women regardless of age, education and belonging to all communities- Upper, Middle and Lower class dalits, adibasis, peasants, workers who not only dared the British East India Company but also demonstrated their political maturity and organizational ability.

## **2. Objective of the Study:**

The objective of this present study is to know about the Women Empowerment in ancient time and to inspire the modern civilization for Women Empowerment in the current context.

## **3. Methodology:**

This present study is based on both primary and secondary sources of data. As a primary sources, The reseracher use the surveyed data which has been done in the surrounding area of Karnagarh under Shiromoni Gam Panchayet. Books and Articles are used as a secondary sources of data. Here the historical and descriptive analytical method is used.

## **4. Empowerment**

Empowerment refers to creating capacities in the individuals or groups to participate actively in their own progress. As Gutierrez says “Empowerment is the process of increasing personal, interpersonal or political power so that individuals, families and communities can take step to progress their situation.” Empowerment indicates to build capabilities among individuals and communities through which they become self-dependent and organized to be adjusted with the main stream of the country.

Empowerment implies a political democracy which have an impact on selection approximately about people lives. It requires economic liberalization so that people are free from excessive economic control and regulations. The term ‘empowerment’ is connected to the word power. In the context of human society, it means jurisdiction over resources. Such as natural, economical and human resources like skills, intellectual resources including information, ideas

and knowledge etc. According to the Merriam Webster New World College Dictionary, To empower 'means- To give power or authority to; to give ability; To enable Empowerment means enabling a person to step ahead, to move or to become self-sufficient to earn his/her dignified live hood.

It has various dimensions:

- ◆ Economic empowerment and technical skills development.
- ◆ Socio - cultural empowerment.
- ◆ Political empowerment.
- ◆ Self-empowerment.

Empowerment should be process that helps people to achieve control over the action through creating awareness taking action and working in order to exercise greater ability.

## **5. Women Empowerment**

Women empowerment means emancipation of women from the ferocious grip of social, economic, political, gender based discrimination. It means granting women the liberty to make lifestyles choices. She should be able to express her thoughts and imagination freely and create self-confidence and to negotiate for power to gain asserts and decision making. Indian society is a patriarchal system in which women's position within the structure and duties towards the family precede their rights as individuals. Women, most of the times are deprived of some of the fundamental human rights and this denial is justified often in the name of tradition. In rural areas women are normally relegated in family obligations, household work and as a cheap labour. Caste and Class system in India has a bloody effect on the social, economic, political and educational status of tribal women. They plays a vital role in their social, economic and cultural life. Without the power to work and earn a good income, every women's voices are silenced as they are economically dependent and have no capacity to work and earn for their livelihood.

Empowerment may be described as a multidimensional social process which enables individuals or a group of individuals to realize the identity and powers in all sphere of life.. Women Empowerment refers women's capability to make strategic existence alternative wherein that capacity were formerly denied them. Women Empowerment has been derived from different socio-economic concepts such as-Equality, Women suffrage, equal wage, feminism, equal rights in marriage, right to property and many more. In Vedic times, there was no discrimination of sex in the field of studies. In Upanishad, we find Gargi and Maitreyi distinguishing them in Brahmaidya, the, the highest knowledge.

## 6. Why women need to be empowered?

Empowerment of women means many things according to Kamala Basin.

- ◆ It means recognizing women contribution and development of knowledge.
- ◆ It means helping women fight against their own fears, feelings of inadequacy and inferiority.
- ◆ It means enhancing their self-respect and self-dignity.
- ◆ It means women controlling their own bodies.
- ◆ It means women becoming economically independent and self-reliant.
- ◆ It means women controlling resources like land prosperity.
- ◆ It means reducing women's burden of work especially within the house.
- ◆ It means creating and strengthening women's group and organizations.
- ◆ It means promoting equalities of nurturing, varying gentleness etc.

Angle of my vision, arguments of Kamala Basin regarding the necessity of Woman Empowerment are acceptable and it seems everyone should show the honour to the women empowerment in all respect. Not only is that it known to all every year Women's Day is celebrated vigorously.

Five Components of Women Empowerment

- ◆ Women must possess self-worth confidence.
- ◆ They have equal rights to participate in education, society, economics, politics and other fields and to determine choices.
- ◆ Their right to have access to opportunities and resources.
- ◆ To ensure their fundamental rights it is to be given for choosing their needs and requirements in the every step of their own lives both within and outside the home; and
- ◆ Their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.

The first woman Revolutionist against Chuar Rebellion

## 7. Nature of Lifestyle of Shiromoni:

She was something different from others by her nature. On the way of rural Rangamati, Surrounded by the grass green lands-trees and ponds, she gradually grew up with the affection of nature and plays with nature. She swims, climbs



trees, walk miles after mile through rural path and has no inclination to cook. She spent a major time of her simple life schedule in the Shiva temple. After losing her mother, she grew up in the affection of her father and also she had a friend name Janardan. Yashovanta Singh, the ruler of Medinipur. As Prince Ajit rode around the village on horseback, his eyes fell on the beautiful Shiromani. But his housewife was Bhabani. Who will rise in the king's house and will be the queen. Rani Shiromani got married with Ajit Singh and became queen. Her vitality seems to be lost somewhere in her captivity. In the meantime an old Rameshwar Bhattacharya, came in her life as a friend. In the time of writing 'Shivayan', he explained to Shiromani the guise of the story. 'Shivas where there are peasants, housewives in dirty clothes'. In this way she enlightened herself in the world of education.

#### **8. Taking the charge of Territory:**

Revolution means its originator Midnapore. The soil, trees, water of this region teaches to love wholeheartedly but when we suffer in love my Midnapore roared. What happens now has happened many years ago because this region is the cradle of that revolution. Karnagarh, situated 8km from Midnapore town and 129 km from Kolkata. Mahamaya, the main deity of this temple, still has a large number of devotees.

King Indraketu of the Keshari dynasty established the kingdom. His successor Narendra Ketu handed over the responsibility of the kingdom to Lodha Sardar Ranbir Singh. The childless king adopted the son of a sailor Abhay as the future ruler. Then how much water flow through the river Parang, reminiscent of Rajyapat. After the death of his successor Raja Ajit Singh, the second queen Shiromoni took over the management of the state.

Rani Shiromoni was the Queen of Karnagarh in the state of West Bengal in 1760 during the British rule in India. Rani had three averages- Karnagarh, Abas average, Jamdar average. The average boundary was about 120 bighas in Karnagarh. The ancient temple, Garh, Hawa Mahal (Jalhari) bears witness to history just one kilometer away from the Karnagarh Temple. The entire Karnagarh district was surrounded by trench. The Basilica was on the elevation.



*Picture No. – 1 : The landscape of the trench*

### **9. Pro-Democracy Regime:**

The state was ruled by the childless queen shiromoni. Although she was not a gestating women however all tenant are her children. She keeps the people of the state in the forefront with outermost care. She was very compassionate. Rani Shiromoni, queen of the chuars (tribal farmers) led the uprising against the British when they protested against taxes. The rebellion took on a different dimension as the queen sheltered the rebels. The queen was warned that she would be arrested if she helped the rebels in the future.

### **10. Who were the Chuars?**

H.V Bayley has discussed about the Chuars who were originally from Dhangarh, Bhumj, Kurmi and Santal in his book 'Memoranda of Midnapore'. Narendra Nath Das wrote in his book 'History of Midnapore' that the Chuar were actually the people of the tribes like Bhanj, Kurmali, Kora, Mundari, Kurmi, Bagdi, Lodha etc. The reason behind giving the title 'Chuar' was to expose the exploitative class, s with own exploitative activities to the public and on the other hand to make the exploiters' work criminal. Much of the Midnapore district was covered with jungles, its inhabitants being mostly Paikes and Chuars who had the reputation of being careless cultivators but expert in Pillage. Surprakash Roy wrote on 'Bharater Krishak Bidraho O Ganatantrik Sangram' - "The very word 'Chuar' which we have always regarded as a bad name and designated it in all our best dictionaries as 'crooked and low caste' that neglected and unknown group of 'Barbaric' human being virtually wiped out the immensely powerful British rulers from a large region of Bankura and Midnapore districts.

### **11. The rebellious queen Shiromani and the first peasant rebellion of Medinipur – Chuar:**

The eyes of the fierce ruler from the East India Company of Calcutta feel right in the womb of the quiet jungle. The highland revenue was imposed on the local Zamindars. Pike Barkandajara become to blare. To end the protest from the beginning, the Paikan occupation was abolished and the right to land was abolished. The palace of spider stones and burnt bricks on the hill became the abode of the revolution. To protect the kingdom of Kuldevi Mahamaya, Rani secretly started spreading the story of Mahamaya. She continued to spend for the revolution with open arms. Become a leader. 'Karnagarher Rani mago astro dhorechilo/Kolkatar loke uke Chuar bolechilo' Originally, the peasant revolt was called 'Chuar Rebellion' by the British to ridicule it. She was a freedom fighter. In 1799 the historical Chuar rebellion took place at Karnagarh and Abasgarh of Midnapore which was guided by Rani Shiromoni. . In

Karnagarh, most of the tribal farmers are Chuar who are enjoyed Zamindars land generation wise. The rebellion started when British people tortured on them. East India Company occupied their land and redistributed to others. As a result unrest began to spread throughout Karnagarh.

The British had long suspected the Queen's British hostile attitude. A revolt broke out in Karnagarh in 1784 under the leadership of Sitaram and Banasuram Bokshi. At this time the Queen sheltered the rebels. In 1790, when the rent was due, the Queen's rent-free Nanakar land was seized by the company. In 1794 the Rani's Zamindari was taken over by the company on the complaint of the Collector of Ramgarh. The Queen became the recipient of the monthly allowance for ownership.

### **12. Suppression of Internal Rebellion:**

The queen prayed for the help of Trilochan Khan, the zamindar of Narajol. Trilochan executed an agreement to get the zamindars back, known as a pledge. As per the agreement, Trilochan Khan expelled Govardhan Dikpati from Karnagar and took charge of the zamindari. This Govardhana Dikpati was under the protection of Rani Shiromani during the mass revolt against British misrule in 1798-99. Trilochan Khan died in 1764. The state of Karnagar was later ruled by Sitaram and Chunilal Khan. In 1782, Rani Shiromani applied to the Board of Revenue to appoint Chunilal Khan to manage the Medinipur zamindari, which was granted. Again in 1787 the Queen's plea to the British as seen to overthrow Chunilal.

### **13. First lady Political Prisoner of the Chuar Rebellions:**

The fort was surrounded by English troops with ammunition, gunpowder and guns. The queen was captivated on her way to Abasgarh from Karnagarh through a tunnel. He was the first political prisoner of undivided Midnapore district. Ilbert laughed. The bodies of the rebels are hanging in the trees of the forest. Parang is crying with blood and tears. Meanwhile, Raja Durjan Singh has already lost his life due to gunshot wounds. The time is April 6, 1799. Kindhearted Rani was taken to prisoner and brought to Abasgarh. Then Rani settled at Abasgarh as political prisoner under the mediation of Anondolal Khan, the king of Narajole till her death in September 16, 1812.

### **14. Conclusion:**

The consciousness of the women in the whole India took a unique form and the women of Midnapore did not lag behind. Midnapore played a leading role for the Independent Movement all over India. The seeds of which were shown by Rani Shiromoni. She born in a remote village about 300 years ago and let

us thought to fight for our freedom. Rani Shiromani was one of the most leading personalities of India's Independence that started in 1760. She led the first revolt of tribal farmers against British in 1798. She was called Rani Laxmi Bai of Midnapore. Rani Shiromani had already earned the glory of being the first lady prisoner also for leading the Chuar Rebellion in 1794. But we are yet to forget the bravery, courage, wisdom, progressive views of Rani Shiromani on women's empowerment in 18th century India, and her sacrifices within side the Indian Independence Movement. The contribution of the queen dedicated for our country is unforgettable, but she deprived of the respect, she deserved across the country even though her name is in Rail, the name of the place, Gram Panchayet and many more. Seeing her many women came forward in the main stream of the freedom movement.

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## 6

# THE PEACE EDUCATION IS THE ONLY WAY TO FULFILL THE GOAL

*Neelanjana Chakravarty*

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### ABSTRACT

*Eternal finding for inner peace and instinct of combat are both undeniable truth in human life. On one hand the desire for peace and another hand greed for power, Jealousy and hatred towards others are equally real for mankind. Being an intelligent animal man can make every impossible to possible by using power of good-will, proper education and ethical behavior. Peace education is the positive education that teaches students to control harmful emotions like hatred, anger, violence etc. It awakens in their minds humanity, love, tolerance, sense of duty. Philosophy of peace works behind the peace education which promotes the ideals of welfare instead of selfishness and the thought of sacrifice instead of enjoyment. The purpose of peace education is to make the child physically mentally and spiritually fit for future life by developing human values. Cooperation, creation, protection, and respect for life, selfless love and care - these are the main principle of peace education. It is the best way to build a safe and peaceful world.*

**Keyword:** *Peace, Peace Education.*

### Introduction:

Being a pacifist is not a natural human trait like rationality but it is an acquired human quality like morality or religiousness. Peace education is one of the most relevant issues today. The only option of present situation is to follow the ideals of peace in order to protect one's own experience and the experience of the world. Every pacifist person should come forward to save the earth and mankind from violence of destructive people. And for that peace education

must be spread among all classes of people in the world. Value for peace must be awakened.

**Peace-Education:**

According to UNICEF “Peace education” is defined as the process of promoting the knowledge, skills and attitudes and values needed to bring about behavioural change that will enable children, youth and adult to prevent conflict and violence both overt and structural to resolve conflict peacefully and to create conducive to peace weather at an interpersonal intergroup, national or international level.

The importance of peace education is as follows:-

- Release from the fear of war.
- Eliminating the mentality of arms competition.
- Take initiative to create a Terror free society.
- Developing the feelings of multiculturalism.
- To ensure the sustainable development.
- Learning to be and learning to live together.
- Protect human rights and human values etc.

**The way of peace:**

In the preliminary stage of human Civilization people have to survive in every moment of struggle. At that time physical strategy and violence were the two main factors of human life. There was nothing like concept of peace or humanity at that time. By nature man was a predatory animal then. Being ‘devoid of peace’ is an acquired quality of mankind like religious mentality that has gotten in the way of developing humanity. It is also a true nature of a man- to believe and to love, if he has not the right object for his belief and love, he will attach himself to wrong ways. So the acquisition and development of healthy values should occupy a vital place in the scheme of education.

‘Faith in our self and love for others’- this is the true essence of human life, peace and prosperity of human society depends on human values. Only ‘peace education’ can promote humanity and human values among the people. Positive qualities can be developed by removing or controlling our harmful instincts. For this proper arrangements have to be made to utilise ‘peace education’ at the national and international level. In addition to the Education of Science and Technology, importance should be given to the study of Arts, literature, philosophy etc. In order to formulate ethical values. Education is not a human tool but an identity. We all need success in our life but not without

love and care. So education should be as such that will bring both success and peace in our life. But at first we have to remove the factors which are responsible for disturbing peace like unemployment, terrorism, exploitation, suppression of individuality, complexes etc. and we should overcome the barriers of peace education- psychologically, culturally and politically. Let us left the weapon and take the pen, make the world beautiful.

If the mind follows the heart, the world we be different. Without soul, without heart without love, peace will not come. What we should be is to expand the sphere of tolerance, to respect others rights, and also to restrict our freedom when it infringes on the freedom of others.

**Anti-peace elements:**

today, every one is aware of the importance of peace but in spite of that some undesirable issues in the society continue to create strong obstacles in the way of establishing peace. These are - unemployment, poverty, religious orthodoxy, gender discrimination, exploitation, imperialist mentality, racial discrimination, caste system, extremist nationalism, terrorism etc. Only peace education can remove these obstacles in the way of peace.

**Methods of peace education:**

- We should target our children. Anything that reaches a child reaches its mother. Anything that reaches a mother reaches a family. And anything that reaches the family reaches the whole society therefore education should be included in the curriculum of children from the very beginning and grows up with respect for this he will never want to engage in any act of violence or destruction for this reason peace education has been included in the curriculum of teacher education in India at present in order to establish peace in the society. Every teacher must be a full dedicated to peace.

**Characteristics of peace education:**

1. Peace education is a comprehensive processes.
2. It is a process of direct as well as indirect inculcation of proper habits, the development of proper attitudes, sensibilities and characters of the learners.
3. It is related to the good of every learner and of whole learner to serve as a powerful instrument of social and national reconstruction.
4. The process of peace - value development is influenced by a host of environmental factors - home, school, peer group, community, the media and the general ethics of the society.

5. Peace education covers all-round personality development in aesthetic, intellectual, social, political and spiritual aspects.

**Importance of peace education:-**The world has witnessed two world wars with their devastating results. Science and technology have brought blessings no doubt to the human society but it is also a fact that this has cursed the humanity with the invention of nuclear weapons. So constantly we are under the grip of fear of being instantly annihilated. And Terrorism is also another terrible problem in present time. Terrorism is violent behaviour designed to generate fear in the community, a substantial segment of it for political purposes. It is a method where by an organized group or party seeks to achieve its avowed aims chiefly through the systematic use of violence.

In this circumstances is it possible to established peace and harmony all over the world? Yes it is possible. Because being an intelligent animal man can make every impossible to possible by using power of good-will, proper education and ethical behavior. Now what we need for this? It is the peace Education. Peace education is the positive education that teaches student to control harmful emotions like hatred, anger, violence etc. It awakens in their minds humanity, love, tolerance, sense of duty. Philosophy of peace works behind the peace education which promotes the ideals of welfare instead of selfishness and the thought of sacrifice instead of enjoyment. The purpose of peace education is to make the child physically mentally and spiritually fit for future life by developing human values. Cooperation, creation, protection, respect for life, selfless love and care -these are the main principle of peace education. It is the best way to build a safe and peaceful world. For the sake of the whole mankind, every country in the world should take the education of peace into the syllabus and practice it properly. The teachers' role in this matter will be most important.

#### **Indian Tradition of Peace Education:**

Peace Education is not a new subject in India. This subject has been important since the time of ancient Vedic education. At that time, Acharya and students together used to recite this prayer mantra in the Upanishads of Taittiriya -

Om, Saha Na Vavatu |

Saha Na Bhunaktu |

Saha Viiryam Karavaavahai |

Tejasvi Naav Adhiitam-Astu Maa Vidvissaavahai |

Om Shaantih Shaantih Shaantih |



**Meaning:-** Om, what we have heard seems to nourish us like food, let it be our strength. May it awaken in us the feeling that we can help each other. We should never hate each other. Om peace peace peace.

The glorious Buddhist education system of ancient India was also based on the Buddhist ideas of peace, non-violence and love. The teaching of Buddhism makes us aware of our responsibility towards living beings, nature and environment as human beings. The idea of associating oneself with everything in the whole world, rising above the anthropocentric and ego-bound view, is one of the great thoughts of Buddhist philosophy.

### **Thoughts of great educators and philosophers:**

The great educators of the world have acknowledged the important role of education in establishing world peace and international harmony. Rabindranath Tagore has made Visva Bharati, a temple Indian culture awakening and a Centre for international education from where India gives a message of humanity to the whole world. Bertrand Russell also wanted to ensure world peace through education. He thought the main aim of education is to establish world peace. Maria Montessori said in clear language that it is the job of politicians to avoid war; it is the duty of academics to establish peace. Mahatma Gandhi, Rishi Aurobindo, and Jiddu Krishnamurthy they all wanted to spread peace education to build a world free of violence and full of love.

### **Peace is a dream:**

Peace is not a way, work or theory. It is a dream that every person in the world sees in their waking state and desires to realize that dream in their heart. Peace education is not just a subject included in any curriculum. It is the only way to make the dreams of all the people of the world come true.

### **The peace makers:**

Teachers must play a major role in rebuilding the world of peace and love. Every teacher must be a soul dedicated to peace. They will teach children to dream of a world built on love. They will develop the value of peace in the minds of children.

### **Education policy:**

Education policy has to be changed. We have to try to avoid the ethnocentric teaching. Every country has to have, in their curriculum of the culture, literatures of the other countries from primary level to college

education. There should be a regular exchange of scholars, academicians, students and exchange of films, documentaries, cultural programmes. Best literature should be translated in all languages of the world. It is necessary to establish a joint peace initiative between the government and the non-government organizations.

**Conclusion:**

Peace education will be successful only if we can nurture it in our life without limiting it to theoretical discussion. Otherwise it will remain only biblical science. Efforts to nurture a culture of peace in society and to build a philosophy of peace in personal life will pave the way for peace education.

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## COVID-19: CONCERN OF PARENTS ON CHILDREN'S EDUCATION

*Sweta Gour*

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### ABSTRACT

*The research undertaken aims to focus on the challenges and problems facing by children due to the Covid-19 Pandemic which has become a serious concern for the parents of almost all sections of the society across the globe in terms of educational, social, philosophical and mental development. To motivate and encourage the students and also for keeping the wheel of education to be continued, most of the schools have introduced online platforms to compensate for the loss caused by the cataclysmic Pandemic. However, this is not proportionally available everywhere. Most of the children don't have proper infrastructure to live, and students of less developed countries are deprived of smart phones or Laptops to access. Foundational Learning subjects such as Math, Language, and Reading are not easy to carry out in this situation. Children with special needs and blind candidates are more sensitive to the changing atmosphere and to them serving education through distance mode is a little tough which has created the situation of uneasiness among their parents. In Present time, confined under a roof and witnessing domestic violence and quarrel among parents is directly impacting the young children and as a result they cannot concentrate on their studies. Children are becoming victim of online predators too. Physical and Social development are shunted. Continuous lockdowns have affected both the parents and the students as well. Furthermore, educational facilities are varying from nation to world wise and students are moving back and forth in the long race of gaining knowledge.*

**Key words:-** *Pandemic, education, parents, children*

## **Introduction**

Schools are the backbone for the fundamental development of a child and adolescent of any age group and provide academic instruction, social, philosophical, psychological and emotional skills and proper safety to the students. Not only these, it acts as a support system for providing proper nutrition, physical development, mental balance and perfection in reading and writing. School is the only place of social and racial harmony which further teaches the lesson of unity in diversity to the students.

Almost the entire world has been experiencing the effect of Covid-19 which has inflicted the lives of all the sections of the people. It has threatened the social and economic way of life by causing harm and as a consequence children are not aloof in terms of educational problems. According to the report shown by the book '*Policy Brief: The impact of Covid-19 on Children*', 188 countries have imposed countrywide closures, affecting more than 1.5 billion children and youth. The Methodological Note made by UNESCO, the map on school closures and its effect on young children shows that the Government-mandated closures of educational institutions have been affecting up to 70% of the student population registered from Pre-primary to Upper -Secondary Classes. The educational privileges are not same everywhere. The research states that more than two-thirds of the countries have introduced a distance learning program and among these only developing countries are remarkable and helping in progressing the educational system comparing to under developed countries. The parents with all the privileges are likely to face less problems for their children's education comparing to 41% of the parents with meager income. It has found that children around the age of 10 years do not understand the way of reading the basic texts and so it is creating a more severe problem than expected. Almost 60% of the parents are facing problems in teaching their wards because of lack of knowledge and their ability to explain. According to an estimate set by United Nation, half of the world, almost 46 percent lead their lives without internet connection which is an important factor in affecting the education system at present crisis. In private schools Teachers are supplying all the educational materials and resources and they think their students ranging from 50% to 60% have sufficient access to continue their studies, while 40% students are devoid of accessing internet facilities or having suitable digital tools like Laptops, Android or Smart phones. Children are showing less interest in terms of completing school assignments which clearly shows their lack of interest in submitting school assignments. Only 58% students are active in submitting school assignments. The effectiveness of online teaching varies from individual to individual and also from class to class. Younger students are finding reliability in handling digital media while

kids are unable to understand most of the things or sometimes getting distracted. With the support of guardians and active students, it has become possible to take online classes but this situation is not favorable everywhere because all the parents are not free on the same time when classes are being taken. The survey conducted on 1st week of May 2020 shows that parents are concerned for authentication of online materials given by the teachers. The current Pandemic has brought disturbances in education for kindergarten children too which is supposedly the beginning of formal education for any child. Many schools have begun the new session but the education set up has been shaken completely.

Power cut and disruption in the middle of learning are causing restlessness in the process of teaching-learning. Dwelling house plays an important role during the formative years of any child. Only 60% students have proper environment and space for studying. If the home environment will not be congenial, then it could create lack of interest in studying. Conflicts within the family, domestic violence and abuses etc. causes mental disturbances and anxieties among children. According to Erika Thompson, Assistant Professor and Researcher, "Some families may lack stable internet connections, computers or technology resources. Having more children at home engaged in distance learning can place additional strain on internet connectivity, and delivery of education at home means having a parent with the time and ability to support children at multiple grade levels while also managing their own responsibilities. This can be overwhelming for any parent. Number of children who are depended on school for one time food i.e. midday meal(Indianized context)are also one of the faces of the problems caused by this pandemic. While various countries are helping children by providing them study materials through online, it has raised a question and concern for the parents about benefitting the students with special needs as well as the blind students who need intensive care. The audio method will not be appropriate to impart education to them. Four parents among 10 of children with special needs stated that they are not receiving any support at all. Only 1 parent among 5 has stated that all services are provided to them. About 40% of parents of special needs students are concerned about their children's mental health comparing to the parents of other students. Speech Therapy and Mental Health Services are also facing great loss. Many students are depended upon tuition classes while many do not afford anything like that. Problems are equal from both the sides. Private tuition is a key on which most children rely. However, continuous engaging in internet access is leading the increased number of online predators and causing detachment in studies. The language is a vital medium to convey the message and it must be understand by almost everybody

but very few students are good in understanding those languages in which teaching is conducted through online mode. Continuous rise and fall in the pandemic have disturbed the decision taking power for conducting school exams which again is a matter of deep concern for everyone. Earlier school tests were used to be conducted which was helpful in correcting the errors but at present it is not possible through distance mode. Now most of the study materials are parted to the students in capsule form as per the demand of the situation which has created a demarcated line for limited knowledge. Regular discussions and debates are extremely needed for the students, but through digital media it is not possible. Some subjects need in-depth analysis which is not possible now.

**Statement of the Problem:-**”Concern of Parents on Children’s Education.”

**Objectives of the Study:-**The study was conducted to fulfill the following objectives:-

1. To study the problems facing by children during the covid-19 Pandemic.
2. To study the unequal distribution of digital medium for educational purpose.
3. To study the educational changes that have been shifted from Normal to New Normal situation.
4. To study the mental condition of the Parents and Children affected by the new educational scenario.

### **Conclusion**

This paper has investigated the underlying reasons of Parents and students concern for education which has been obstructed by various reasons. This study has shown that technology always stands like a mother to adore with wisdom and knowledge but it must be reached equally to all children of all the sections of the society. The result of this study indicates that an imbalance in family atmosphere and inadequate distribution of provisions in terms of distance learning are not enough to stand in imparting proper education which is really an international concern. The Parents are showing their grave concern for the opening of schools after the ending of this Pandemic. The guardians are already tensed with the ongoing classes, in between this they feel worried about the safety of their wards as no one can assure this. The centre for Disease Control and Prevention (CDC) recommends that seating arrangements must be fixed with serious care. It should be 6 feet apart from the normal arrangement. This decision is of no value where the rooms are not well arranged or having more students. Similarly the thought of health and hygiene is another

surprise for the parents where there is scarcity of water and toilet facility even from before the pandemic.

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## INCULCATING VALUES THROUGH SWAMI VIVEKANANDA'S IDEAS IS THE REAL GOAL OF EDUCATION

*Ajoy Das*

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### ABSTRACT

*In The present day, value education acquires an important position in our society. Almost in every country, human qualities are decreased day by day. There are no spontaneous expression of human virtues such as love, honesty, sympathy, purity; contrary selfishness, violence, jealousy all these bestial nature are revealed vehemently. Human have lost their humanity, consequently; this erosion of values have a worse impact on the individual life of family, politics and even in the educational system of our society.*

*So, to unfurl human mind through 'value education', I think the only way to get rid of this present predicaments and inconveniences of the society and here the fruitful thought of swami Vivekananda on education is mostly relevant and appropriate . Vivekananda on his educational thought points out how to increase the value of a man, to become a complete man, in his thought man is the most important treasure in our society. Addressing man as the immortal bliss, he said "Man making is my mission". Every man has potential to reveal their virtues nurturing good qualities. 'Value' is not only a quality but also express inner quality of mind. To rectify the present money oriented education system, the value education of ancient Gurukul of Acharya is inevitable. The chief objective of my paper is to introduce the importance of value education on the perspective of swami Vivekananda's educational thought.*

**Key words:-***Spiritual, Honesty, Man-making education, Manifestation, Perfection,*



**Introduction:-**

Education developed civilization. Education brings people back to the Civilization from wildlife. Education builds people as human beings. Especially everyone wants to live with a straight backbone in society and we Pride ourselves on being educated. But we are not aware of what the real form of education should be. So even though we are educated the behavior seems like uneducated people. If we look at the broad meaning of education we will understand that the main goal of education is to create people.

Prominent educator **Herbert Spencer** said- “Education can make a child feel for Real Life. Education will train a child how to nature the body..... how he will solve everyday problem by logic and intellect. Above all, how will he developed himself as a good citizen” So education is the philosophy of Life. Education can lead people in a beautiful way. At present the rate of education in India has increased a lot but there is still a lack of real educated people in the society. This is the reason why so many on unemployment incidents are happening in the society. So, Swami Vivekananda’s educational thought is appropriate and relevant today. Vivekananda’s Guru, Sri Ramakrishna Dev , used to say that ‘manush’ needs to become ‘man-hush’— that is man needs to become a true man. He alone is a man ; he said , ‘whose spiritual consciousness has been awakened’.(Gospel,851).Following his Master, Vivekananda emphasized that ‘the ideal of all education, all training, should be this man-making’. Learning over the prevailing system of education, he said: ..**‘We are always trying to polish up the outside. What use in polishing up the outside when there is no inside? The end and aim of all training is to make the man grow’.**(CW.2.15)

**Concept of value education:**

The English term ‘Value’ derives from the Latin word ‘valirie’ which means strong. In literacy sense the term ‘value’ signifies the favourite object. The English lexical meaning of ‘value’ is the importance or worth which makes a thing of qualitative. This ‘value’ or worthiness is manifested two section. One is the materialistic object and other is the divinely object. But in spiritual point of view signifies ideal characteristics or qualities of man. The main idea of the ‘value’ is implied in ‘Upanishad’ -Satyam, Shivam, and Sundaram. Now a days ‘value’ education acquires an important position in our society. Ista is a Sanskrit word synonyms with the word Value. By the Ista, Indian philosopher defined the highest human value or purusharthas. The four purusharthas of Indian philosophy are-Dharma, Artha, Kama, Moksha. Different types of value are Personal values, Social values, Moral values,

Spiritual values, Behavioural values, Democratic values, Economic values. Personal values is creativity, contentment, Courage, Dignity of labour, Diligence, etc. Social values is Brotherhood, Concern for Environment, Courtesy, Dutifulness, Forgiveness, Freedom, Love, Patience, Sympathy etc. Moral values is Honesty, Integrity, Sense of Responsibility, Compassion etc. Spritual values is Contentment, Austerity, Devotion to God etc. Democratic values is liberty, Equality, justice etc.

#### **Issues of value education in India:**

- ❖ We gain independence in the seventies. But today in the 21st century, our personal, family and National Life is plagued with a problems. Frustration in private life, drug addicted suicide is appearing in the youth. Extremely selfish and narrow minded people values are declining.
- ❖ If we look at the education society you will see that the education society is currently confined to the confines of narrowness. The confidence of the student community towards the education community has been lost. Today education has turned to money today.
- ❖ Again people talk about the relationship between the teacher and the student then the relationship has deteriorated. Students are losing respect for the teacher. On the other hand various unpleasant incidents have been reported some teachers. Which is reprehensible.

#### **Conception of value education according to Swami Vivekananda :**

Swami said-"**We need man making and nation building education**"- Character-building was fundamental in Vivekananda's educational scheme, as against career-orientation, which occupies centre-stage in today's education. A person is what his thoughts have made him. Explaining this swami said, **'Each thought is a little hammer blow on the lamp of iron which our bodies are, manufacturing out of it what we want it to be.'**(CW. 7.20). That is why one finds that the focus of the swami's educational thought was on assimilation of man-making, character-building ideas.

I think Swami ji idea of education is still relevant and today for its value in education. Swami ji has shown in his educational thought how to build values. Values depend on people so mast fast the people in the right sense. That's why **Swami ji** said- **"It is man-making education all round that we want"**(CW.3.224) .He also said **"Man-making is my mission"** In real education people can develop values. That it is why Swami Ji has spoken about the idea and purpose education- **"Education is the manifestation of**

**the perfection already in man” (CW.4.358).** The word “**Manifestation**” implies that something already exists and is waiting to be expressed. The main focus in learning is to make the hidden ability of a learner manifest. As Vivekananda said, what a man “learns” is really what he “discovers”, by taking the cover off his own soul, which is a mine of infinite knowledge. According to the Vedanta philosophy, knowledge is inherent in a human being, like a spark in a piece of flint, and all that is needed is the strike of suggestion to bring it out. Manifestation indicates spontaneous growth, provided the impediments, if any, are removed.

The word “**perfection**” is the Swami ji definition of education is also very significant. We can see that every act connected with learning, training etc. is part of a process directed to word an end. The English word “perfect” implies completion or something being made **whole**. The Greek word “teleics” is translated as perfect, and suggests the idea of attaining a goal or an end. Drawing on these meanings, one may conclude that Perfection in educational parlance is the goal of actualizing the highest human potential. Next important is the definition of education is the expression for “**already in man**” this refer to a human beings potential which is the range of the abilities and talents, known or unknown that he is born with. Potential speaks of the possibility of awakening something that is lying dormant .A child has many potential of variable worth, and they may create mental conflict within him. Therefore, he has to learn to choose which he should try to develop, and which he should minimize, counter, or ignore. Then again, as his chosen potentials start to unfold, they should be supervised in order to achieve their harmonious and purposeful development. He says Knowledge is inherent in man. No knowledge comes from outside; it is all inside.

**Swami said-”The present system of education is all wrong .The mind is crammed with facts before it knows how to think.”(CW.8.280).** So the current educational system is very mechanical. It is race for parents and student, and the educator shoot extra fuel. Most educational institution are profitable for curious classroom and teachers. This structure is almost impossible to convey to student a self- knowledge that is sufficient to identify their position in the community. Student are largely lacking in a strong source and individual citizens are responsible citizen. The lugubrious state of the institution forces them to redefine and contract their roles to build values, attitudes and moral standards.

The role of the school and its next University is not simply to teach and learn textbooks, but the understand his line of text books. Our educational system must focus on the moral and spiritual foundation of student who can create their own future. According to Swami Vivekananda, if you want our

student to be moral, then the school curriculum is one of the best ways to achieve that goal. He believes that a valuable School curriculum can teach more values among student. Therefore, Vivekananda proposed an important moral value that should be included in the school curriculum. Changing humanity through moral and spiritual education finds solutions to all social ills.

Beginning your education on a solid foundation of our own philosophy and culture, it shows the best cures for current social and global disease. Through its education plan, it seeks to realise moral and spiritual well-being and human elevation regardless of caste, Creed, nationality or time. However, the educational plan of Swami Vivekananda, whose goal is to build a strong Nation that will lead the world to see peace and harmony, is not a significant. The time has come for ask to think seriously about his Educational Philosophy and remember his call to all flesh. Arise! Awake! And stop not till the goal is reached “in this current educational system, Vivekananda plays an important role in the development of high value in life.” Today’s education is more theories than practical .

Swami Vivekananda describe the same incident method of spiritual teaching that Guru and his discipline lift in a close family relationship. The essential characteristics of religious and spiritual method include:

1. Control the mental capacity of a moment by practicing yoga.
2. Develop your mind with concentration and deep meditation.
3. Acquire knowledge through conferences, discussion and self experience and creative activities.
4. Imitate the teachers Intelligence and character and give an example of intelligent and clear understanding.
5. Guide your teacher to your individual guidance.

Analyzing Swami ji biogeography we see the reflection of the 24 virtues selfishness, etiquette, tolerance, determination, common sense, discipline, stability, self-confidence, useful intellect, perseverance, Integrity, self-respect, serviceability, self-control, patience, punctuality, self-reliance, courage, empathy etc. If we can develop and express these qualities, then we must develop of values.

### **Conclusion:-**

There have been many changes in the field of education since Swami Vivekananda passed away more than one hundred year ago but not as many changes is in other areas of society. One such noticeable changes in education

is that it is now engaged in preparing human beings for new type of society, and it is trying to create new type of human being for it. The right to education for everyone, guaranteed by the constitution of India, was Vivekananda dream, but it is still a far cry it's goal. His idea of continual or lifelong education, however, has been adopted in many countries already. Finally we can say what is real education? The real education is that which awakens values in people. Real education pulls the inner man out. Many of us have a misconception about education. We think those who come out of University with big degrees are actually educated. But not those who have values are actually educated. Values will awaken only when human qualities are developed in human beings. Value is not an attribute but an inherent expression. Our ancient scripture are mentioned in the Vedas- "good- evil, justice-principal, conscience -judgement builds values". So in order to acquire values or real education. One does not need to have only theoretical education to be practical. There is no need for teachers with degrees. We want teachers who are educated in real education. So in order to be a real teacher, he has to be a real person, and only a real teacher can give real education to his student society. So fast of all we have to be determined to be human and everything will become you automatically. That is why **Swami ji** said-"**Men men these are wanted; everything else will be ready, but strong, vigorous, believing young man, sincere to the backbone, are wanted. A hundred such and the world becomes revolutionized**".(CW.3.223-24) .So I think Swami ji ideas of education is still relevant and appropriate for inculcating values in education.

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## USING INTERNET BY SECONDARY STUDENTS IN JHARGRAM DISTRICT

*Priyanka Shit*

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### ABSTRACT

*The problem of the research entitled as “Using Internet by Secondary Students in Jhargram District”. The main goal of this research is to find out how the internet influence the attitude of the students in their studies. The main content of this research is how many percent of Secondary students use internet for educational purpose in Jhargram District and to know the positive or negative attitude of the students regarding the usage of internet in education. A few questions arise during this research (A) How many percent of the secondary students use internet? (B) What is their concept regarding the uses of internet in education? There are two variables in this research (A) Internet usage is Independent Variable. (B) Student's attitude about the use of internet in the field of education is dependent variable. Besides it is found that by using internet how much students become independent. Secondary students of SUKJORA PRABHASINI VIDYAPITH are taken for the purpose of this research and there are 30 students as sample. Four point questionnaire scales have been created for the students in this research and General Information has been received from three teachers. As a result of this research it has been found that 40% students are using internet and 60% students are not using internet. So we have to develop internet related education system in the school and the teachers have to be able to teach the students through internet. We have to develop Wi-Fi system in the school premises, and have to teach the parents about the benefits of using the internet through the parent teacher meeting. This research is a survey type research.*

**Keywords:** *Internet use, Secondary students, Education*

**Introduction: -**

The internet is a global system of inter connected computer networks, uses the standard internet protocol to serve billions of users worldwide. It carries an extensive range of information, resources and services through the world wide web. The internet has become a basic tool for entertainment, communication, trading, education etc in the contemporary world.(www.webopedia.com)

The internet is a global linking of computers that allow information transfer. The continual improvement of the internet technology has provided an extraordinary level of public accessibility to a wide range of forms of communication ex.E-mail, data Storage, management and transfer.Social websites like Facebook, Twitter etc. All these technologies are affecting the way we act or think. There are some benefits to the usage of internet. Internet users become more efficient at finding information because of its reliability.

There are certain positive effects of internet use mostly concerning the effects on cognitive skills on children such as hand eye coordination decision making and strategy. The negative effect of internet on children is concerned with playing video games of ten suffused with violence, which may adversely affect their mind set. In addition to cognitive damage heavy internet use might reduce the inhabitation and decision making ability of the teen ages leading to damaged relationships with family members peers and authority figures.

**Review of Related Literature:-**

- ❖ Vani Madhavi, Kommula A, and Kusnieniwon B(2013): Found that most of the students were using the internet service in the institute. But these students were using it for entertainment and time pass and not for academic purposes and a majority of the students had not knowledge about any medical websites. Only a few students used internet for online exams.
- ❖ Fayaz Ahmad Loan (2011): Found that students from different disciplines used internet for communication, information, entertainment and academic purposes. But majority of the students accessed internet for knowing new things, chatting and emailing. Frequency of using internet was varied amount the students one third of the students used for 2/3 times each while many users accessed internet daily basis. All students faced some problems while accessing the internet. Some of the students did not get reliable and valid information due to overload of information while others faced slow speed, downloading facility language barriers etc.



- ❖ Unnikrishnan, et al. (2008): Noted a significant relationship between the study and the purpose of internet use. Majority of the students preferred internet over text books because it accessed that most of the final year students spent less than three hours with their computer and want online in one week.
- ❖ Aditya Kumani,H. and Mahadevamurthy .M. and Hydarali,(2013): argued that internet was a most common and useful instrument for all students.The results of the study showed that students used the internet for several objectives and most of the students also faced many problems while surfing the internet.

### **Statement of the Problem:**

The problem is entitled as “Using Internet by Secondary Students in Jhargram District.” The main goal of this research is to find out how the internet affects the attitude of the students in their studies.

### **Objective of the Study:**

- 1) To investigate how many percent of secondary students in Jhargram District use internet for educational purpose.
- 2) To know the positive or negative attitude of the students regarding the usage of internet in education.

### **Research Question:**

- A) How many secondary students use the internet for the educational purpose?
- B) What is the mentality of the students regarding the usage of internet in education?

### **Delimitation of the Study:**

For the convenience of work

- ✚ 30 samples only from the rural area (Jhargram) will be chosen.
- ✚ Sample will be taken from renowned Bengali Medium schools of Jhargram District.

### **Significance of the Study:**

The main goal of this research is to find out how the internet affects the attitude of the students in their education. Education is the main key to the development of a Society. This education is greatly influenced by the proper use of internet.

## METHODOLOGY

### Research Design:-

#### ❖ Systematic Representation of Survey Design

Type	Sources
Method of Research	Survey type research
Variables	<ul style="list-style-type: none"> <li>Internet usage is independent variable.</li> <li>Students' attitude about the use of internet in the field of education is dependent variable.</li> </ul>
Tools used	<ul style="list-style-type: none"> <li>Here four point questionnaire scale have been created for the students and general information has been received from three teachers.</li> <li>Interview has been taken from the students.</li> </ul>
Sampling technique	<ul style="list-style-type: none"> <li>Random Sampling Technique</li> </ul>
Size of the Sample	<ul style="list-style-type: none"> <li>30 samples have been taken from the SUKJORAPRABHASINI VIDYAPITH of Jhargram District</li> </ul>
Statistical Technique Used	Descriptive Statistical Technique

### Results:

Finally the research topic reached the conclusion that 18 students out of 30 students not used internet for the educational purpose and 12 students out of 30 students used internet for the educational purpose and it found that 17 students have positive attitude and 13 students have negative attitude.

**Table 1:use of Internet**

Total Students	No. of Students using Internet		No. of Students not using Internet	
	Number	Percentage	Number	Percentage
30	12	40.00%	18	60.00%

Using Internet – 40.00% and Not Using Internet – 60.00%

**Table 2:**

Question Response	Percentage of Students
Strongly Agree	52.94%
Agree	47.05%
Disagree	61.53%
Strongly Disagree	38.46%

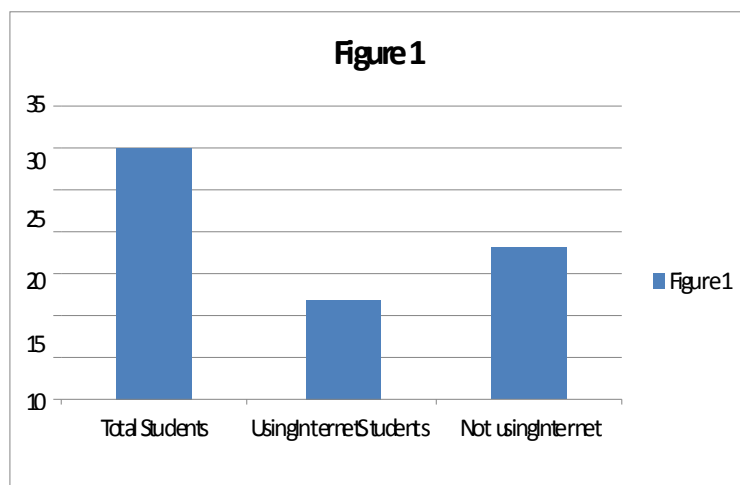
**Description:**

**Table 1:**

Total Students	No. of Students using Internet		No. of Students not using Internet	
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Using Internet – 40.00% and Not Using Internet – 60.00%

**Figure – 1**

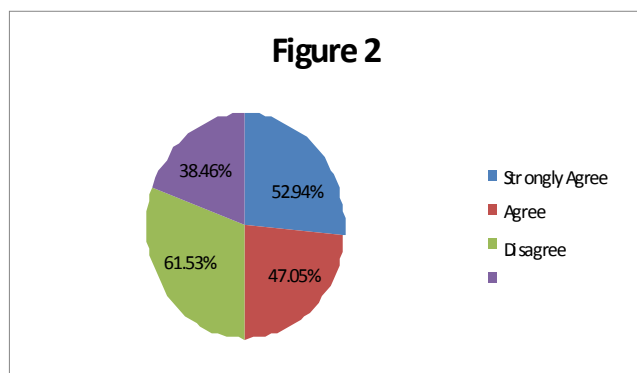


The above table and bar graph showing that from the total 30 students are using Internet and 18 students are not using Internet.

**Table 2:**

Question Response	Percentage of Students
Strongly Agree	52.94%
Agree	47.05%
Disagree	61.53%
Strongly Disagree	38.46%

Figure – 2



The table and pie graph are showing the difference of the utility of using internet.

### Interpretation

From the above research it is understood that internet could not highly influence the students' mind for the educational purpose. As a result of this research 40% students are using internet and 60% students are not using internet. Besides 52.94% and 47.05% students have positive attitude and 61.53%, 38.46% students have negative attitude. So it is understood that the internet has not been implemented in the rural areas vastly.

### Limitations:

The obstacles of this study are discussed below –

- ❖ Due to being a Rural area technology usage could not be fully implemented.
- ❖ If the study were taken on a large number of students the result will be more perfect.
- ❖ As it is a Rural area guardians have negative thinking regarding internet.

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# IMPORTANCE OF ENVIRONMENTAL EDUCATION IN HUMAN LIFE

*Chinmoyee Ghosh*

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## ABSTRACT

*At present, Education is extremely important for everyone. Education is the fourth necessity for man after food, clothing and shelter in today's competitive world. Environmental Education is an education through the environment, about the environment and for the environment. The environmental education develops knowledge regarding its problems, aware of how to help solve these problems. This paper shows the important of Environmental Educational and effect of Population Expansion in practical human life in different aspect of life. Environment and Health are inter related issues. This research paper shows that Environmental Education is very important in human life. It helps to know about the different parameter of environment and the standard level and the various effect due to environmental hazard.*

**Key Words:** *Environmental Education, Environmental Hazard, Diseases, Population .*

## 1. INTRODUCTION:

There is no doubt that education is the much cherished weapon for success. The periphery of education is not confined within the academic knowledge, it will helps us to acquire the practical knowledge in different aspect of life. Education also help us to develop our life skill as well as hands-on experience to facilitate us. Education is a life-time process with no true beginning or ending .In today's globalized world no nation can neglect the importance of education.

According to John Dewey,

**“Education is not preparation for life,  
Education is life itself “**

Valuable edification formulates people for life and work and creates a bridge to the confident future. Decision-making and problem-solving capabilities of a person is also enriched by the proper education, which is a gate way for better career-path.

Good education always remain in its place .However sometimes people do not notice the fact that, the knowledge which they learn today, they may use tomorrow or may be ten years later. People are part of the world where they must learn continuously and exceed all the expectations while using knowledge gained from education, they must find a path to their lives.

We are living in a scientific society. So without scientific we cannot thinking meaningfully about a world. Science has its own importance at every stage, because we live in a scientific and technological age and no citizen can function effectively in a developed society without a basic scientific literacy. Every citizen needs to lead a healthy life. So, now education is very important for everybody. Education conveys behavioural change in the learner and develops his/her character and personality. Its gives opportunity for innovative thinking and fruitful imagination.

## **2. WHAT IS ENVIRONMENTAL EDUCATION?**

Environmental education may be defined as a practice focussed at creating awareness and understanding about Environmental issues that leads to liable individual and group achievement. Environmental education is an instruction through the environment, about the environment and for the environment. Fruitful Environmental education emphases on processes that promote critical thinking, problem solving and effective decision making skills. Environmental education uses procedures which include students in observing, measuring, classifying, experimenting and other data gathering systems. These practices helps students in discussing, inferring, predicting and interpreting data regarding Environmental concerns.

## **3. BENEFITS OF ENVIRONMENTAL EDUCATION:**

- ❖ Enhanced the creative and critical thinking.
- ❖ Imagination and keenness are amplified.
- ❖ Tolerance and understanding are supported.

- ❖ Local and Regional learning criterions are met for multiple subjects.
- ❖ Learning transcends the classroom.
- ❖ Healthy lifestyles are encouraged.
- ❖ Communities are strengthened.
- ❖ Bio-phobia and nature shortfall dis-order decline.
- ❖ Students and teachers are endowed.
- ❖ Liable action is taken to better the environment.

#### **4. POPULATION EXPLOSION:**

Population explosion denotes to the speedy and vivid growth in world population that has happened over last few hundred years. Between 1959 and 2000, population over the world augmented from 2.5 billion to 6.1 billion people.

Now a days it is a foremost matter for all developing countries. Government is not compelling proper actions to control this problem. Basically it creates various problems in our country for people.

#### **5. MAIN CAUSE OF POPULATION EXPLOSION:**

The cause of the population explosion includes many factors and reasons. These are as follows:

- ❖ Increase in the birth-rate.
- ❖ A decrease in infant mortality-rate.
- ❖ The life expectancy growth.
- ❖ High level of illiteracy.

#### **6. EFFECTS OF POPULATION EXPLOSION:**

The population explosion distresses natural resources and affected many more sectors of the country. The most important effect of the Population Explosion are as follows:

**6.1 Unemployment:** Due to excessive growth rate in population, the demand for works and employment also increases rapidly. But due to deficiency of assets and employment prospects, there are millions of people are jobless in India.

**6.2 Poverty:** Being huge population without work, there are a bulky number of people who belong to below the poverty level. This poverty sometimes causes of illiteracy which indirectly causes of population growth.

**7. EFFECTIVE MEASURES WHICH CAN BE IMPLIMENTED TO CONTROL POPULATION EXPLOSION:**

- ❖ Education
- ❖ Spread Awareness
- ❖ Women empowerment
- ❖ Eradicate poverty
- ❖ Legislative Action
- ❖ Providing Incentives
- ❖ Easy and cheap availability of contraceptives
- ❖ Delayed Marriages

**8. HEALTH:**

Health is a state of complete physical, mental and social happiness and not merely the absence of disease. As per World Health Organization, physical is about the physique, mental is state of mind like power of thinking, emotion and feelings, Social stands for the greater surrounding around us.

**9. ENVIRONMENTAL HEALTH:**

Our environment can influence health and wellbeing directly or indirectly. Environmental health examines the interaction between the environmental and supportive environments for good health. The environment in which we lives in a major determinant of our health and wellbeing we depend on the environment for energy and the materials needed to sustain life such as-

- ❖ Clean air
- ❖ Safe drinking water
- ❖ Nutritious food
- ❖ Safe place to live

Many aspect our environment both- built and natural environment can impact on our health. It's important that we interpret health issues in the wider context of our environment and where we live.

**10. RISK FACTORS OF ENVIRONMENTAL HEALTH:**

- ❖ Huge economic development
- ❖ Population explosion



- ❖ Intensification of agriculture
- ❖ Industrialization and increasing energy use
- ❖ Climate changes
- ❖ Occupational hazards

**11. OUR HEALTH AFFECTED BY FOLLOWING ENVIRONMENTAL EXPOSURES:**

- ❖ Outdoor air pollution.
- ❖ Unsafe drinking water.
- ❖ Contaminated recreational water.
- ❖ Mosquito's ticks and other vectors.
- ❖ Ultraviolet light exposure.
- ❖ Second-hand smoke exposure.
- ❖ House hold crowding.
- ❖ Cold and damp housing.
- ❖ Climate change.
- ❖ Hazardous substances.
- ❖ Natural and technological disasters.
- ❖ Inadequate sanitation.
- ❖ Occupation hazards.
- ❖ Population explosion.

Globally 23% of all deaths and 26% of deaths among children under age 5 are due to table environmental factors.

**12. ENVIRONMENTAL DISEASE:**

Environment diseases are those for which social factors are totally responsible apart from the genetic disorder. Anxiety, physical and mental abnormality, proper diet, effect of radiation and chemicals found in almost all special care products and house hold cleaners are probable causes of a large segment of known transmissible diseases.

There are different types of environmental diseases as follows:

- ❖ Lifestyle disease- such as cardiovascular disease.

- ❖ Disease caused by substance abuse such as smoking related disease.
- ❖ Disease caused by physical factors in the environment, such as skin cancer caused by excessive exposure to UV radiation in sun light.
- ❖ Diseases caused by acquaintance of toxic or annoyance chemicals in the environment.
- ❖ About 25% of overall diseases influenced by environmental exposure.
- ❖ 2.6 million Death annually from cardiovascular disease.
- ❖ 1.4 million Death annually from cancer.
- ❖ 1.3 million death annually chronic obstructive pulmonary diseases

### **13. ENVIRONMENT AND HUMAN HEALTH:**

Human being is always adjusting to the ever changing environment. But after twentieth century there has been tremendous increase in physical wants and desires. Fast development in every sphere of life has undergone with the ever increasing wants and demands for food products. Ever increasing pressure on land has forestland to be utilized for cultivation. There is all round development and progress in the field of science and industries, new technology is being introduced and variety of products are now being produced. As a result environmental pollution has increased. Development and destruction are co-related and give rise to many problems due to environmental pollution, water pollution, destruction of forests, disappearing wild life, radiation effect on living organism.

### **14. DISEASES:**

Environment and health are inter-dependent. Environmental issues are one of the main causes of many diseases, health issues and long term livelihood problems in India. A person is surrounded by biological microbes, which in turn spread diseases-

- ❖ Through respiration: - By nose, mouth, lungs, cough, sneeze, spit, spreads cold, measles, tuberculosis etc.
- ❖ Through intestine: - Cholera, human excreta spread typhoid, diarrhoea, intestinal worms, poliomyelitis etc.
- ❖ Through skin: - measles, skin pus like small pox, scale of skin etc.
- ❖ Through blood:-AIDS, malaria, dengue, fever etc. are some of the diseases which spread through blood.

#### **14.1 DIPHTHERIA:**

It is an acute infectious and communicable diseases caused by involvement of respiratory system.

##### **Prevention and control:**

- ❖ The patient should be isolated.
- ❖ Disinfections of the home, clothes, toys, utensils, etc.

#### **14.2 WHOOPING COUGH OR PERTUSSIS:**

Whooping cough or pertussis is an acute respiratory infections disease caused by *Bacillus pertussis* involving trachea, bronchi, and bronchioles creating intense cough. Whooping cough occurs in all ages. Effect of cold weather and in colder regions enhances the incidence of diseases.

##### **Immunization:-**

- ❖ Vaccine is prepare from dead bacillus and is administered along with D.P.T.(Diphtheria, Pertussis, Tetanus)

##### **Prevention and control:**

- ❖ The patient should be isolated.
- ❖ Disinfections of the home, clothes, toys, utensils, etc.

#### **14.3 TUBERCULOSIS:**

It is chronic bacterial disease and highly infectious. Tuberculosis spread through air affect the lungs of the person. It is caused by *Tubercle Bacillus*. This is prevalent both in tropical and temperate climate.

##### **Immunization:**

- ❖ Child should be given B.C.G (*Bacillus Chalmette Guerin*) vaccine by intradermal injection within the first three months of age.

##### **Prevention and control:**

- ❖ Patient should be isolated. The disinfections of clothes, utensils, articles rooms etc. should be properly ensured.
- ❖ Health and general sanitary conditions of the community should be taken good care of every human being should live in fresh air and sunshine.

#### **14.4 CHOLERA:**

Cholera is an acute infectious disease caused by the infection of intestinal canal, characterized by sudden vomiting, watery diarrhoea, cramps in legs and leads to fast dehydration.

**Immunization:-**

- ❖ Vaccine is prepared from dead Vibrio Cholera and is given when there is a danger of spread of cholera.

**Prevention and control:**

- ❖ Phenyl, bleaching powder and other disinfectant should be sprayed in the area.
- ❖ Avoid eating of rotten fruit, boiling of water and milk, protection from flies and dust.

**14.5 MALARIA:**

Malaria spreads in the rainy season. The malarial parasite is a protozoan named 'Plasmodium'. It survives in the red blood corpuscles of the human blood. Man acquires infection by the bite of an infected female anopheles mosquito, which inject the malarial parasites in the form of spores.

**Prevention of Malaria:**

Malaria can be prevented in the following manner-

- ❖ To destroy mosquitoes at some stage of his life cycle that is during larva stage or adults .Use of oil, diesel, kerosene, gammexene, etc. can destroy the breeding.
- ❖ Putting net, proper drainage, removal of stagnant water.
- ❖ Wire grill on doors and windows.

**14.6 TETANUS:**

A toxin of Tetanus Bacillus induces tetanus or lock jaw, followed by wound. Tetanus bacillus lives in the contaminated soil or road, gardens and agricultural land. These microbes survive in the intestinal track of horses and cattle. They attack the nervous system and caused instant death.

**Prevention:**

- ❖ All wounds should be treated carefully especially if there is a fear of contamination with refuses or soil wound should be thoroughly cleaned with disinfectant or 3% iodine solution. In addition, ATS (Anti Tetanus Serum) injection should be given.

**15. SUGGESTIONS FOR IMPROVING THE CONDITION:**

There are some suggestions here for improving the condition-

- ❖ Environmental awareness increases easily in financially stable and better educated people through book reading ,newspaper , magazines,

NGOs (Non-Governmental Organization) can play a better role spread of information up to village levels.

- ❖ Addressing issues of environmental significance to private voluntary organization, NGOs, farmers, organizations, cooperatives, schools, universities and private entrepreneurs, can increase public awareness.
- ❖ Through Radio, we can get the knowledge.
- ❖ Educate the students about environmental pollution and the harmful effects of pollution.
- ❖ Population education is as a compulsory subject should be included at university level.
- ❖ Providing more specific and scientific knowledge of Environmental pollution through environmental education as a compulsory subject.
- ❖ To develop eco- friendly habits, such as getting people to recycle and to produce less waste.
- ❖ To plant and grow trees in the house garden.
- ❖ Buy only environment friendly products.
- ❖ To motivate research on different measures to be taken to solve environmental problems.

## **16. CONCLUSION:**

Education plays an important part in the overall development. Social development is growing rapidly. In human life environmental education now became the essential part of our education system. Man uses environmental resources for their existence, sustenance and enrichment from the very beginning of their evolution. Every action has reaction. If we do not try make drastic change to the environment then environment also not going to harm us. Major environmental issues are resource depletion, population growth, pollution, loss of biodiversity etc. The need of the hour is to conserve the Earth's resources and protect them. So, a clean and Healthy Environment is essential for the very survival of the human race.

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# GENDER DISCRIMINATION, SOCIETY & EDUCATION

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## **Abstract**

*Gender discrimination has been a very big issue in India for past decades. Till now many place in India the birth of girl child is not welcomed. The discrimination before the child born, some time they get killed as foetus. If the child manages to see the sunlight, too many hurdles waiting for her in her upcoming life journey. Discrimination seen in everywhere in the society. Discrimination seen in education, in employment, in society even in family also. India is now in a modern era, very developed in technology, science and medicine. Every field women are showing a impressive leadership. But in spite of such modern, develop era and society girl child discrimination followed in many family in India. Poverty, illiteracy, bad mentality for the women in society is main cause of such discrimination. In schools in India, various survey showed that among the dropout student most of the students are girl.*

**Keyword:** *Gender, Gender discrimination, Women power, Illiteracy, Inequality, Education, Poverty, society, Culture.*

## **Introduction**

The word “gender” originate from Latin word “genus”, which refers to kind or race. Gender is a psychological and cultural term referring to one’s subjective feelings of maleness and femaleness. India is a culturally rich and educative country. India’s culture and tradition related with regions and religion. But being a patriarchal society, in India gender in equality mostly seen across most of the region. In this type of society, people and parents

gives more favour to boys than girl. This discrimination seen as social, political, economic and mostly in education. This scenario is not only limited to India, but women's rights in, ingress, and control over housing, land, and other property continue to be limited all over the world. Gender-biased laws, traditional behaviour toward women, and male-dominated social system pose hurdles to women achieving equal rights. The situation tends to be worse in war affected societies. Absent of property rights and house rights, a cross section of war-affected women-refugees, internally displaced, and heads of households tend to live in terrible poverty, Unemployment and loss of capital. Everywhere, women without property rights find it more difficult to survive that allows them to invest in agriculture or micro-enterprises or any other small business.

### **Gender Discrimination**

This type of discrimination occurred based on the gender of the person. Commonly women are treated unequal than man in their education life, economic life and social life. Not only Indian women inequality happens all over the world even in developed country. Patriarchal norms have marked men as superior to women. A girl is considered a burden and is often not even allowed to see the daylight, hard to imagine this state of affairs in the 21st Century when women have proved to be strong leaders in every aspect. From playfield to business, the world has been revolutionised by women leaders in all fields.

### **Gender discrimination in various area**

#### **Birth**

Discrimination starts far before the birth. Many parents abort the female foetus. Even till now this type of incidents happen in India, Not only in village but also in metropolitan town. In various places in India people doing "Puja" in temple or religious places for the demand of male child. If any women give birth a female child, she has to face abuse and discrimination from the family.

#### **Fundamental Needs**

Girls child start faces discrimination after birth. Denial of fundamental needs starts with early marriage, domestic abuse and discrimination. Many family don't want to send their girl to school and they give much importance to boy child and less importance to girl child. In Indian society parents are far more bias to boy child than girls. In every aspect parents give more things or amenities to the boy which is bigger than they demand.



**Education**

In India many parents don't want to give education to girl child. Because they consider girl a temporary member of the family because they leave home after marriage. Hence, some family thoughts that investing money in girl child education is waste of money. But if we see in ISRO, IIT like big and great institution where women doing work as much as their male colleague.

**Employment and Carrier**

Gender discrimination largely seen in employment sector. In village area people thought that Women are only for childcare and household. In urban area women working in office, school and colleges but large group of women working in unorganized sector where they don't have skills and opportunities. Not only that they also fight with minimum pay and long hours of work time. In various study showed that in construction site and agricultural sector there is a huge difference in wage between male and female labour.

**Causes Of Gender Discrimination****Illiteracy**

Lack of education in many family in India resultant cause of this type of gender discrimination. Woman cannot realizes their power without proper education. Backwardness in education led the women education in dark phase. With 65.46% female literacy rate (2011 census) , women's education in India is still a point at issue. It is still below the world average of 79.7%. Imagine that every child by the age of 4/5 starts schooling. But in many rural areas in India, if the child is a girl then there are many obstacles to her access to education. Women's education in India is still recognized as an unnecessary gratification in many region. When Kerala top of charts with 92.07% female literacy (94.00% overall literacy), but Bihar scores very bad with 51.50% of women literacy (61.80% overall literacy).

**Poverty**

Poverty is the root of many problem such as gender discrimination. 30% people in India till now billow the poverty line and in that 70% are women. Commonly women dependent on man counterpart and that's led to the women to gender disparity. Till now Indian women can't access to money, land and house ownership. Also they don't access education and other services.

**Employment**

Women in India spent time in bearing of children that often result to the de-skilling. In various cases women leave their job for the sake of the child and family. And that is the main cause of women which they are not able to be

economically self-sufficient due to unemployment. In some case also we see that some women leave their job for huge mental pressure from family who thought that women are not appropriate for any kind of job.

#### **Customs and Traditions in society**

Various region in India girl child don't received ceremonial welcome on her birth but a boy child does. Women are hugely wrapped with social customs, beliefs. Parents often teach them how to cook but don't show how to study and get a job. Women in India still facing big problem like dowry system and many other causes. And that type of bad mentality led to many family to sex determination test which is now illegal in whole India.

#### **Social Status**

The violence against women in India includes killing wife for want of dowry, various sexual assaults, rape, prostitution, throwing of acid to teen agers and women. Also now a day's child marriage is big curse in Indian culture. Female infanticide, indecent and bad behaviour, and honour killings, women are the only target of these incident. Despite of heavy social modernization and technological development in India and society, women in our society still continue to be sufferer of exploitation, illiteracy, superstition, poverty and social atrocities.

#### **Educational Institution and Social Discrimination**

Indian education system have a big problem that is school dropout. In rural areas of India, girls continue to be less educated than boys. According to the studies when family size increase after first child there was a dropout in school life because economic condition of many family is not good.

#### **Secondary and post-Secondary Education**

In India female dropout from school is far more than male drop out. Studies shows that among the total amount of dropout student 70% students are female. The main problem of dropout is distance to school. Other problems is safety and security of girl and economic problem of family, parent's orthodox mind not to send their girl to the school or higher education.

#### **Literacy**

Women literacy gradually rising in India but still lower than male literacy rate. According to census of India, 2011. Literacy rate of female is 65.46 % compared to males which is 82.14%. Many Indian state have lack of women literacy. In the current scenario the gap in literacy between male and female gradually closing at the primary level.

**Gender, Culture and Institution**

Culture is a very broad term in India. In India many social behaviour and norms found in human societies. It also includes as the knowledge, beliefs, arts, laws, customs, capabilities and habits of the individuals in these groups. Gender issues vary from society to society. India has 28 states and 8 union territories. Each and every state have their own culture and one states culture differ from others. An institution on the other hand is a an organization, establishment, foundation, society, or the like, devoted to the promotion of a particular cause or program, especially one of a public, educational, or charitable character and it also a social structure. Culture is the main key of the gender concern. Hence, institution, gender and culture need to working together for the development of the society at large. In many country including India historically and traditionally women been the caregiver of children and home maker also. Studies show that working women still completing more household task then man. If we thought family as an institution, from early age children were taught gender based occupation. Such as in home, doll and toy cooking set given to the girl child and toy pistol, car, war game given to the boy child. But now days there is a significant change in occupation. Today's tech based era parents mind set also changed day by day. Women are commonly considered to be more "gentle," "passive," "emotional," "Patient" and "communicative" and Adjectives such

As "tough," "independent," "powerful," and "straightforward" are used for men. But now days that so called label is slowly changing.

**Gender Inequality to Gender Equality**

There is a big need of some action or policy for the women empowerment as the gender inequality in the country continue even against the stage of economic growth.

- One of the biggest change in "Gram Panchayet" that directed one third representation for women in positions of local Administration and its result is very promising.
- Women leader and women administrator such as District Magistrate, Police super and other higher officer who are women serve as role model for the young women and they are also inspiration in the field of education and the career for the teenager girl and their family.
- Current initiatives on training and recruiting young women from Village areas for industrial jobs in various industry and factory give economic independence and self-dependence to the women.

- Educate children from their early age about the gender equality is also a good initiative for the future discrimination less country.
- Another myth that son is caregiver for the old age of parents but truth is daughter are more careful about their parents in old age than the son.
- If India wants to take position in global growth list, the country need more participation of women in local and national levels and also in private sector.
- Elimination of violence, crime abuse to the women will be fruitful step for the better society.
- Another step such as give the girls human rights education by which they can know how to take control of their condition and how to achieve their own objectives. By that types of education girls and women will be enhance their quality of life and enable their advancement in the career.

### **Conclusion**

There has been a steady and slow transformation in the status of the women in comparison to earlier times. Women of today take part completely in areas such as politics, status, military sectors, economic, service, and technology sectors. In addition, Women in India contributed in sports too. Thus, they have occupied a noble position in workplace, family and society. However, ending crimes towards women is still a challenge to the administration. We can prevent inequality by ensuring women autonomy and power, also increased decision making power and participation to the work in the family and public life both.

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## IMPORTANCE OF TECHNOLOGY IN EDUCATION

*Sayandip Mondal*

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### ABSTRACT

*When we meet a social problem, we always talk about how important is education and how education is necessary. Today, the world is changing, population is growing rapidly, interests and needs are diversifying with each passing day. We need to think about different training methods. The tools and methods to reflect context of education is very important. Technology is one of the most significant instruments for education.*

*We need to use technology in all part of our life in this information age. Especially education is one of the most needed areas to use technology. Because technology use in education, makes something easy to understand, embodies many issues, offers the fastest way to reach information and increases the effect of education. Various researches show that use of technology in education, facilitate learning and increases retention. In this study, firstly we look at the changes in the 21st century and its reflections on education. Then we are standing on the importance of the use of technology in education and the relationship between technology and creativity.*

*Finally, we are looking contribution of the use of technology in education. The 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 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 technologies.*

**Keywords:** *Education, Technology, Opportunities, Integrate technology,*

### **Introduction**

By the utilization of recent technology within the classroom, teachers and students can find a replacement solution of lifestyle problems. Modern technology helps in education to form better syllabus, learning and teaching materials and better services. It's really important to integrate the technology into the school rooms. Technology is extremely much important in education to make a replacement and innovative practical syllabus, improve the security of students, students' data management and analysis and performance reporting and teacher training programs. Technology is inspiring kids to become creative and innovative. Creativity and innovation will make students successful in their careers and life.

### **Classroom Technology:**

Classroom Technologies help students & teachers within the method of receiving and giving education systematically. Technology helps in facilitating the syllabus, acquisition of knowledge and skills. Student and Teachers round the world can connect with one another on various Internet platforms. For such benefits, it's important to use technology in education. Technological tools preparing students for future career challenges. Teachers are learning and also executing the most recent technologies within the school rooms. Technology isn't helping students who are in urban areas but also from those students who are in villages.

In our whole world students are learning important career skills at their home. The government is taking excellent care of technological investment in education. Like the Skill India program of Indian Government of India. This is often all thanks to technologies enhancing students' interest in learning. That's why it's really important for all educational Institutions to execute innovative ideas and learning materials in classrooms.

In education the utilization of technology increased the extent of accuracy in educational materials to a better standard. Uses of latest technologies are expanding. New computer programs and mobile apps are all playing their role to unravel lifestyle problems. For instance, if students or teachers are writing a document on the Microsoft Word program then they will underline the document by clicking the Underline Option. So, the extent of accuracy is extremely high once we learn on computers or once we teach students by presentation or animations and data visualization.

Online classes, online degree programs, and distance education, etc. are the innovation in education thanks to the use of knowledge technologies. Students and teachers are achieving various software applications for distance learning, e-courses, and every one-degree programs. There are numerous advantages of online classes and degree programs. All is thanks to the blending of technology within the training and communication process.

As we all know education play a really powerful role in our life regardless of what are the needs. Commonly the aim of education today is to urge employment. Is it possible to urge employment or live happily without using the web and computers? The solution is not any. That's why computer education is essentially important in schools. You can't make young India employable without including technologies in classrooms. Computer and Internet could also be a replacement tool for several teachers and provides creative methods to point out children.

Computer Technology in education helps to urge any valuable data and knowledge quickly. We will think anything which are going to be on any program like yahoo, goggle etc. Technologies motivates us for creative thoughts. The pc has huge space for storing which may be employed by student for download carious education related materials.

Technologies are providing more benefits for passionate teachers and students. Today, passionate educators don't need government teaching job to show students. There are various tools and technologies during which they're going to use to share their career experiences with students in real-time anywhere within the planet.

The computer technology helps teachers and students to perform the varied calculation, reveal information and forecast educational data and knowledge in real-time. Students can do a piece repeatedly during a computer. is that this possible without computers? Students can believe computer programs for better results. for instance, if someone is doing the calculation in Microsoft Excel, they will use formulas to calculate and logics to analyse.

### **Technology for Communication**

Technology could also be a strong tool to implement in education. YouTube, Online course websites, accredited online degree programs are great for college kids. ZOOM, Meet, Cisco Webex are the text, audio & communication technologies are great for teachers and students. Technology can provide veracity within the students in education. A computer can perform thousands of tasks using specific applications. Today's generation is far more intrigued to use technological tools. Teachers can transform creativity into students' minds by using technology tools.



Today the Social media like Facebook, Instagram. are great invention for technology. It can help teachers to show about communism and science subjects in classrooms. Teachers can create WhatsApp groups and invite other students to hitch. therein group only teachers can post and students can react. the utilization of social media technologies in education can provide great benefits but it should be with the highest goal in mind. When the uses of technologies in education and classroom are aligned to understand students' goals and dreams then it is vital to use.

Education is transformed by technology. Computer can provide the accurate end in the scholars very quickly. Many educational institutions are providing online degree programs. Educators and teachers can teach and lots of are already teaching on Internet. There are many educational tools for teachers on the online to use. On the other side, students are taking online classes, participating in online debates, interviews, forums, etc. With the appliance of technology, the younger generation want to urge source of income. That's the capacity of Technology that ought to be recognize and dispose by Education authorities.

In education sector, communication technology is extremely useful. Displaying information with art, signs, photography, typography, colour, images and infographic are often a really important tool for teachers. Students can learn various data and facts with more interest through the utilization of smart art, clipart, slides etc. with more interest. Education is that the continuing process for all. But at the present time we'd like it quickly and efficiently. we've to update our whole education system with the assistance of technologies. Only Information Technologies can make the education system of any country corruption-free. Technologies are supplying always access to Educational institutions to ascertain the event of scholars. I feel technology in education not only a tool but today technology is playing the role of teachers.

### **Modern Invention:**

Artificial Intelligence like Robot is that the way forward for education. Where robots are teaching and interacting with students in classrooms. We all are habitual with technologies. Technology is additionally dangerous if not used properly or with self – analysis. Today we're becoming robotic human and that we got to understand, what's good or bad for us and our society. In such technologies are also providing great tools to learners and teachers.

In a times, it's very easy to realize the success because all the vital information which you need are under your palms via Internet. Students can improve their skills and learn various languages. Students can download and upload their assignments.

Students can do the experiment and observe on the web. That's why they use of knowledge Technology is significant because it's increasing the speed and straightforward learning, quality, varieties, efficiency, integrity, and confidence in students.

### **Effect of Technology in E-Learning:**

In our lifestyle Technology has become more salient. E-learning tools not only helping classrooms students but cooking also. Today we will cook any recipe by watching it in real-time. Today you'll watch activities of your kid while you're within the office. The advantages of taking online classes are much more than its disadvantages. But teachers should teach students the thanks to learn and therefore the thanks to know computers and technologies. it's really relevant that along the way they ought to remember of Internet safety and privacy policies and scams happening with the young generation. Yes, students and thus the reform the young generation mostly know more about computers and therefore the Internet than English or Science Teachers. Teachers must take online classes or technologies training to explore creativity by computers and therefore the Internet within the mind of scholars. Technology in education should be focused on the overall development of students. Computer and Internet in education not only help to seek out the teachings effectively but also helps within the deciding and analytical process of data.

In this time the technology is enable and improve learning in the least levels, altogether places, and for people of all backgrounds. From the modernization of E-rate to the proliferation and adoption of openly licensed educational resources, the key pieces necessary to know best the transformations made possible by technology in education are in situated.

All the academician's preparation and professional development programs now should join these tools and resources into their practices. Working alongside families, researchers, cultural institutions, and each one other stakeholders, these groups can eliminate inefficiencies, reach beyond the walls of traditional classrooms, and form strong partnerships to support everywhere, all-the-time learning.

### **Conclusion**

Although the presence of technology doesn't ensure equity and accessibility in learning, it is the facility to lower barriers to both in ways previously impossible. Regardless of their perceived abilities or geographic locations, all learners can access resources, experiences, planning tools, and knowledge which can set them on a path to acquiring expertise unimaginable a generation ago.

All of this will work to reinforce the knowledge, skills, and competencies of educators. Tools and data systems are often integrated seamlessly to provide information on student learning progress beyond the static and dated many traditional assessments. This all is made more likely with the guidance of strong vision and leadership within the least levels from teacher-leaders to high school, district, and state administrators. For these roles, too, technology allows greater communication, resource sharing, and improved practice so as that the vision is owned by all and dedicated to helping every individual within the system improve learning for college kids. it's a time of great possibility and progress for the utilization of technology to support learning.

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## SOCIETAL DISCRIMINATION IN EDUCATION

*Byomkesh Patra*

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### ABSTRACT

*Society and gender have a great influence in education. According to UNESCO inclusion of gender in education means to stress in equality of male and female information of Curriculum of education, textbook, classroom situation, interaction with learners and interaction between learners and teachers. This research paper shows the need of woman education in society to remove social inequality. It also discusses how much dejection occurred in the society for woman in the field of education. Women literacy rates are significantly lower than men's in most developing countries. There was a time when people thought that Girl's education was not mandatory but now we have begun to realise that girls' education is equally necessary. It is very clear that woman education is essential for our society to remove social inequality and to establish social equilibrium for betterment of our society.*

**Keyword:** - *Gender, Society, Inequality, Education.*

### 1. Introduction:-

Society and gender have a great influence in education. Traditionally, Education had not been so essential during old primitive ages (post- vedic age). Gradual development in society, lead to the rise of importance of education in society. Though education took place in society but there was division between girls and boys in the field of education. Girl's were not allowed to be a part of education and only boys were part of it. There was an inequality between male and female. For these there must be equality in school curriculum i.e. there will be no inequality between boys and girls. This inequality is formed in our social system. So boys and girls both should be taught dancing, singing,

making some essential things etc. So that there will be no division between man and woman. In this purpose the suggestion of UNESCO is to study classroom situation. In developed and underdeveloped countries the position of co-learners become important to social scientists and educationists. Various educationalist-like Monaski Hoxby, M.C Ewan, Vigdor and Mechyba have showed in their research that there is an influence of interaction of students for the division of gender in classroom. Most of the researchers published from 1960 to 1990 depend on the difference of the behaviour of teacher between boys and girls. Sir or madam both interacts more with the boys than the girls. Now society has taken a great role in education. There it is seen that the student from rich family's both boys and girls take higher education very easily. But students from poor families mostly girls do not get such opportunity. Our social system is responsible for this situation. Human society is also divided into two according to environment-village and town. In comparison with urban area the people in rural area are less educated in number. The rate of women education is very poor in comparison with urban people. At first man has acquired knowledge to live and then formed society. But gender inequality has come into education. Thus gender and society are independent to each other. Social inequality is the cause of gender inequality. It has been seen in research that 30 or 35% of Madhyamik candidates are male within 50% in villages but it is equal in towns. Again in higher education there are few male candidates and female candidates are rare. So to bring equality in education Equal opportunity should be given to both boys and girls, regional disorder, poverty, gender inequality should be eradicated.

## **2. Objective of the study:-**

To study the need of woman education in society. To remove social inequality and rejection occurred in the society for woman in the field of education.

## **3. Enrolment of UNESCO:-**

To eradicate this inequality from society in 1997 UNESCO (United Nation educational scientific and cultural organisation) has decided to give stress on inclusion of gender in education.

UNESCO believe that all forms of discrimination based on gender are violence of Human Rights as well as a significant barrier to all the achievement of the 2030 as a sustainable development, in the field of education.

UNESCO has its clear message that women and men must enjoy equal opportunities, choices, power and knowledge as human beings. Equipping girls and boys, male and female on the basis of the knowledge, values, attitudes

and skill to tackle gender disparities in a pre-condition to build a sustainable future for all.

Gender equality is one of the UNESCO two global priorities. The organization blows the dual approach of gender mainstreaming. UNESCO support member states to develop education system that foster high quality and inclusive lifelong learning for all.

#### **4. Importance of women education:-**

Girls and women are not equal access to and performance in education is both a cause and a result of multiple factor. To speak the reality and truth, the status of women in the Indian society has been a complicated one. Women education in India has also been a major pre-occupation of the Government and civil society as educated women can play an important and significant role in the development of the country.

#### **5. Aims of UNESCO:-**

UNESCO not only focuses on women education But also brings out the equilibrium in society by depicting that, according to UNESCO inclusion of gender in education means to stress in equality of male and female information of Curriculum of education, textbook, classroom situation, instruction with the learners and interaction between learners and teachers. Main objective of the influential topic is to bring equality UNESCO want to check that there must be equality in school curriculum. There will be no inequality between girls and boys.

#### **6. Necessity of education of girls and women:-**

Women literacy rates are significantly lower than men's in most developing countries. There was a time when people thought that Girl's education was not mandatory but now we have begin to realise that girls education as equally as boys is necessary. To take necessary steps for proving that fact that equality girl's is not wastage of money, they will be able to serve the society as writers, educators, teachers, lawyers, doctors, administrator, politicians, etc. So, UNESCO takes the initiative to fulfill all necessary action to bring out the equality in schools as well as in society. Boys and girls both should be taught dancing, singing, making some essential things to do. So, that there will be no division between men and women people should understand that 74educated women can go in equal way and share the burden of men to earn money and leave a prosperous life.

**7. Few example to encourage women in education for the removal of inequality:-**

In this purpose the suggestion of UNESCO is to study classroom situation. In developed and under developed countries the position of co-learners become important to social scientist and educationalist. Various educationalist like Monaski, Hoxby, Mc Evan Vigdor and Mechyba have showed in their research that there is an influence of instruction of students for the division of gender in classroom. Detailed analysis of male and female conservation is how teacher pay attention when engaged in communication with learners. To encourage and motivate for practising equality and girls are not weak and dull, an example can be given of a prolific writer and scholars in the field of education. She is presently teaching as a professor of Pailan College of Education under the banner of a Pailan group of institution, Joka, Kolkata. She is also a research person in Department of Education of Diamond Harbour Women University located at Sarisa. There are many motivators an India. This was just an example.

**8. Social dejection in the field of women education:-**

Most of the researchers published from 1960 to 1990 depend on the difference of the behaviour of teacher between girls and boy. Sir or madam both interact more with the boys than the girls. Specifically those children from rich families are severally attend head fully by their teachers.

Now society has taken a great role in education. There it is seen that the student from rich family with both boys and girls take higher education very easily. But due to poverty children from poor families mostly girls do not get such opportunity. Their parents mostly think that education is useless for girls and they are born to toil by working as housewife in her life.

Moreover there is a division in society which is created by itself. Human society is divided into two classes economically, which have immense effect on their children's education. The Other division of society based on the environment village and town. Generally, people living in rural area are less educated in number then urban area. The rate of women education is very less and poor in comparison with urban people. Recalling the past or history, man was first to Acquire knowledge of living and then formed society. Years after years of evolution, when education become a part of human life to line up then inequality took place in education field.

**9. Necessity of traditional learning of girls' student:-**

To clear out the fact that Gender and Society are independent to each other UNESCO has been playing an important role in encouraging women's



education and in removing gender inequality from society, social inequality is one of the main causes of gender inequality.

In higher education there are few male and rare female candidates. So to bring equality and equal opportunity for boys and girls both, regional, disorder, poverty, gender inequality should be eradicated.

#### **10. Conclusion:**

In our country woman education is very important for betterment of our society. To make all over development of our society as well as our nation, woman education takes part a vital role. To fulfil this goal some strategies will have to take by our government as well as local administration and should maintain some policies. Government and some volunteer organisation should step forward and take initiatives to encourage women education. People should join hands and come ahead to eradicate this international recalcitrance shown to females. This action would be helpful enough to keep women and men in equal social status.

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## CHANGING ROLE OF TEACHERS IN HIGHER EDUCATION

*Shamu Khatik*

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### ABSTRACT

*Instructing learning measure includes an instructor and an understudy. It is significant for them two to have a sound relationship so as to do the showing learning measure easily. Educators are known to be the subsequent guardians. Guardians give us moral instruction and educators give us rest of the information important for living and knowing the world. The masters of antiquated time are presently tended to by 'sir' or the last name. In the quick changing universe of the mid 21st century, the advanced time state funded instruction is likewise evolving. As a component of the progressions the job of schools and training will likewise be diverse both in the instructive framework and in the general public. Along with them the job of educators will likewise change. For instance, training framework has changed totally, these days being instructor doesn't mean just being a partner in troublesome cycle of getting training; it implies being imaginative and exceptionally gifted "direct", which goes with an understudy in all method of contemplating.*

**Keywords:** *Learning, Teaching, Teacher, Education.*

### 1. INTRODUCTION:

Educators are the foundation of any Education framework. They have been assuming imperative job in forming our general public. The status of the educator in antiquated Indian culture was high. He was the incredible master, the distributor of information and guardian of his understudies. The educator has the best job in trim the fate of a nation all things considered; he is the noblest, the most troublesome, and the most significant. He needs to develop in him self-quietude, empathy and the soul of cherishing administration,

substantially more than those having a place with different callings for he is a perfect and guide to his understudies. Educators choose the thriving or destitution of a nation. Theirs is the most intensely dependable callings.

An instructor untiringly moves in the direction of creating a whole group of gifted and educated understudies, all exceptional and impeccable in their own field a seemingly endless amount of time after year. Innovation has in fact helped educators to make their instructing systems more fitting and their evaluation more exact. E-learning, video introductions, and so forth have a fabulous time for the understudies, who can see better. This has engaged instructors to make their encouraging all the more intriguing yet it is additionally a test to stay informed concerning the most recent advancements and make their ideal use.

The job of an instructor is changing and their methodology has become more information driven as opposed to endorsement driven. They are concentrating on the inside and out improvement of the understudies and their instructing isn't simply bound to books.

## **1.2 . NEED AND SIGNIFICANCE OF TEACHERS IN THE EDUCATION SYSTEM:**

Training is a long lasting procedure and without the assistance of an educator it will be inadequate. As indicated by the national arrangement on training (1986), "no general public can increase over the expectation above of its educators". Worrying on the requirement for quality educators' the American president Obama remarked as, "the absolute most significant factor in deciding an understudy's accomplishment isn't the shade of his skin or where he originates from, however who the kid's instructor is". Improvement of human asset is crafted by an educator. Training needs to build up the soul of administration, social affectability, moral character and participation in the understudy. This is conceivable just with the assistance of instructors. To make a positive methodology and disposition in an individual instructor is an unquestionable requirement. Each individuals need instruction for their vocation development. A homeroom includes numerous understudies with various possibilities and potential outcomes. The educator gives information to every one of these understudies and along these lines he gets ready future instructor, legal advisor, specialist, government officials and so on. In this manner instructing is the mother calling of every single other calling. A portion of the extraordinary educators were the reason for transformation in political and modern level. In the expressions of Henry Adams "an instructor influences forever; he can never tell where his impact stops".

### **1.3. ROLE OF TEACHER IN DIFFERENT ANCIENT, MEDIEVAL AND MODERN PERIOD:**

**Old Period:** Education in India began in numerous prior years 5000BC. The most significant commitment of antiquated India for India as well as for the world is in the field of instruction. As per extraordinary researcher; “We owe a great deal to the Indians who showed us how to tally without which no beneficial logical disclosure could have made.” In the vedic age educators appreciate high status. Educators were a profoundly respected class-regarded by even by lords. Lords rose from seats to get incredible educators, for example, Narada, Vashishtha and Vishwamitra. Instructor involved a crucial situation in the Vedic System of training. The instructor was a parent proxy (Parent Substitute), a facilitator of learning, model and inspirer, sure, identifier companion and savant moral teacher, reformer, evaluator, character and character manufacturer, shipper if information and intelligence or more every one of the a master, strict and profound guide.

**Medieval Period:** In the medieval period bases of training was religion. Training in that period was strict arranged. In the Muslim time frame additionally the educator was regarded as during the Brahmanic or Budhist period. There was close connection between the educator and the student, despite the fact that the act of living with the instructor was not as basic with the Muslim as it was on account of Brahmanic and Budhist period. In the expressions of S.N. MUKERJI, “The entire instructive framework was immersed with the strict standards which affected the point, the substance of study, and even the day by day life of the students.” The understudies obtained information as a strict commitment.

**Present day Period:** In the past arrangement of training, instructor was the primary job. Be that as it may, in the new methodology the student involves the focal point of the training framework. The necessities, interests, level, age and possibilities of the youngster are considered. Presently the procedure of training isn't the way toward contributing something to the head, however drawing out from the youngster. Educators survey the idea of the understudies, watch their characteristic advantages, empower potential in them and move them to draw out the best in them. Substance and assessment frameworks are redesigned and created. The advanced instructor relies upon support, recommendation and thoughtful ways. Instructor focused methodology step by step changed to student focused methodology in the training framework.

### **1.4. ESSENTIAL CHARACTERISTICS OF A 21ST-CENTURY TEACHER:**

In the assessment of Dr .A. P. J. Abdul Kalam, the previous leader of India,

“the entire reason for training in a nation is to create and upgrade the capability of human asset and continuously change it into an information society”. To satisfy this motivation behind instruction, educator has a noteworthy and non replaceable job. The world is evolving quickly, keeping the offset with that the job of educator likewise changes. In this advanced period these characteristics are fundamental alongside the customary job of educator.

### **1. Student Centred Classroom and Personalized Instructions:**

As understudies approach any data conceivable, there positively is no compelling reason to “coddle” the information or instruct “one-size fits all” content. As understudies have various characters, objectives, and requirements, offering customized guidelines isn’t simply conceivable yet in addition alluring. At the point when understudies are permitted to settle on their own decisions, they own their learning, increment inborn inspiration, and put in more exertion - a perfect formula for better learning results!

### **2. Understudies as Producers:**

The present understudies have the best in class instruments, yet, the utilization as a rule scarcely goes past speaking with loved ones by means of visit, text, or calls. Despite the fact that understudies are presently seen as computerized locals, many are a long way from delivering any advanced substance. While they do claim costly gadgets with abilities to create sites, infographics, books, how-to recordings, and instructional exercises, just to give some examples, in numerous classes, they are still approached to kill those gadgets and work with gifts and worksheets. Unfortunately, as a rule these papers are just discarded once evaluated. Numerous understudies would prefer even not to do them, not to mention keep or return them later. Whenever given an opportunity, understudies can deliver lovely and inventive sites, films, or advanced stories that they feel pleased with and share with others.

### **3. Learn New Technologies:**

So as to have the option to offer understudies decisions, having one’s own hands-on understanding and skill will be valuable. Since innovation continues creating, learning an apparatus for the last time isn’t a choice. Fortunately new advancements are new for the amateur and experienced instructors the same, so everybody can bounce in whenever!

### **4. Go Global:**

The present devices make it conceivable to find out about different nations and individuals direct. Obviously, course readings are as yet adequate, yet, there is not at all like learning dialects, societies, and relational abilities from in reality conversing with individuals from different pieces of the world. You

are leaving in a specific school or school grounds, don't feel that that is the entire world.

It's a disgrace that with all the devices accessible, we despite everything find out about different societies, individuals, and occasions from the media. Showing understudies how to utilize the devices in their grasp to "visit" any edge of this planet will ideally make us more knowledgeable and thoughtful.

#### **5. Blog:**

I have composed on the significance of both understudy and instructor blogging. Indeed, even my learners of English could see the benefit of composing for genuine crowd and building up their computerized nearness. To blog or not to blog ought not be an inquiry anymore!

#### **6. Go Digital:**

Another significant ascribe is to go paperless - sorting out training assets and exercises on one own site and coordinating innovation bring understudies learning experience to an alternate level. Sharing connections and offering computerized conversations instead of a steady paper stream permits understudies to access and offer class assets in a more composed manner.

#### **7. Work together:**

Innovation permits coordinated effort between educators and understudies. Making computerized assets, introductions, and ventures along with different instructors and understudies will cause study hall exercises to look like this present reality. Cooperation ought to go past sharing records by means of email or making PowerPoint introductions. Numerous good thoughts never go past a discussion or paper duplicate, which is an extraordinary misfortune! Joint effort all around can change our whole experience!

#### **8. Interface:**

Interface with similarly invested people. Once more, the present devices permit us to interface anybody, anyplace, whenever. Have an inquiry for a specialist or partner? Just associate by means of online life: follow, join, ask, or tell!

#### **9. Undertaking Based Learning**

As the present understudies have an entrance to bona fide assets on the web, specialists anyplace on the planet, and companions learning a similar subject elsewhere, instructing with reading material is extremely "twentieth century" (when the recently recorded alternative were not accessible). The present understudies ought to build up their own driving inquiries,

direct their exploration, contact specialists, and make last undertakings to share all utilizing gadgets as of now in their grasp. All they need from their educator is direction!

#### **10. Manufacture Your Positive Digital Footprint:**

It may sound self-evident, yet it is for the present instructors to display how to properly utilize web based life, how to deliver and distribute important substance, and how to make sharable assets. Despite the fact that the facts confirm that instructors are individuals, and they need to utilize web based life and post their photos and musings, we can't ask our understudies not to do improper things on the web in the event that we ourselves do it. Keeping up proficient conduct both in class and online will help assemble positive computerized impression and model proper activities for understudies.

#### **11. Code:**

While this one may sound confused, coding is only the present proficiency. As a pencil or pen were "the devices" of the twentieth century, making it difficult to picture an educator not able to work with it, the present instructor must have the option to work with the present pen and pencil, i.e., PCs. Coding is intriguing to learn.

You can extend your showing tool compartment and attempt new ways you have not attempted previously, for example, instructing with web based life or supplanting course readings with web assets. Not for apparatuses yet for understudies. They love utilizing Facebook for class conversations and declarations. They acknowledge curiosity - not the new instruments, however the new, more gainful and fascinating methods of utilizing them.

#### **12. Continue Learning:**

As new ways and new innovation continue developing, learning and adjusting is fundamental. The uplifting news is: it's fun, and even 20 min daily will take you far!

### **1.5 CONCLUSION:**

In this cutting edge time instructing is a perplexing procedure and the job of educator is likewise unpredictable, multidimensional and testing. They need to assume jobs going from straightforward study hall educators to good example. It's anything but a basic errand; yet a tedious procedure and need steady grouping of psyche. To assume these jobs successfully educator needs to confront incredible difficulties and expected to utilize mechanical applications, improved methods of instructing and more than that, the person ought to be a constant student. They ought to have great brain and regard for

increase all the characteristics required for a proficient educator. In the time of information blast additionally educator is an unquestionable requirement for understudy's prosperity.

“A considerable lot of the greatest advances in human progress have been the main work, not of lawmakers or agents, not even of specialists, yet of instructors”. In this way the job of instructor in training is never-ending and evergreen.

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## THE NECESSITY OF PEACE EDUCATION IN THE PRESENT WORLD

*Mousumi Pal*

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### ABSTRACT

*A review of the history of the world shows that the freedom of different individuals or states has been undermined by violence and aggression throughout the ages. One of the purposes of establishing peace is to eradicate such aggressive and violent attitudes. Education has a special role to play in establishing lasting peace in the world. Although education alone cannot make the peace process work, the important role of education in maintaining peace cannot be denied. Various elements have repeatedly created obstacles in the way of creating an atmosphere of world peace in the society. They are unemployment, terrorism, exploitation, suppression of individual etc. These obstacles are interrupted in a variety of ways. If these obstacles can be removed, it will be possible to establish world peace. The UNO has taken various steps to establish peace in the world. In the regard, UNSCO has taken various steps to establish peace. Also UNICEF, WHO, Panchasheel etc. are engaged in creating an atmosphere of peace in the world. Although there is no direct peace education system in our country's curriculum, there are some things that are included in the education system that make students aware of peace education. To create an atmosphere of peace in society, one must be aware of moral responsibility and one must be a person of character.*

**Keywords:** *violence, Aggression, unemployment, terrorism, exploitation.*

### Introduction:-

The peace process in the present world is being disrupted by several forces.

Education can play a significant role in establishing lasting peace in the World. While it is true that education alone cannot make the peace process work, every educator and sociologist has acknowledged that education has an important role to play in maintaining peace around the world. In order to establish world peace first of all, it is necessary to establish proper friendly relations between different states. In this case, ending the war on earth is an important issue. It is often seen different states have an aggressive attitude towards another state and are undermining its sovereignty. The main task of the peace process is to stop such aggressive attitudes. Initiatives by UNO, UNESCO, UNICEF, IRC (International Red Cross) and Non alignment Movement Green peace movement, Pacifist Movement to establish world peace are Undeniable.

### **Meaning and Concept of Peace Education:-**

Now, a teenager needs to look at what peace means. Through school and college education students gain knowledge about social justice and social values and their practical application in society and individual life in peace. All education systems act as teachers for the transmission and execution of education to the next generation. Peace must be built from the grassroot level in order to live in peace and create an atmosphere of peace in the whole world and the only means of which is education. Peace removes frustrations and disagreements between people, guides reconciliation between people brings everyone together under one umbrella and provides harmony between whole and the part. Social harmony is the atmosphere of peace in the diversity of life and living in harmony. Peace basically means the improvement of the cultural and morality of every individual and society. Compassion, sympathy, self-control, public service, morality, individuals peace is established in the society based on the welfare of the society etc. Peace doesn't only mean non-violence. Peace requires the sincerity of individual. Peace means peace of the soul, the peace of the society, and the peace of the whole world.

Education, On the other hand, is a process of social coherence through which a person is able to adapt successfully from birth to death. "Education in its widest sense includes all the influences which act upon and individual during his passage from cradle to grave" According To Dumvile. It has to be acknowledged that a person can never change the overall environment on his own. The need for help from others plays role in the end the learning process. Through education the individual learns to adapt to his socio- cultural sphere and acquires worthy answers to society and culture.

**Context of Conflict:-** In order to establish world peace first of all it is necessary to establish proper friendly relations between different countries .

It is often seen that different groups or communities within a state are disrupting the amicable environment of the country through their activities. Among the reasons why peace is disturbed are political, economic and various personal reasons. Different types of political ideologies in general play special role in creating conflicts between different states and countries and between groups. For example peace is currently being disrupted due to differences in the democratic outlook. Particular emphasis has been placed on two aspects in this regard. Firstly, peace is disturbed due to the failure of the people to meet different expectations and Secondly, Peace is disturbed due to the difference between effort and ambition. Moreover, the peace process is being hampered by the existence of different social classes in our country. Attempts have now been made to focus on the issue of protective discrimination in order to manage this process properly, but this has caused controversy among other classes. So there has been a debate about how effective it is to bring peace to Society.

**Unrest in the Campus:-** At present, there is growing unrest in educational institutions, School, Colleges and Universities at all levels. It is playing a special role in creating various types of political infiltration and creating such discontent. It is very important for the government, politicians and academics to take the right role in this regard.

**Media and Violence:-** Various media outlets have a special role to play in the spread of violent activity. At present, these violent activities are spreading among the youth through movies, T.V. News papers etc. If these are not properly controlled, peace in the society will not be possible. The elements that are hindering the creation of atmosphere of world peace in Society are-

- i) Unemployment
- ii) Terrorism
- iii) Exploitation
- iv) Suppression of Individuality

**I. Unemployment:-** Unemployment is a situation where a working person is deprived of a job despite agreeing to work at the country conventional wage rate. Unemployment is less prevalent in developed countries of the world today than in developing countries. In developing countries like India, unemployment has emerged as an important social problem. Unemployment is generally said to be the result of lack of employment and lack of employment despite the existence of able-bodied people in a society. There are many people in the society who are educated in

.Traditional Educationon but financially poor family members have to look for Job to earn a living. They are called educated unemployment. The number of educated unemployed in Indian society is not low, such unemployed are much more political conscious. These are the driving force of the anti-bakery movement that are hindering peace.

**II. Terrorism:** Terrorism is one of the main obstacles to peace . In the current era of globalization, terrorism is having such an impact that terrorist attacks, violence etc, are constantly spreading everywhere. In the current age of advanced technology, terrorists attack places of various designs, such as places of worship, politicians etc, which instantly spread violence across the country. The various terrorist attacks are carried out by terrorists in some of the most populous place, causing panic throughout the world. Such as the world trade center, Taj Hotel etc. In order to establish peace in the present age, it has become very necessary to liberate the country from the pattern of terrorism.

**III. Exploitation:-** Exploitation is a social cures , this practice has been involved in the society since ancient times education , Society, polititics, economy, nothing is beyond exploitation. From ancient time the lower class people have been exploited by the upper class people in various ways, depriving the lower class people of their just rights and creating an atmosphere of violence among them which is one of the obstacles to peace. Just as the people have never been free from the brutal exploitation of the Jamindars, our society also has never been free from politics even after independence. Even in the age of modern science and technology, one class of society is being exploited by another class of society is being exploited by another class that is hindering the propagation of peace.

**IV. Suppression of Individuality :-**Individual oppression is a great obstacle to creating an atmosphere of peace. The oppression of the weaker class exists at every level of society. From ancient times to modern time, this persecution has been repeated. The oppression of the lower classes in society at one time was so great that it led to violent revolts.

### **Solution Of the Conflicts**

According to Marxism, same are divided it to two district classes, one group which earns its livelihood through labor and the other group which owns of

goods produced by labor. One group is rich or capitalist and the other is proletarian or poor. The people of this proletariat have always been exploited and oppressed by the capitalists and one day they will be aware of this and on that day they will start a movement against them as one of the obstacles to peace.

The child does not grow up following the norm. Like other animals, he has many natural tendencies. These tendencies do not always fall within the norms of society. Therefore, it is necessary for them to control their multifarious and biological instincts. One of the responsibilities of education is to create characteristic ideals in them. Peace education can help a person to be fair, truthful, compassionate, and self-controlled. The need for peace education cannot be denied in the age of modern science and technology, where the politics of violence and hatred have always provoked terrorism and led to the destruction of society. The UNO was established after World War II to create an atmosphere of peace around the World. Various sister Organizations of the UNO, such as UNICEF, UNESCO and WHO etc are tasked with creating an atmosphere of peace below we will discuss the functions of different organizations.

**UNESCO:-** Today everyone agrees that education has a significant role to play in maintaining peace in the International arena. One of the goals of education is the development of world peace, brother hood and citizenship, internationalism and humanity. If this sense of internationalism can be created, the peace process will move forward in special way. Property striving for world peace and friendship is the key to internationalism. UNESCO is playing a special role. UNESCO is working on how to use education for peace through a variety of seminars and other projects around the world. In order to mention the basic principles of education for international peace, special attention needs to be paid to a number of aspects –

- a) Free and compulsory education.
- b) Development of natural thinking.
- c) Elimination of narrow nationalism.
- d) Awakening of collective responsibility and Ideals and values.
- e) Building interdependence by removing mutual fears.

If the education system is run on all these principles, education will pave the way for international relations and peace.

**PANCHASEEL:-**Panchaseel is one of the programs undertaken by the UNO for World peace. Although India and China, two of the Asia's most powerful nations in the Panchaseel have no doubt taken a step towards world peace in this policy.

The five principles are the founders of Panchaseel

- i) Mutual respect for each other's territorial integrity and sovereignty.
- ii) Mutual Non-aggression
- iii) Mutual non-interference in each other internal affair.
- iv) Equality and mutual benefit
- v) Peaceful co- Existence

### **Conclusions:-**

On the basis of the above discussion, it can be said that education has a significant role to play in maintaining peace in the world. In ancient time , the importance of peace education in the Buddhist and Brahmin education system was immense, similarly medieval peace education was not like the traditional subjects of the curriculum, but the education system included some subjects through which student discipline conduct etc were developed. The importance of peace education in the modern age we feel in every step of daily life. Through this education the student develops various qualities such as development of ethics, compatibility with the development, provision of socialization, values in international sense and successful life in the overall development of the student.

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# INFLUENCE OF POPULATION AND POVERTY IN INDIAN EDUCATION

*Sibu Dey*

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## ABSTRACT

*Even after 72 years of Independence, our India cannot be completely liberated from the damnation of illiteracy. What exactly is the reasons behind this failure? Why? And How? We cannot get rid from this curse. If we want to find some reasons from the root level of Indian society, then we may understand that the main obstacle behind it is that the huge population explosion and the massive poverty created by its influence. The pressure of this huge population, continuous to strain Education, Health, and Socio-Economic development of India. For the people, where food, clothes, and accommodation are the prime, where life is spent through uncertainty, there it is a farce to imagine the Right to Education. Therefore to prevent the population explosion, the entire India will be free from the curse of poverty. This study examine, after 72 years of independence, why our India can't reach 100% literary rate. And also we try to understand all population related issues, which are make obstacles to fulfill the literacy rate in India.*

**Key Words:***Population Explosion, Poverty, Barrier, Equalization in Education.*

## Introduction:

‘Only education can control everything because it is the elixir of existence’

If this is the importance of Education, Then such Education at least the soul need of everyone today. Education must be the main and non-alternative medium to keep our Health, Society, Humanity, and Economy strong. And it needs to be global, not just one region or state. We look at, what is the main

goal of the entire education system? Of course the answer will be, the holistic development of child or establishment of the child as a human resource. But to reach that's goal, 'Education for all' is must to be needed. Unfortunately, even after 72 years of independence our India cannot be liberated from the damnation of illiteracy. How much number of educated people? It was either kept of our discussion. According to census report of 2001 the literacy rate of India is much like 74.04%, (\*1) so we can say 25.96% person illiterate till now. The literacy rate of woman was worse, only 65.66%. Also if we look it's on the basis of age, cast, religion, and region, then the situation is more horrible and more extremely low quality. What are the main reason behind this huge illiteracy in India? Or how today around 34 million people in India are illiterate? How can a country move on with? Who cannot even sign their name? The meaning of poverty, primarily means scarcity of resources. The number of people, who are residing below the poverty line and are measured in different ways predominantly in terms of inadequacy of income, to provide for the basic needs of themselves and their family.(\*2) Poverty is the only reason that is preventing India's literacy rate from reaching 100%.Again, the main cause of poverty is not having more than one child in the same house. Or more thoroughly, the desire to have more sons increases the family population. As a result, the family may not be able to fulfill their basic needs so, the family is stay in below Poverty level, and as a result their child deprive from elementary Education.

◆ **Main factors of illiteracy in India: Population and poverty:**

In fact, if any of the factors behind this huge amount of illiteracy in India are the effects of the population explosion and poverty of its children. Poverty in India is such that even the ship is preventing many Indians from coming to the light of education. India's population was only 35 core in 1947. That is, India's population increased to about 1.35 billion in 2019. In the last 73 Years, while the population of India has increased in large numbers, But the amount of agricultural land has not increased rather its down. As a result the socio economic and health status is decline of people. Due to pressure of huge population, standard level of living is decline day by day. For that reasons we can't escape from the curse of illiteracy. Although we have seen that since the beginning of the Green Revolution in Indian agriculture after the 1960s, there has been a massive change in the field of agriculture. The amount of crop production also increased tremendously and as a result poverty did not increase as much as it should have. So perhaps the illiteracy rate has not taken on such a massive shape. But I also want to enlighten why, 100% of the people in India are not yet literate. So is there any other reason? For example, lack of economic budget in education, lack of quality of teachers, lack of



infrastructure, lack of government action or awareness among the people. Whatever the reason, behind all these small factors but that population explosion can win the main blame. In developing countries like India where poverty is linked with increasing population. If basic needs for human being like food, clothing and accommodation are lack, then it is reality that he accept education as secondary. In 1951, Where India had a population of only 360 million (\*3) and now the projected population is almost 1.35 billion. According to a report about 51 children are being born in India every minutes and about 19 are dying every minute.(\*4) That is the population of about 32 people is increasing every minutes. If it's continuous, we will overtake china in 2030 and become the world most populous country. The pressure of this huge population are greatly affecting India's socio economic and environmental aspects. Even today about 10.1million children (\*5) are employed as child laborers in tea shop or in the construction of building instead of Education. Even today about 1.86 million people in India are homeless, they are spent his/her night on the street or footpath. Yet around 65 million girls child are out of school. About 34% of India woman suffer from malnutrition and almost 21 million child die every year in India before the age of five due to lack of malnutrition. About 56.2% of Indian woman suffer from anemia(\*6). In 1993–94, 121.7 million children (0–14 years) were living in absolute poverty. This number declined by 17.7 million to 103.9 million in 2004–05. In terms of proportions, 43.4% of children were living in absolute poverty during 1993–94 and this declined to 31.7 % in 2004–05.(\*7) Through this report we understand that how poverty influenced on human being and after that literacy rate of India was affected. In 1947, after independence our population was 36 Crore and poverty rate was approximate 86%, at the same time literacy rate was just like 18.33% .According to census report of 2011 Indian population and poverty rate was 1.21 billion and 21.9% in harmony with it literacy rate was 74.04%.(\*8) So we can see that the rate at which India's population in expected to rise but poverty has not increased. At the same time it can be said that poverty has decreased and the rate of literacy rate has increased with the reduction of poverty. So now the question may arise that the population has increased but the poverty is supposed to increase and the literacy rate is supposed to decrease but why it did not happen? There is only one reason, and that is the Green Revolution in India in decade of 1960. So we can be said that just as poverty controls the rate of literacy. Similarly literacy also control poverty, it also improves the standard of living. So we can say poverty and literacy is interrelated with each other's. The relationship between them we can be explained by several example. According to census report of 2011 Kerala is the most literate (94.04%) state of India

and the population and poverty rate also less.(\*9) Simultaneously Bihar is one of the under developed state in India and literacy rate (65.67%) is also lower than that of others states.(\*10) It is noted that the density of population of Bihar is higher in India and poor people also higher in India. A huge amount of difference in literacy can be observed between village and town number of population and poor people in the village is high so the literacy rate is (61.8%) low. Again due to low number of population and poor people in the city the rate of literacy is high (84.1%).Again because of high prevalence of poverty on woman, the literacy rate is relatively low for them (65.68%) and the opposite is seen in man (82.67%).(\*11)On the basis of cast, religion, and creed we ever seen an interrelation between population, poverty and Education.

◆ **Others factors of illiteracy in India :-**

**Poverty related others issues:**

Not only poverty but many more socio-economic problems are created centering on poverty. They greatly affect literacy. All of these poverty contributing effects are origin from that population explosion. When there is poverty, a family is always struggling for food, clothing and shelter. maybe the child has to go to work with his parents to make a living at home. They may have to work as child laborers in hazardous jobs such as tea shops or building construction. Poverty will also lead to malnutrition, epidemics and increase the economic cost also. However, if the family had one or two children then, poverty would not be so great. But, there is such a lack of awareness among our rural families in India that they think that if there are more sons in the family, economic prosperity will accelerate as soon as possible. But the matter turned out to be the opposite, Poverty is even more evident when the desire for a son gives birth to more children, which creates many problems for families. Then the poverty becomes more evident and the children are not going to school but are working in different fields. Therefore, mid-day meal arrangements are made in schools to provide nutritious food to the children and to fulfil their food needs at the same time. So maybe we had some success in terms of literacy.

◆ **Influencing Role of Poverty on Literacy and their relationship:**

Poverty and literacy are interrelated. Poverty has a positive relationship with the population explosion, Poverty has a positive relationship with the explosion, Poverty increases illiteracy, That is, the rate of literacy or illiteracy depends on poverty. In the same way literacy also affects poverty widely. As poverty increases, people feel the lack of food, clothing and shelter. Similarly, he was neglected in education. Just as being educated means that the person has established himself as a human resource. Not only human resources, but

also the way people live, the way of life is an unprecedented change in everything. Not only does the individual use his or her education to end his or her poverty, but he or she also liberates society from poverty. It also frees the society from prejudice and perpetuates new culture in the society. Therefore, it can be said that poverty directly affects literacy. If a family can educate a child with the help of the government along with poverty, then the happiness and prosperity of that family will come back.

**Conclusion :**

Since the post-independence period, various schemes have been adopted to eradicate poverty in our India, But no effective results were found. But the root cause of poverty is the population explosion. Just as we have adopted various policies for the eradication of poverty, we have also adopted various policies for the eradication of illiteracy. We have taken the Sarva Shiksha Abhiyan, made primary education free and compulsory, introduced the RTE Act, introduced various education policies. Similarly we have adopted different types of policies for poverty alleviation such as Pradhan Manti Gram Sadak Yojana (PMGSY), Prime Minister's Krishi Sinchai Yojana (PMKSY), Prime Minister's Jana Dhana Yojana program, Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), Pradhan Mantri Ujjawal Yojana, Deendayal Antyodaya yojana- National Rural Livelihoods Mission(DAY-NRLM), Swachh Bharat Mission (SBM). But despite all this, we have not been able to reach 100% literacy rate. In fact, all we need to do is control the population. But we will not try to do that in our petty political interests. So we tried to solve the problem but could not find the cause of the problem. So if we prevent the population exploration, the entire India will be free from the curse of poverty. Then the people will be enlighten in the light of education. Only then will the new freedom of sun rise again in our India, we can make ourselves as a human resource and at the same time we construct a standard society, and also a standard Nations.

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## QUALITY OF TEACHER ON THE PERSPECTIVE OF GLOBALIZATION

*Suvasish Roy*

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### **ABSTRACT**

*Nobody is perfect in this world. We all become saturated by each other's help, contribution and collaboration. Ancient time's barter system was in vogue that's why there was a limitation for everything. But now we can get everything from our own native area, we can enjoy Italian pasta to Japanese technology. Now the whole world become a handsome globe. Food, dress, and technique everything become available from your native village to New York City.*

**Key words:** *Globalisation, Teacher, Collaboration, barter system .*

### **Introduction:**

The whole world become small for the advanced technology and revolution of transport system. Every sector get facility and advantages this is called globalization in other words so educational sector too. In this topic we discussed facilities as well as limitation of globalisation. We also try to throw some lights on traditional education and modern education system with the point of view of globalisation.

### **Globalization in different sector:**

Globalisation can be used in many aspects in childhood we learn globalisation is an only environmental word but the meaning has been extended from your kitchen room to office cabin. In easy way we can say that it's a measure between two things, product etc. we need a strong vision to judge or compare the product or any kind of needs. It is a blessing of technology, well developed

transport and communication system. People now judged everything between two three and more that make globalisation successful. Globalisation is the platform where all the countries peoples connect to each other's. Today it's possible due to the advanced technology, well developed communication and transport system. Though we think that globalisation is mainly economic process but now a day's globalisation spread its wings in every sector like economics, society, and educational platform. Globalisation also exist in ancient times as well as in modern times also there is a big conflict too. By times globalisation become a part of life to grow up.

Now try to tress the term globalisation it is coming from globalise which mean an international platform where every sector meet to each other, it is also a platform where we can express our talent and excellence.

### **Globalization and Education**

As I told that globalisation spread its wings in every sector so the relation between education and globalisation is direct and its impact also. Whereas education is a platform to shape the world morally, economically as well as politically. Globalization has a close relation with education. Globalisation provide to interact with new students, partners which lead a better things to earn knowledge, study, research, teaching etc. across the world. As an education has an important place in shaping a society. When we connected to each other we definitely connected to each other and we must saturated each other. After coming globalisation there is a clash between traditional structure and globalise structure, it may either education or in other sectors.

### **Impact of Globalisation on Education**

On the perspective of globalization listed below we are trying to throw some lights on the effect of globalisation in every sectors.

Traditional education system now breakdown and it is replaced global education system slowly. Now the whole world ready to well come you. it is a platform where education got world class method and techniques. Global education give opportunity of form Global education and to build a strong economy of the country.

- ◆ Global education serve multi types of jobs opportunity including teaching opportunity that enriched both the teacher and students.
- ◆ At the global educational age students faced some challenges for education as well as become more able to think abstract things and solve many problems by their own.

- ◆ Open economic system and other business sectors and all economic aspects need a international basis platform to face this ofcourse global education fulfil that demands that has been created by global system only. Global system give chance to compare to others.
- ◆ It also give the students to adopt and apply new knowledge and skill through the world, students can judge different skill and own ability.
- ◆ No doubt globalisation abolished all types of odd, break the barriers between nations, time with the help of ultra-modern technologies, well developed communication systems.
- ◆ Now it is possible to exchange ideas and knowledge to each other's world wide that will help us to make policy for psychological educational system. Globalisation also support built new socio-economic structure.
- ◆ When we compare to others then we try to find out our positive and negative sites Then and there we fulfil this area with the sharing knowledge and skill.
- ◆ World basis support developed from individual to whole community and nation.
- ◆ Globalisation is paved the way to understanding each other's and respect others culture, religion. It promote cultural harmony and international level brotherhood.
- ◆ It is also true that globalisation paved the way of neo imperialism, developed and advanced technology abolished the traditional education system that lead towards the colonisation.
- ◆ The drawback of global system is that there is a big gap between developed and developing countries. To fill up this gap they developing countries become poor to poorest this paved the way of neo imperialism.

**Improvement in the quality of teachers on worldwide perspective.**

As we all know that – the world goes with the flow and so change is natural. Anything existing in this nature must keep changing with the nature. Now the point is a negative change deteriorate the chances of survival and a positive change enhances the chances of survival, this is proved by Charles Darwin's theory "Survival of the fittest". So, keeping this theory in mind, we can say improvement is the key to success and survival in any wall of life. A teacher must keep on improving to be a successful teacher. A successful teacher has a strong resume and is in demand so he can serve globally. Moreover, he can

improve the quality of education in his country and globally. There are some ways by which a teacher can improve his quality-

A teacher must be well acquainted with the current technological advancements and availabilities. He must be able to use new gadgets like computer, smartphones, internet, YouTube, interactive whiteboard, projector, educational programmes and application like Byju's etc.

A proper pre-service training is a must to become a teacher. Pre-service training shall consist of proper and through teaching of subject pedagogy, philosophy of education, education psychology to understand each child better. It should provide proper practice in micro teaching, simulated teaching and through practice teaching.

In-service training is also important for the teachers as it provides platform for improvement in teachers, this program should teach proper usage of ICT to perform well in Smart classes. This can be done by refresher courses.

With the global changes the curriculum of a class must be change, so a teacher must be updating his subject knowledge with worldwide perspective.

A teacher must be use appropriate teaching aids in his teaching.

He must be trying to understand the individual's needs of his students and fulfilling them.

Medium of education is one of the most important things in education system. So, a teacher must be having sound knowledge in global language. In a multilingual class-room he must be providing his instruction in a global language (like English) besides any regional language.

Having a sound Moral character and showing value lased character.

Having sound knowledge of technological advancements.

## **Conclusion**

Globalisation is process that has affected every dimension of life on this planet, right from the economy, culture language education etc. Globalisation has affected the process of education as well as teacher education immensely. An improved and good quality teacher can fit in this globalised world, he can go to any part of the world and his skills enhanced subject knowledge, enhanced technological knowledge etc. will help them to stand out among the crowd. The globalization has led to the development of education and teaching learning process in this world. At last it can be said that globalisation has big positively impacted our system of education.



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# ANDRAGOGY, ITS PRINCIPLES AND OUTCOMES IN HIGHER EDUCATION

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## ABSTRACT

*The theory of andragogy was formally formulated by Mallcom Knowles in the 1970s in USA and since then has been used in the domain of education in various countries worldwide. Andragogy suggests a loosely controlled teaching learning approach whereby students who are adults take major control of their learning activity and the teacher merely provides direction and resources and then fully participates along with the students in their endeavor to acquire knowledge. However the major focus of andragogy is on the learners whose experiences, desires, motivations, self-concept, real life problems and readiness to learn are all pooled in and made use of in the andragogical classrooms. As is evident, there are ample scopes of applying these principles in higher education where all students are adults. So Education Policies of any country should lay stress on this aspect. Indian Educational system is pedagogy oriented as that is the term mostly used in the educational parlance in India to denote the science and art of teaching. The National Educational Policy, 1968 had no mention of andragogy which is acceptable as it was pre-1970s. But the National Educational Policy, 1986 too has no explicit mention of it though it mentions improvement of quality of higher education and that teachers should be given the scope to innovate while teaching. Also, these policies use the term adult education multiple times but in the context of improving literacy rates by educating illiterate adults through non-formal education. This article tries to analyse the report of the Committee for evolution of the New Education Policy 2016 released by Ministry Of Human Resource Development and tries to find areas where*

*andragogical principles have been highlighted directly or indirectly. Here also, though not mentioned explicitly, there are certain areas where the underlying message synchronises with the andragogical principles.*

**Keywords:** *New Education Policy, Andragogy, Pedagogy, Higher Education*

### **Introduction:**

We, the practitioners and students of education are very well acquainted with the term pedagogy. We have encountered it multiple times while studying, teaching, reading, attending seminars etc. What does 'pedagogy' mean, per say? It comes from the Greek words 'paid' which means children and 'agogos', meaning "leader of", literally adding up to 'leading a child'. So since, all learners are children, so pedagogy empowers a teacher in ways to educate a child. But, hold on, hold on. Did we equate any learner with a child, somebody who has not reached all the major developmental stages, an immature dependent personality without much of self-concept, experience and self will? Is it true? Agreed that many school goers at primary, upper primary and at maximum, secondary level may match the above definition at varying degrees, but what about the students of colleges, universities and even higher secondary classes? Addressing them and treating them as children would be a blasphemy of some sorts. So, we can safely say at this point that the approach to teach a learner must depend on his age that is, we should teach adults with an approach different from that followed for children. So apart from pedagogy, we need a theory of teaching adults. In Greek vocabulary it should analogously be 'andragogy' standing for 'leading a man'

We must be happy to know that such a theory fortunately exists though many of us, Indians are blissfully unaware of it, leave alone using it in classes. The term "andragogy" was first coined all the way back in 1833 by a German teacher named Alexander Knapp in an effort to categorize and describe Plato's theory of education. However, the term was mostly popularized and 'theorified' by Mallcom Knowles, an American educator who had a massive impact on the adult-learning field.

Knowles was the Executive Director of the Adult Education Association of the United States of America in the 1950s. Though initially he was more involved in areas of informal adult education and history of adult education, his later attempts to develop a distinctive conceptual basis for adult education and learning via the notion of andragogy became very widely discussed and used.

Knowles was convinced that adult learning had to be self-driven. Rather than having education be teacher-centric, adult learning should be centred on

the students and teach them the power of self-motivated learning.

The classroom where an adult learns may be treated as a group of adults with a common endeavour. Affiliation to such groups and courses should be voluntary based on one's interests and attitudes. The adult classroom should be a laboratory of democracy where everyone including the teacher participates cooperatively towards common attainment of knowledge.

### **Principles of andragogy:**

Knowles initially identified four key assumptions of understanding adult learners, then added a fifth later. Those are:

#### **1. Self-concept of the learner:**

With growing age as a person matures, his or her self-concept also matures. As a child, one is a dependent being but as he or she matures into an adult, gradually the degree of independence and self-drivenness increases. In other words, with development comes a sense of autonomy and liberty. Whereas children are fully dependent on others for learning and understanding, adults learn and understand independently.

#### **In the words of Knowles, this phenomenon as:**

“...in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.”

#### **2. Role of learner's experience in learning:**

In addition to a maturing self-confidence, adults build an increasing reservoir of experience. This increasing experience acts as a valuable resource for their learning. Children, on the other hand, have very little experience due to lesser age and must rely on the experience of others to learn.

Actually what happens with accumulation of experience, a power of intuition gradually develops which help students to grasp newer concepts and learn their chapters faster? Thus experience allows the learners to intuit things that they never would have understood previously.

#### **3. Learner's readiness to learn:**

An adult has to perform multiple social roles in which they have to use and apply the knowledge they gather in course of their formal education. These new roles require new knowledge. Thus their need to know something new comes from their daily life situations and therefore their inclination to the educational program is more in comparison to a child for whom learning

situations are imposed by the system. So adults are keener to learn in class and this increased readiness to learn can be used in a positive way to enhance educational outcomes.

#### **4. Orientation to learning:**

For a young student, application of a subject knowledge is postponed because of lack of ample scope to apply it his or her more or less simpler life. They their orientation to learning is subject centered, that is they study the theoretical concepts of different subjects and at most apply it to hypothetical problems in examinations. Like a school student studies algebra in class 8 but normally don't get to apply it immediately to real life problems. They must wait until they are older and encounter a need for algebra.

As he or she matures, life becomes more complex and throws many problems to solve which may require use of concepts of algebra and so his or her application of learning becomes immediate and the orientation turns problem centered. Thus, adult lessons should be more problem centered, not only general problems but those specifically catering to the problems he or she is facing or might face during or after the course.

#### **5. Source of motivation to learn:**

The reason a child goes to school and learns lessons is not because he or she wants to gain that knowledge and be empowered in life. They do so because they have been instructed by their parents to do so and they see all others of their age doing the same and a great virtue is attached to being a good student in the society. Their want to score good marks is because of it will gain him more love (and gifts or awards, may be) from their parents and teachers and will put them in a favourable position among their classmates. A child has very little attraction or attachment to the knowledge he or she receives at school because of his or her inability to understand its worth at that age. So it may be said that a child's motivation to learn is typically external. Also what they lose if they don't go to school or do their studies well is external, affection and rewards from others, at least to them.

This changes as they mature into adults. Various life situations make adults face unfamiliar problems which they need to find a solution. There is nobody to please or award to achieve. The solution of his problem will give him only the greatest pleasure and also the most valuable prize. This process is that of self-development and this acquisition of new skills and knowledge helps him to move up the career ladder automatically. Thus the whole thing in case of adults is internal, instead of having education forced on them; adults actually pursue education because they are internally motivated to do so.

These five pillars provide the foundation for how Knowles understood adult learning and andragogy. Knowles believed that all adult learning must take these five pillars into account and shape the teaching and curriculum accordingly.

### **Educational outcomes of Andragogy:**

Since the subjects are different and so is the method it is expected that the outcomes of andragogy in education will be different from those of pedagogy. While pedagogy creates learners who look at learning to be something external which they have to internalize, in andragogy the 'internal' faculties of a learner participates directly in the learning process and of course undergoes some metamorphosis. According to Mallcom Knowles, the major outcomes of anagogical teaching, learning methods are:

#### **1. Self-understanding:**

The knowledge gained through andragogy has a major contribution from the learners' self-knowledge and this interaction of theoretical and practical knowledge with one's experience, self-concept and inner being brings about clarity and objectivity about one's inner self. The enlightened learners can better understand their motivations behind any activity in the present or in the future, their real necessities and their difference with luxuries. They also have a clearer picture in their mind about their long term and short term goals and can unabashedly judge their abilities and shortcomings. As they proceed in this journey of self-understanding their sense of self-worth increases and this fuels a passion in them to continue in this endeavour of life-long learning.

#### **2. Tolerance and affection to others:**

Once a person has a clear understanding of one's self, he or she develops the ability to analyse other human beings and develop a deeper understanding of them. This makes one more tolerant to the diversity of the outer world and they can automatically relate to other persons of different race, creed, stature and can love and respect other human beings in spite of their external differences. Also this gives them a power to dissociate people and ideas and so they always do not blame people for consequences, rather they attempt to understand the situation and the philosophies at work in the scenario. This brings to another significant outcome, the power to think critically about any idea before arriving at a judgmental conclusion and blaming others who hold a contrasting viewpoint.

#### **3. Changed attitude towards learning:**

Being aware of one's and other's real conditions make a person sensitive to learning opportunities in life and they treat every experience as a new

opportunity to learn. Also being aware of the greater realities, they now know that people and situations are dynamic and they are always ready to embrace a new occasion that has a scope to learn something pertinent to their life and never let go of newer learning opportunities. This cultivates a passionate attitude towards life which is reflected in learning situations as well as other life situations.

#### **4. Addressing the root cause:**

Whenever faced with a problem, the typical reaction is to suppress the symptoms. This addresses the complexities only superficially and in the long run no real purpose is served. Being trained in andragogy makes a difference here. The real solution to a problem lies at addressing the actual root causes of the complication and since andragogy learners develop an insight to see beneath what is apparent, they can choose to react in a different way, that is by taking steps to ensure that the genuine source of the problem is catered to. This appropriate reaction will make a veritable change in the long run.

#### **5. Changed perspective to the past:**

It is a general syndrome in all quarters of life to lean towards the trending aspects and ignore the past as obsolete. This tendency of regency bias tends to make people assume that modern equals better and denigrate the traditions which are age old. But knowledge of andragogy principles makes a person understand the value of past experience and its significant role in shaping the present and the future. Thus andragogy calls for a shift in perspective and teaches people to understand, appreciate, and share the ideas, experiences, and traditions of the past. It highlights the essence of the past rather than disparaging it as irrelevant.

#### **6. Aware citizens who call for change:**

Being an adult also brings with it the responsibility of being a good citizen. In a successful democracy like India, the role of the electoral franchise is vital to the developments of the nation. Andragogy lessons enable an adult learner to understand the society they live in and what needs to be done to bring about effective change. Thus proper age appropriate education in higher education goes a long way to shaping a proper social order and that the nation's progress is unfettered.

#### **Conclusion:**

Learning about the principles and outcomes of andragogy, it is pretty clear that this theory has a huge scope and potential to be applied in higher education. Mallcom Knowles has given us a very powerful weapon which needs to be

used in a intelligent way to eradicate many of the multitude of problems we face in higher education today.

Finally, let's conclude with the words of Eduard C. Lindeman, Knowles predecessor in this field on the significance and promising prospect of adult education:

“Adult education, one begins to learn after prolonged observation, has not merely changed citizens from illiteracy to literacy; it has rebuilt the total structure of life's values.”

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## THE NEED FOR MUSIC IN THE EDUCATION SYSTEM

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### ABSTRACT

*Culture is the survival technique of society. Linguistic meaning of syllabus is to enhance the human traits. Various attitude and skills of society as representative of society. one composite combination is the culture. The humanity is the kind of technique or means that the person cherishes for it. Culture reference the way in which human beings overcome their barbarism. culture are transformed in to a complete form of man Nandan theory and Art theory says that the artist will be aimed at art life .If we do not enter policies in education then our society can never be come beautiful. The importance of the culture of our education system in immense. The new generation will be cosmopolitan. As well as education in our education system it has to be conferred in the heat of the community and the textbook.*

**Key word** -culture, society, Influence, classification, Culturaization.

### 1. Introduction :

Music is the soul of any culture and India has a long tradition of musical ingenuity. It is said that Nerada Muni introduced the art of music to earth. He also thought of the inhabitants about the sound that parades the whole universe called Nada Brahma. Musical instruments like seven holed flute and Ravanahatha have been recovered from the sites of valley civilization. We find the literary tracks of music for the first time two thousand years ago in the Vedic times. All the seven notes of the raga kharaharapriya can be found in the descending order in the same Veda. The parts of the instrument Veena are mentioned in Aitareya Aranyaka. The jumini Brahmana speaks collectively of dance and music. The kausitaki Brahmana put dance vocal and instrument music together as art.

## **2. Classification of Indian Music:**

There are many types of music prevalent in the Indian subcontinent that belongs to different categories. Some are close to the classical bent and some are experimenting with the global music.

Recently there has seen a trend to create a fusion of the classical heritage with newer musical strands like pop, jazz , etc. This is garnering attention of the masses .The classification of Indian music is as follows.

Indian Music -. Classical music, Hindustani style , Carnatic style

Classical music —over time two distinct school of Indian classical music evolved.

Hindustani music —practiced in the northern parts of Indian.

Carnatic music ——— practiced in the southern parts of Indian.

### **Hindustani Music:**

While the historical roots of both the music types belong to the Bharatas Natyasastra they diverged in the 14th century. The Hindustani branch of music focuses more on the musical structure and the possibilities of improvisation in it .The Hindustani branch adopted a sealed of shudha awara saptoka are the octave of Natural notes.

### **Dhrupad:**

It is one of the oldest and grandest forms of Hindustani classical music and finds it mention even in Natyashastra (200BC-200AD).It is said that dhrupad owes its roots to older forms like prabhanda and Dhruvapada .The name is derived from dhruva and pada which means that it denotes both verse form of the poetry and the style in which it is sung.

### **Khyal:**

The work Khyal is derived from Persian and means idea or imagination .The origin of this style was attributed to Amir khusrau .This form is popular amongst the artists are this provides greater scope for improvisation. Khyal is based on the repertoire of short songs ranging from two eight lines. Generally a Khyal composition is also referred to as a Bandish.

### **Carnatic Music:**

The Carnatic beach creates music that is played in the traditional octave .The music is kriti based and focuses more on the saahitya or the lyric quality of the musical piece of the musical song set to a cartain rags and fixed tala or rhythmic cycle .Every composition in the Karnataka style has several parts to it

**Pallavi:**

The first and the second thematic lines of the composition are referred to as Pallavi. This portion is often repeated in each stanza. This is considered to be the piece de Resistance and the best part of the Carnatic composition called Ragana Thanam Pallavi where the artist has great scope for improvisation.

**3. Modern Development in Music:**

The process of development of music has been unending since its inception during the early historic period. In the 21st century many upgrades have been made to the booming industry of music.

**\*Gandharva Mahabidyalaya-** V.D. Paluskar set up the school in 1901 with the express purpose of teaching and transmitting the knowledge of Indian classical music and dance to the coming generations. Initially it's was opened in Lahore but was shifted to Mumbai in 1915. The focus of the Mahavidyalaya is on the Hindustani and Carnatic classical forms of music. They also have a devotional bend of mind and so they opened the Prayag Samiti in Allahabad.

**\*Sangeet Natak Academy:** The Sangeet Natak Academy was the first national academy set up for the arts by the Government of Indian in 1952. The major focus of the academy was to create a set up for music drama and dance in India. It was supposed to be the primary body for the showcasing of the performing arts in the country. They also had the ardent task of promoting the enormous intangible heritage of Indian as demonstrated through the forms of music, dance and drama.

**4. Influence of Culture on Society:**

One of the most common types of music currently available is smooth music. Easy music refers to the kind of music that has the most unique and sophisticated sound. Other features of smooth music are it's simple factor articulation or melodious melodies rhythms sound etc. In all cases accessible music is not a roadblock or missionary. The rhythm variations can be seen on the one hand as well as the variety on the other. Most of the people in general do not understand the high pitched or classical music. The influence of exists in a limited number of audiences. But it's appeal for the simplest form of melodious music was written among all the shamans. In addition to this the music has the effect of being a part of the society in order to have a sound attitude. Ordinary people want ordinary simple feeling music. The complexity of patience rhythm that they eat they do not get juice. This is why folk music is more popular than classical music. We have all ways talk about the different music genres of Bengal and the impact of European music.

Composition of songs, poems, prayers —

‘ sa re jaehase achcha hindustha hamara ,  
Ham bulbule hay is ki ,ye gulistha hamara ‘

### **5. Processes of Culturaization:**

Music training from preschool to higher level of education is common in most countries because involvement with music is considered a fundamental component of human culture and is heavier. Music education is a field of study associated with the teaching and learning of music. It touches on all learning domains including psychomotor domains, knowledge, and in particular, significant ways, the effective domain, the learner's willingness to receive, internalize, and share what is learnt, including music appreciation and sensitivity. The changes occur in students through music. Thought development, concentration, increase in memory power, and increase in interest, games, creativity, eagerness in learning, positive thinking. Indian classical music can be found from the scriptures of the Hindu tradition, the Vedas. Soma Veda, one of the four Vedas, describes music at length. Bharat Natyashastra was the first treatise on fundamental principles of dance, music, and drama.

### **6. Conclusion:**

I have introduced some new elements in our music. I have composed five hundred new tunes, perhaps more. This is a parallel growth to my poetry. Anyhow, I lost in my songs and then think that these are my best work. I get quite intoxicated. I often feel that, if all my poetry is forgotten, my songs will live with my countrymen and have a permanent place. I have very deep delight in them but very sadly it is nonsense to say that music is a universal language. I should like my music to find acceptance but I know this cannot be at least not till the West has time to study and learn to appreciate our music. All the same, I know the artistic value of my songs. They have great beauty. Though they will not be known outside my province and much of my work will not be known outside my province, and much of my work will be gradually lost, I leave them as legacies. My own chantry men do not understand. But they will sing them as near songs for all seasons and occasions. Among my hymns, my brahmasangit. I have adapted and taken wholesale older tunes from Tansen, the best of our composers in these. I have used orthodox forms. But for my own songs, I have invented very freely.

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## EMERGING ISSUES IN THE QUALITY OF HIGHER EDUCATION IN INDIA

*Mrityunjoy Mahata*

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### ABSTRACT

*Education is the foundation of every country. A country won't be fit for cooking it in the serious world if its instruction framework isn't accomplished in introducing to its progress. The Indian training framework is broadly scrutinized in multidimensions for its inability to create mandatory employability in its understudies, as indicated by the business necessities and its powerlessness to add to comprehensive improvement in the nation as a whole. This part attempts to feature the issues and sets up certain clarifications to determine them. The examination utilizes auxiliary information from various open sources. The scientist presumes that the issues in the current training framework that are threatening the advancement of this country can be handled adequately if profitable and committed exercises are required by the administration to decide them.*

**Keyword:** *Primary Education, Higher Education, challenges, proposals.*

### Presentation:

Higher instruction is essential for a creating nation like India, and it is moving to expanding human turn of events. Advanced education in India has encountered an amazing growth since freedom. India has created researchers, engineers, technologists, specialists, instructors, and chiefs who are popular everywhere on over the planet. Presently it is one of the best thirty nations in our modern and innovative limit due to the crucial association of human belongings and instruments gave by cutting edge instruction, particularly

specialized training. India has just entered the time of information blast. It has demonstrated its magnificent conceivable by its show in space areas and atomic. In the coming hardly any decades will be proclaimed by shuttle, satellites, virtual worlds, and different parts of logical enquires. Advanced education gives chances to individuals to think about the basic social, social, good, monetary, and profound issues confronting mankind. Advanced education offers specific information and talented people for public turn of events. In the following not many periods, India will have the world's most broad arrangement of youngsters, while the connection among individuals and advanced education isn't sufficient. The expanding youth populace can be an incredible resource if potential employability is brought to realization.

Similarly, on the off chance that we neglect to bear the cost of instructing and work, at that point it will uncover a drawback door for the Indian spending plan. Training is a significant instrument for achieving manageability. The Education Commission 1964-66 portrayed the part of instruction in social and monetary change through an announcement the thickness of a country is formed in its homerooms. Instruction produces human capital, which is the central of budgetary advancement and accept that the externalities made by human capital are simply the premise of the continuing business measure.

### **Essential Education Vs Higher Education:**

Earlier we debate about issues and provokes identified with advanced education we have to perceive elementary school is a higher priority than advanced education. India's main challenge is destitution, we need to kick a great many open in the clear, and we can't do it on the off chance that we accentuation on essential training. It begins from Class one or preprimary when a kid is 4-5 years of age. The elementary school doesn't simply represent a homeroom, books, and an instructor (that is an absolute minimum) however nourishment, garments, and designing an environment where a child can find new things consistently. This condition can help with bringing out the best inside a youngster. Foundation like the table, chair, books, writing material, a homeroom, and instructors is a vital least that any administration could offer. They have to do extra than that, such as preparing kids how they can envision and draw out the internal ability that they can utilize later in their life. On the off chance that we need to get individuals out of destitution, at that point we call for social versatility, and social development can't be practiced except if we center on essential instruction and wellbeing.

However, then again, advanced education doesn't understand this trouble. Higher instruction removes off when you get from secondary school or 10+2. And afterward, if a kid is five years of age and lives in a family that is

underneath the destitution line, the kid needs essential training, not higher education. So, if the system is passing just on advanced education that isn't continuing to adjust the situation of the kid in light of the fact that advanced education is all near colleges. And by the period the kid taking in a family beneath the neediness line arrives at the age of 16, their brain has just been determined. Thus, it is of no utilization if the legislature is spending on higher education. That is the distinction among higher and basic instructing.

### **Territory Of Higher Education In India:**

The administration of Higher instruction in India is in the middle of full and faulty. I have as a top priority, basically, to state neither one of the its is acceptable, nor it is that tough. Hence, in this passage, we will discuss the quantity of colleges, schools, the quantity of instructors and teachers, and understudies enlisted. In 2014, India had more than 670 colleges, at any rate 38,000 schools, 817000 educators and instructors, and more than 28000,000 understudies enlisted. There is development in quantities of schools, colleges, understudies, and instructors quite a long time after year. Various understudies apply for different courses. Like there are more than 14,000,0000 understudies associated with graduate courses everywhere on over the state. For postgraduate, there are more than 20490060 understudies enrolled. For research around 1370059 and diploma, more than 1710032 students took a crack at the twelvemonth 2014. Nowadays, we ought to similarly anticipate the financial plan issue. How much the legislature of India is dispensed for preparing. In 2014, the legislature of India devoured over Rs 65,000 Crores. This absolute is 17% more than the rearward in 2013. The division of Higher training has relegated Over Rs 16,000 crore, which is a 20 % ascend from last yr. Likewise, the legislature has allotted Rs 24,00 Crore for IITs, Rs 1300 for NIT's, and Rs 350 Crore to IIM's this year. Thus, this summarizes the nation of advanced education in

### **Difficulties and Issues :**

Since freedom, we have confronted difficulties in building sheltered and powerful instruction system. Various governments attempted to organize new and viable preparing strategies in the request, yet they were insufficient for our nation. Even Indians are confronting a lot of difficulties in our Education System. Indian government realizes that the new worldwide situation presents extraordinary difficulties for the advanced education system. The UGC expressed that an entire scope of aptitudes would be claimed from the alumni of trade, expressions, regular abilities and social expertise, just as from the different expert examinations, for example, accommodation, the travel



industry, cultivating, lawful way of thinking, the executives, medication or innovation.

There are numerous essential issues looked by advanced education framework in India. These incorporate deficient foundation and offices, empty seats in the scholarly region and helpless workforce thereof, low understudy enrollment rate, obsolete and old showing strategies, declining research norms, unmotivated understudies, stuffed and little study halls and boundless geographic, pay, sex, and ethnic imbalances. Aside from these worries identifying with disintegrating principles and absence of offices, there is accounted for abuse of rustic zone understudies by numerous private preparing suppliers.

- ◆ **The request flexibly hole:** India has an extremely low pace of enrolment in advanced education (18%) as thought about China (26%) and 36% in Brazil. In that area is gigantic interest gracefully opening. By 2020, the Indian government focuses to accomplish 30% gross enrolment in advanced education, which mean furnishing 40 million college places with an expansion of 14 million out of six years.
- ◆ **Inadequate offices and framework:** In India, huge numbers of the colleges don't take in sufficient foundation or offices to teach pupils. Even numerous private colleges are running courses without study halls. The web and Wi-Fi office is even far from numerous researchers.
- ◆ **Lower layer of showing quality:** Our instruction framework is torment by issues of value in huge numbers of its foundations and universities. Many of the issues like deficiency of personnel, low quality instructing, Traditional showing strategies, obsolete and unbending educational plans and instructive action, absence of responsibility and quality affirmation and partition of exploration and instructing are developing inquiries along the Indian training framework.
- ◆ **Research requirements:** India has an exceptionally low level of PhD enlistment. India doesn't have bounty excellent specialists. In the Indian instruction framework, there is an absence of beginning phase research understanding; a frail environment for inventiveness and advancement, and low evaluations of industry business.
- ◆ **Uneven improvement and admittance to circumstance:** In India, admittance to advanced education is lopsided in enrolment across populace gatherings and topographies. This lopsided development of advanced education is a significant test for India. India has the best number of out-of-school understudies on the planet, more than

the entire of sub-Saharan Africa, and furthermore 69% of India's populace despite everything makes due on under 2 bucks for each day. The World Bank sorts India as "an extraordinary double economy".

- ◆ **More zeroed in on hypotheses and very than useful information:** Indian training association is more focused on hypothetical information as opposed to pragmatic knowledge. In numerous positions there is similarly a negligible prerequisite of rate which is high.
- ◆ **Lack of commitment in and control of instructive issues by Professors:** Most of the educators or higher government offices don't wish to participate in showing related activities. They hold quickly to their own turn of events.
- ◆ **Traditional techniques for educating:** Professors despite everything adhere to those old strategies for showing like board, marker. They don't wish to utilize general media helps in instructive activity. Besides they are not in the know regarding the data accessible and what worldwide industry necessities.
- ◆ **Abroad settlement after training:** Many understudies after will IITs and IIM attempt to look for circumstances in unfamiliar grounds like USA, Germany and other European nations and Canada etc. They look ahead for MNCs and get settled abroad. At that spot must be a fix rules that understudies after advanced education have done his nation first.
- ◆ **Protection and Confidentiality:** Collages need to increased security and secrecy with job based licenses to users. There will be an appropriate record of time and participation framework for understudies and just as instructors.
- ◆ **Quota framework:** Bringing the booking and the portion framework for various classes in instruction lost its character. Even meriting competitors of general classifications are overlooked and on quantity we need to choose someone else from saving classification despite the fact that he isn't commendable.
- ◆ **Quality reflecting on:** National Assessment and Accreditation Council gave a report in which the worry was over the way that 66% (68%) of the nation's colleges and 90% of its schools are "of mediocre or helpless character" and that well over portion of the instructing personnel in India's universities doesn't have the suitable degree capabilities.

- ◆ **Enrolment:** The Gross Registration/Enrolment Ratio (GER) of India in higher education is just 15%, which is really low when contrasted with the created just as, other creating nations. With the advancement of enrolment at school level, the gracefully of advanced education organizations is lacking to satisfy the developing need in the country.
- ◆ **Equity:** There is no value in GER among differing groups of the company. According to previous examinations the GER in advanced education in India among male and female fluctuates to a greater degree. There are provincial differences too a few states have high GER while as some is moderately behind the public GER which replicate a noteworthy inequities inside the advanced education structure.
- ◆ **Quality:** Quality in advanced education is a staggered, multi-dimensional, and an energetic perception. Guaranteeing quality in higher preparing is among the preeminent difficulties being looked in India today. Notwithstanding, the Government constantly focuses on the quality training. Still enormous number of schools and colleges in India can't abide up to the insignificant prerequisites set somewhere around the UGC and our colleges are not in a situation to check its spot among the top colleges of the globe.
- ◆ **Infrastructure:** Poor set-up is another test to the advanced education arrangement of India, especially the foundations run by the open part experience the ill effects of deficient physical offices and infrastructure. There are an extraordinary number of universities which are taking a shot at second or third story of the structure on the preparing coat or first story there exists instant hosieries or copy shops.

### **Proposals for Improving Quality of Higher Education:**

There are a few proposals and Expectations of Government, Industry, Educational Institutions, Parents and Students for improving tone of higher education. There is an interest to do imaginative and groundbreaking methodology structure essential to higher preparing level to make the Indian instructive framework overall more appropriate and humble. Higher instructive organizations need to advance quality and status. At that spot ought to be a decent base of schools and colleges which may attract the students. The government must support cooperation between Indian advanced education organizations and tops International establishments and furthermore creates linkage between public examination labs and exploration focuses of the top

mental emergency clinics for more trustworthy quality and community oriented inquiry. There is a need to zero in on the alumni understudies by giving them such courses in which they can accomplish greatness, increase further information on the investigation so they will take occupations after work in the organizations which would diminish pointless race to the advanced education. Colleges and universities in both municipal, private must be away from the political affiliations, bias, lucrative cycle ought to be out of training framework and so on. At that spot ought to be a multidisciplinary approach in advanced education so understudies' information may not be restricted uniquely up to his own issues.

- ◆ **Student-focused Education and Dynamic Methods:** Methods of advanced education additionally must be proper to the requirements of figuring out how to peruse, figuring out how to do, figuring out how to be and figuring out how to become. Student-centered preparing and utilization of dynamic techniques for guidance will request from instructors new perspectives and new accomplishments. Methods of instructing through talks should subordinate to the strategies that will lay accentuation on self-study, individual interview among educators and understudies, and dynamic meetings of workshops and shops. Methods of separation preparing will understanding to be utilized for a tremendous scope.
- ◆ **Examination Reforms:** Examination changes, step by step moving from the terminal, yearly and semester assessments to customary and nonstop survey of understudy's presentation in learning must be enforced. International Cooperation-Universities in India have been an essential conductor for the progression and transmission of information through conventional capacities, for example, research, advancement, educating, human asset improvement, and proceeding training. International participation is picking up significance so far another occasion. With the expanded improvement of transport and correspondence, the worldwide town is seeing a rising weight on worldwide collaboration and action to get worthy responses to inconveniences that have worldwide measurements and higher preparing is one of them.
- ◆ **To increment Quantity of Universities:** We need more colleges since we are more in number and present number of colleges are likewise less. On thirteenth June, 2005 the Government of India set up a significant level warning body known as the National Knowledge Commission (NKC) to inform the PM about the state regarding training in India and measures needed to change this sector. It was

coordinated by Sam Pitroda and presented its report in November 2007. NKC has suggested setting up of 1500 colleges by 2015 with the goal that gross enrolment proportion increments to 15 percentage. It has too called for building an Independent Regulatory Authority for Higher Education (IRAHE) to oversee the nature of by and large advanced education in India.

- ◆ **Cross Culture Programs:** After instruction, visit through each the spots in India and the world quite far with the participation of government are important, in this manner that one can comprehend about individuals, culture, expressions, writing, religions, innovative turns of events and movement of human friendship on the planet.
- ◆ **Action Plan for Improving Quality:** Academic and regulatory review must be directed once in three years in schools by outer specialists in guaranteeing quality in all parts of scholastic activities. The self-account universities must approach for accreditation and meet the necessities of accreditation. Universities and universities ought to perceive the requirement for quality training and approach with an activity plan for improving quality in higher instructive organizations.
- ◆ **World Class Education-**Indian government isn't offering need to the advancement of Standard in instruction. India must seek to the worldwide norm in instruction. Many public colleges like in the USA, Germany, UK, Australia, etc permit reads in advanced education for unfamiliar understudies in their territories and through correspondence courses also. Similarly India Universities of top notch instruction can likewise offer courses of studies to unfamiliar understudies exploiting the globalization cycle. To accomplish that objective it must receive uniform worldwide schedule in its instructive establishments.
- ◆ **Personality Development:** Finally, training must be for the blossoming of character yet not for the smothering of imagination or characteristic science. In the globalized world open door for the informed masses are normally rich in scope. As an outcome business measure re-appropriating (BPO) exercises have expanded rivalry on the planet exchange driving towards the yield of character merchandise and their simple accessibility wherever in the globe marketplace. That is the manner in which the universe can be produced for harmony, success and progress by capable and decent men.

- ◆ **High-tech Libraries:** Our college libraries hold an extremely full assortment of books, yet they are all in mess. A library must be on the web and helpful for genuine work. Indian colleges should zero in additional on providing character guidance which is comparing to that of worldwide norms.

### **Conclusion:**

After freedom, there has been a marvelous increment in advanced education establishments of learning in all subjects. But still India is route behind in offering top notch instruction. Today, India is one of the quickest creating conditions of the cosmos with the yearly development rate going above 9%. In club to keep up that pace of development, there is have to build the quantity of foundations with quality instruction. To achieve and accomplish the future prerequisites, there is a critical need to relook at the Financial Resources, Education Policies, Access and Equity, Quality Standards, Relevance and toward the end the Responsiveness.

To accomplish and uphold worldwide quality, certain elements are particularly relevant. There must be cautious choice of staff and persistent staff improvement, specifically through the sending of fitting designs for scholarly development, including learning approach or teaching. We must focus on versatility between nations, between advanced education organizations and the formation of business, just as understudy portability inside and between countries. So they can find out about the workplace. Inside self-rating and outer audit must be directed transparently and intermittently by free masters, if conceivable, with global specialists.

On the off chance that we are to talk near India, we are giving gifted and arranged individuals to Earth. Why we can't utilize their capability to clandestine our nation from creating to created land. We must make a few boundaries, to enjoy taught individuals for driving our economy ahead. We are going towards an age which would be restricted by the boundaries of perception.

We require an instructive game plan that is present day/progressed, liberal and can conform to the moving needs of an evolving society, a changing economy and a changing worldwide world. Indian advanced education association and administrative bodies must distinguish the key occasions and rapidly make arrangements to eliminate those hurdles. Just single or two colleges can't have a lot of effect. In the event that the administration invites such activities which drive our instruction framework forward, at that point the future will be our own. We will have the option to meet and contend with

different nations and the yearning to be the world's most prominent economy won't be difficult to reach.

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## EDUCATION OF MOTIVATION TEACHERS AND STUDENTS ONLINE MODE

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### ABSTRACT

*Online learning is the newest and most popular form of distance and regular education today. During the past ten years, online education has had a paramount influence on Total education system and the trend is only increasing. In this article I am going to explore what the experience of online learning is like for students and how it has changed the role of the instructor. In the olden days, teachers had to commence the designing of their “virtual classrooms” from the initial stage which was strenuous, often leading to inferior outcomes. At present, a complete business cropped out to carry out these tasks in behalf of us. A software is being employed by most of the present day schools and colleges known as the CMS, the full form being the Course Management System. It enables the teachers to style as well as implement their curriculum within a changeable structure which incorporates numerous tools to make the processes of learning and communication a successful one. It is becoming increasingly common at many Scholl Colleges and Universities, offering fully online courses combining online instruction instead of face to face teaching. Information provided by one or two Research Centers (2011) reveal that in the 2010-11 Scholastic year, about 89 percent of colleges as well as universities provided fully online courses, in addition to different forms of distance or non-face to face coaching (Parker, Lenhart, & Moore, 2011). Among all the pupils registered for higher academic training in the year 2013, about 32 percent of the students opted for at least one online course (A – lenhart & Seaman, 2013). Statistics regarding the same have been assembled*

*from various periodicals, as well as e-contents concerning virtual education. A valid questionnaire has also been used for primary data collection. A bar diagram has been used for analysis of the data.*

**Keywords:** *Online learning, motivation, Effect, Teachers Students Relationship*

### **Introduction:**

Online education is a form of education where students use their home computers through the internet. Among the multitude of ultramodern students, all of those who desire to carry on their full time employment or take care of and nurture their families, e-courses have been in favor of them over the last few decades. Generally, most of the course programmes are carried out and regulated through the digital technologies and are put forward with the help of the e-learning portal of the presenter.

Out of this uncomplicated explanation arise innumerable methods to facilitate the teaching learning process apart from the conventional education system, away from the four walls of the school and college premises. With the onset of e-learning, pupils can have access to each and everything including audio visual aids, texts, animations, web based learning environment as well as online interaction with teachers within a classroom with the help of the Internet technology. Therefore, a magnificent teaching learning ambience is constructed with substantially more flexibility when compared to the four walls of a conventional classroom.

E-learning has .has turned out to be much more systematically structured if used in an effective manner when compared to the in person interaction with the instructor. It seems to be more enjoyable, appealing and styled to make a space in anybody's plan of action. E-learning in order to succeed usually requires self learning on the part of the students. Pupils are given full fledged independence to finish their coursework as per their convenience, keeping in mind the deadlines, and hence offering the students the essential flexibility. Some online courses may also have a asynchronous component, where students view live lectures online and sometimes participate in discussions through video-conferencing platforms such as Zoom meeting, Google meet etc. The latter model is the move many professional school teachers have made during the pandemic, experts say." According to an agency managing the e-learning programs, it is essentially the use of a classroom through the means of Zoom, Google meet and the like. Online education which generally occurs over the web is normally referred to as "e-learning" among the multifarious expressions.

However, online learning is just one type of “distance learning” -... the use of the cyberspace to get hold of certain information, interpret the required topics and to converse with the teachers, guides as well as other co-learners; in order to secure help to access materials; to interact with the content, instructor, and other learners; and to secure assistance during the course of learning which will facilitate both, the students as well as the teachers to have a command over the subject of learning to conduct and participate in the discussions and the meetings in order to gain experience from such kinds of learning.

❖ **Objectives:**

The main objectives of the article are:

- ◆ To study whether online education is a better option for both the teachers and the students to continue the teaching learning process during pandemic covid -19.
- ◆ To explore how online education influence motivation among students and teachers.
- ◆ To study students’ experience of going through online education.
- ◆ To study the teachers views towards online education.

**Method:**

To complete the study different research articles have been studied which included literature reviews prior to 2008 and empirical research after 2008. In order to facilitate this analytical study, e-learning is often used as a pattern of learning where the students have no scope to opt for the conventional classroom system.

To complete the study different journals, E-contents relating to online education have been followed. A telephonic interview of both teachers and students has been carried out on the basis of a valid questionnaire. A sample of 30 teachers and 50 students from different schools are used for the interview. Bar diagram has also been used for data analysis.

**Interest in online learning:**

The use of technology for education in various colleges and universities is widely discussed and debated topic .Higher education institutions have been trying to best determine the best and most imaginative uses of technology with the four walls of the classroom.At the same time, financial sustainability has been an issue facing most School colleges and universities nationwide .Faculty members and administrators have been wrestling with questions about the ways the quality of the student’s academic and intellectual experience is

affected, for better or for worse, by increasing technological uses in the classroom. Online teaching and learning has been considered a panacea by some political and academic critics who question the sustainability of the current in-person model. But there has been sparse evidence about the demand for online learning experience among traditional school and college-bound students. With this deficient market statistics, both the Arts as well as the science streams determined to investigate the conceptions of the conventional institution bound pupils regarding the concept of online education.

❖ **Impact of online learning on Motivation:**

Paris and Turner (1994) are of the view that motivation is the ‘engine’ or the agent of learning. Motivation is a kind of inspiration which is capable of determining what are topics we learn, the procedure of our learning as well as the time preferred by us for learning (Schunk & Usher, 2012). Studies reveal that motivated students are in all probability expected to take up taxing activities, be laboriously involve, have fun and embrace a much deeper outlook towards learning as well as display an enriching performance, perseverance and imagination (Ryan & Deci, 2000b). However, higher dropout rates associated with traditional schooling system compared to online system lend support to the present system. Feelings of isolation, frustrations and time constraints due to other responsibilities have all been considered as factors influencing students’ decisions to withdraw from traditional classrooms. Online education system is helping to overcome these constraints. Motivation has several effects on students’ learning and behavior.

Primarily, motivation guides the conduct toward certain goals and objectives. Furthermore, motivation will always have a tendency to multiply the pupils’ time on task, hence becoming a major element influencing their process of education as well as performance. Besides, Motivation also increases the series of cognitive operations carried out in the creation and manipulation of mental representations of information..

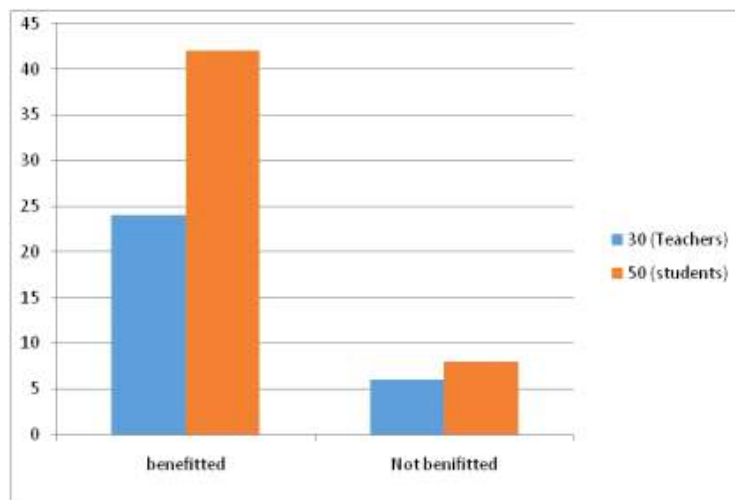
Generally students especially teenagers are attracted and interested in using different devices like Smartphone, laptop etc. Sometimes they become habituated to making misuse of such devices. So guardians tried to keep them away from such devices as well as internet and social media. Though they are allowed to use them as a means of entertainment in the leisure time. Some times they become stubborn for not allowing them to use to such devices. In this pandemic situation when education system becomes dependent on technology, it has become bound to allow them in using technology and it is matter of great interest that they are accepting it very eagerly. It is working like fanning to fire. Not only the students but also the teachers who were

limited only to traditional classrooms are now adopting the technologies with great interest. It's working as a great stimulator. Motivation is the best variable that affects student learning. Therefore, the pupils who use the e-learning devices such as like Smartphone, Laptop etc are being used in order to stimulate their learning and to support their participation in online learning system. As the e-learning system is dependent upon mobility, the quality of being delivered easily, as well as liberty of education it is working like stimulator for the student as well as teachers.

❖ **Result of the Interview on the basis of questionnaire:**

Respondent		Benefitted	Not Benefitted
Teachers	30	80%	20%
Students	50	84%	16%

**Table No. 1 Benefitted and non benefitted**



**Fig. No. 1: Showing the distribution of Benefitted and non benefitted**

❖ **Analysis:**

A total of 30 teachers and 50 students were interviewed. It has found from the interview that out of 30 teachers 24 i.e. 80% responded as benefitted and 06 teachers i.e. 20 % responded as not beneficial. On the contrary out of 50 students 42 students i.e. 84 % responded as benefitted and 08 students i.e. 16% responded as not benefitted.

**❖ Challenges in online education:**

**Adaptability Struggle:** A shift from the old school, conventional classroom teachings within the four walls and a direct one to one communication between the instructor and the pupils to ICT based teaching through online classes makes the learning experience completely contradictory for the pupils.

**Technical Issues:** A large number of students are unable to get hold of the high frequency data connection which is essential to get access to the e-courses, therefore acting as a hindrance to their online classes.

**Computer Literacy:** It is at times problematic for the pupils to handle computers efficiently. Insufficient knowledge of pupils regarding computers has been a challenging factor in recent times, since the students face difficulties while dealing with their files for their lack of knowledge in certain basic programs like the Power Point, Microsoft Word and the like.

**Time Management:** Effective planning regarding time allocation has been a tough work for learners using the online educational platform since e-learning requires hard work and sufficient time.

**❖ Benefits of Online Teaching Learning:**

- ◆ The e-learning courses offer an outstanding process for completion of courses which is restricted neither by time, nor by location. It offers guidance to the learners at all times and at all places.. In online learning, learners find a path to learn in their busy life . The facility of any course being accessible to the learners from any device with 24×7 internet connectivity and from any corner of the world is an immense encouragement to the pupils using the online platform for learning.
- ◆ Provide opportunities to develop the skills for work.
- ◆ Improve the capacity of the educational course and educational system.
- ◆ Provide urgent based training for specified area.
- ◆ Increased the capacity of new subject.

**❖ Acceptance of regular traditional class or online class:**

The curriculum in the virtual class is generally similar to that of a one to one interaction within the four walls of a class. A few people are of the opinion that the pressure of work is much more taxing when compared to a normal eye to eye interaction in a class, since in that it is required for one to be a self governed learner, remain inspired as well as interested, and have effective workload management skills. It is revealed that most of the successful pupils

as well as teachers who use the online learning platforms bear some of the similar attributes which are as follows: effective planning and coordination skills; as well as impressive time distribution skills. Besides, they have sufficient knowledge regarding computer applications as well as the web, apart from being quick-witted, imaginative and creative.

**Conclusion:**

Through E-learning environments, students can maintain the teacher learner relationship from different types place at any situation. Persons relating to teaching learning process should confront challenges like-Teachers of online learning programs should have good knowledge about internet and information technologies in order to help their students in virtual classrooms. Additionally they ought to have the potentiality to efficiently regulate the working of the e-learning as well as distance learning portals world wide. Models of E-learning have limited prospects of face to face contact, but it has the remarkable prospective which allows one to be guided through either ways, on or off campus and we can be fully realized of benefits of online learning. Therefore, in order to reduce the negative effects of e-learning, a combined education can be imparted at each and every station of learning.

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## HARMONY AND EDUCATION: A STUDY

*Pravati Das Mahapatra*

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### ABSTRACT

*Man is the son of Amrita's. Amritmaya is the child of Purnabrahma and Parabrahma therefore, perfection is the true nature of mortal man just as the emergence of a seed- bearing tree is not possible without climate warming, so its not possible to develop a full- fledged perfection in human life without proper education. The education that inspires this dormant perfection of man is the education that fully blossoms his genius and his mind. The education that helps in the overall development of his humanity is the real education that education is of interest. Vivekananda says the living idol of perfection- "Education is the manifestation of the perfection already in man". Achieving greatness in life should be the goal of all human beings. By achieving this greatness man is great people are enriched by knowledge. Education is a kind of development by which one learns to realize that he is a part of the unity of the universe. Education is the reaction through which the individual expands into the realm of nature and integrates his beings with human society. Ignorance in the root of misery. By destroying ignorance by Brahmanghan, man attains Bhumananda. In the Brihadaranyaka Upanishads, the sage has declared in a radiant voice - "असतो मा सद्गमय, तमसो मा ज्योतिर्गमय मृत्योर्मांमृतंगमय"। This is the crucial task of Learning Education leads the student. From untruth to truth, from darkness to light education takes the student forward. Education will be inter- environmental oriented. Through which the sinner needs and tendencies of the person will be satisfied and will develop towards the desired. Full meaning of education is the perfection of life, so it can be said that one of the most important goals of education is to provide the knowledge that helps in the perfection of life. There is no other things that can be perceived*

*by intellect or knowledge. There is no separate feeling of knowledge, knowledge or intellect is self-manifested as there is no separate existence of the receptive customers when social life developed on the basis of narrow demand, at that time, the meaning of education took an a very narrow meaning to satisfy the narrow personal needs of a single person and his livelihood. Learning in this sense is to train the immature persons mind under the pressure of experience by mastering some techniques suitable for meeting the needs.*

**Introduction:**

The goal of Indian education was person centred. The sages of ancient India considered salvation as the only goal of life. In the ancient social system, self knowledge that helps in this self-realization is called real education and that was metaphysics, other objects of religious knowledge were all apocalypse, so the goal of education in ancient India was to gain self-knowledge or to develop individuality. This development is not materialistic. The man goal of education is the development of the inner world of the individual .when a person heart develops, he will be freed from the worldly and bondage of life. Ignorance and ignorance are said to be the cause of bondage and sorrow of living beings when the unconscious in destroyed by complete knowledge or philosophy, the living beings is freed from bondage. Ignorance is the root of sorrow. Man attains Bhumananda by destroying ignorance through theology.

**Statement of the Problem:**

“Knowledge for life, not life for knowledge “. Direct perception of truth is right knowledge. Accurate knowledge is not just for life, just for the world. Accurate and clear knowledge about worldly objects helps man to determine his place in the world. Only by knowledge the world can one control one’s actions and senses. The mind is purified by performing honest deeds if the mind is not purified, true knowledge does not arise. Knowledge is doubt between living and non-living, elimination of confusion and uncertainty. Some actions are contrary to complete knowledge, so it is necessary to remove the obstacle of action in order to gain full knowledge. Only the acquisition of knowledge and omniscience is the ultimate goal of life.

Human suffering is due to ignorance and ignorance about oneself. He has forgotten his true identity and has attached himself to the world and objects. He keeps immersed in worldly objects such as tempted eternal lust and desire to transcend. When knowledge arises in him, he can stay away from those worldly objects and identity himself as an infinite and eternal being. Purification of the mind by action is done and devotion is awakened through

worship and then the path of Brahman worship is widened, this required the advice of the guru. The subject of knowledge is the soul, and the subject of ignorance is world. The justification of the soul is covered by the unconscious covering Brambha is the only true. No object other than Brahman can have a spiritual being. Death can be overcome only if the soul meets knowledge besides there is no way to prevent death. It has been said in Shwetasyvatara Upanishad- "तमेव विदित्वातिमृत्युमेतिनान्यपन्था विद्यते अयनाय"। If one does not listen to the explanation of the scriptures from the Gurus mouth one does not get the knowledge of the real scriptures. But for various reasons it is not possible for everyone to study the scriptures as a follower of the professor, so it is not possible for hidden to follow the path of understanding the scriptures though his mother tongue.

**Methodology:**

Mind and soul are more important in education realizing its nature is especially important. The mind cannot be called on subjects because of the differences between the objects and the mind as a class, but it is an entity whose identity is manifested in the awareness of joy and sorrow. Though our direct memories, thoughts and feelings this entity is in fact the very foundation of self- awareness. The God fearing sage place great importance on teaching and Learning, respectively in the Guru- shishya tradition. Because this education is the education of building real people. Teaching to awaken a sense of brotherhood by avoiding violence and hatred. Si the main pursuit was in the process of teaching and receiving. They equally for God's mercy in order to succeed in that endeavor, that he may obstruct their path of Learning he gives them longevity so that they did not hate one another. From this some mentality comes the feeling of unanimity or oneness.

Studying and acquiring knowledge in the goal of all students and teachers. The goal of the student is to get education by studying various health and to make that education vigorous or permanent. It is necessary to preserve the knowledge learned otherwise that knowledge cannot be applied. The master disciple tradition does not maintain its style, so metaphysics needs to be memorized, again if there is animosity among the Gurus disciples, that knowledge cannot be given or accepted, he cannot be saved in the same way, so the love of the Acharya for the disciples and the respect of the disciple for the Acharya is necessary. The scriptures say - " श्रद्धावान् लभते ज्ञानम्"।

The knowledge that is stored on the basis of the good will of the Guru disciple is an individual treasure and result of hatred is failure. One of the ways immortality in the world is to achieve fame. So great people become novice

in achieving fame, do great deeds and take place in the minds of people. Gaining knowledge in the scriptures and one of the goals. In India people whom Mahatma Gandhi, Netaji, Swamiji, Vidyasagar considered to be memorable in the morning, were associated with such a great work which has immortalized them forever.

**Definition of Education:**

The word education is synonymous with Vaidya. The word Vaidya comes from the Sanskrit “Vid” dhatu which means to know or ascend knowledge. Analyzing the etymological meaning of education, it is seen that education is the manifestation of the latent potential of a person. In fact the genetic material or genes that a person inherits from his parents at birth contain the features that will be revealed in the future. The qualities that make a child a full-fledged preparation in the future. The main task of education is to carry forward the development of human, civilization by reconstruction people’s past experiences. In the field of education two significant human beings appear these two beings are biological beings and intellectual beings. Just as man thirst for the sake of the biological being, so he seeks to satisfy the thirst of the mind by developing the power of thought in the pursuit of the intellectual being.

**Consistency of Education:**

Full education means the perfection of life, so it can be said that one of the most important goals of education is to provide the knowledge that helps in the perfection of life. There is no other thing that can be perceived by intellect or knowledge. There is no separate feeling of knowledge, knowledge or intellect is self-manifested as there is no separate existence of the receptive customers when social life developed on the basis of narrow demand, at that time, the meaning of education took on a very narrow meaning to satisfy the narrow personal needs of a single person’s and his livelihood. Learning in this sense is to train the immature person’s mind under the pressure of experience by mastering some techniques suitable for meeting the needs.

People have become acquainted with education in order to develop and protect their used lives. “Education “has become a potential companion in his life, though education, people get training in social culture and by expanding and changing the trend of cultural, they get the opportunity to create new elements of culture. If the responsibility of education was limited to the preservation and transmission of past experiences there would be no progress in social life. Therefore the purpose of education is to accelerate the development of civilization order to maintain the trend of progress. Education

is the main regulation for the development of human civilization and culture for the betterment of human knowledge and mind, character building and above all for the development of human resources for human values.

The soul is pure energy. The soul develops because of the psychological attitude of the person. If the attitude cannot be changed the soul remains chained in the old chain, and the practice required to change this attitude is education. Life is full of unceasing sorrow burning pain and despair people are always burning in the fire of sorrow due to old disease and death. Poverty is a deep social curse, poverty deeply affects various social sectors including education and health. Awareness from education poor ignorance or illiteracy fails to create health awareness in people as a result, poor suffering people are not entitled to good to education lack of education cannot be aware of the civil rights of the country.

Uneducated and unaware citizens cannot participate in any development program of the country, that is the burden of the country and the country uneducated citizens cannot play any role in alleviating poverty in the country, on the other hand, educated citizens try to overcome their misery by taking advantage of the opportunities provided in the country. An important pillar of education is philosophy. The practice of values is an important issue in natural education. One of the major, functional of education is the creation and development of values. Values have been emphasized since ancient times. In ancient Indian philosophy Dharma, Artha, Kam. Dharma was considered the ultimate salvation.

**Suggestion:**

The expected human qualities are gradually being lost among the people of almost every country in the world, its seen that the human qualities of affection, sincerity, courtesy, respect, honesty, morality, fairness, cooperation, selfishness, fidelity, spirituality, forgiveness, altruism, reliability, etc., are gradually declining, instead in humane qualities like violence fighting, barbarism, inhumanity, functionalism, jealousy, selfishness individualism etc., are increasing unexpectedly. In fact the present age in the age of declining values in the students through education.

Education awakens in us a sense of right and wrong, good and evil, good and bad religion- sinful, truth- untruth, beautiful-ugly. The Dealer Commission mentioned from pillars of education - Learning to know, Learning to do, Learning to life together and Learning to grow. In order for education to help increase national productivity, all educational institutions, such as homes, schools the state, various social institution and employment centers must work

together, that is why the Kothari Commission has emphasized on general education, scholarship education, and work experience education. Appropriate scholarships education will increase the productivity of the country increase the national income, poverty, illiteracy, unemployment will be eliminated and the society will move forward on the path of prosperity this requires a well planned practical vocation education program. Which will make the individual workable and eliminate the imbalance between the supply and demand labour powers.

### Conclusion:

The real education is to adapt to the constant and crooked selfish, jealous, ungrateful, multi-faceted people in the life of the society. These will be a strong bond between students, teachers and parents to enhance the quality of education. In order to attain full humanity, it is necessary to practice certain attitudes such as kindness, maya etc. The ability to adapt to the environment to make today's children healthy citizens of the future, the need to change the current education to make them proficient in various subjects. If we can make proper use of the changes that have taken place in personal and social life as a result of the advancement of science and technology, our quality of life will improve and we will be able to preserve the environment in an easy way. All those who are directly or indirectly related to education must be involved in education change and fulfill their respective responsibilities.

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बृहदारण्यकोपनिषद्
2. सानुवादशांकरभाष्यसहित, गीताप्रेस, गोरखपुर, गोविन्दभवन कार्यालय, कोलकाताकासंस्थान, सं २०१०
3. तैत्तिरीयोपनिषद् सानुवादशांकरभाष्यसहित, गीताप्रेस, गोरखपुर, गोविन्दभवन कार्यालय, कोलकातासंस्थान, सं २०६७
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## ONLINE TEACHING AND LEARNING STRATEGIES AND COVID-19 PANDEMIC

*Dr. Arun Kumar Mandal*

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### **Abstract**

*Online teaching-learning (OTL) strategies in connection with Information and Communication Technology (ICT) play a pivotal role for sustaining education system and other sectors during and after COVID-19 pandemic conditions. Impact of (ICT) and its potential for the education filed is multifarious. ICT attempts to implement E-learning and knowledge economy. It is conceived as an important economic development pillars in order to attain national competitive advantage and face world knowledge and economy. It can promote the quality of standard of living through acceleration of 21st educational skills like communication, collaboration, critical thinking and creativity plays a catalytic role in enhancing learning in classroom and beyond. So, the present paper has attempted to focus on online teaching and learning Strategies and COVID-19.*

### **Introduction:**

Nowadays Online Teaching and Learning Strategies in connection with Information and Communication Technology (ICT) play an important role, especially in the process of empowering the technology into the educational activities. Impact of Information and Communication Technology (ICT) and its potential for the education filed is manifold. Technology in another side can be the most effective way to increase the students' knowledge. The presence of technology in the classroom will increase student attention through increased motivation and inspiration. The use of ICT education adds value to teaching and learning and promotes the effectiveness of teaching and learning.

It added a dimension to learning that was not previously available. After the inception of ICT in schools, students found learning in a technology enhanced environment more stimulating and engaging than in a traditional environment. Attitudes of participants towards use of computer supports in their Mathematics lessons are also positive (Albion, 2003, Gulbahar, 2008). According to Mishra and Koheler (2006) technological pedagogical content knowledge (TPCK) targets to incorporate all stages and according to technological pedagogical content knowledge generally in order to increase quality of educational process. In this backdrop, the present paper has attempted to focus thematically on online teaching and learning Strategies and COVID-19.

### **Discussion:**

#### **Impact of COVID-19 in Higher Education:**

- Due to the outbreak of COVID-19, school and university closures will not only have a short -term impact on the continuity of learning for more than 28 million young learners in India but also engender for reaching economic and societal consequences.
- The most important impact has been mentioned for the students as temporary discontinuation of face to face teaching at HEIs for all levels of education to some extent.
- Covid-19 has impacted on daily life, financial burden, learning continuity, national and international mobility.
- Teachers are also impacted significantly at the workplace and professionally.
- Non-teaching staff members estimate the most vulnerable sector in terms of the possible abatement in the number of jobs that private universities.

#### **Modern Trends of Online Teaching following ICT in Education:**

ICT has engaged and transformed many aspects of our lives to the extent that we live in a environment that is dominantly by technology which itself is consumer-driver (Semenov, 2005). We live in a “Knowledge economy” where it is vital to have the ability to produce and use information effectively (Weert, 2005). It is a time when ICT is extending and encroaching throughout all industries in the economy whether it be health, education, environment or manufacturing (Moon, 2007). ICTs will continue to be a significant part of our future as it conducts itself to more and more parts of our lives. It will continually bring out and change because as consumers we all like choice. The education sector of the economy has undergone radical changes and



transformations as a result of the increasing presence of ICT. The implications that ICT has on learning and teaching are significant. ICT brings new possibilities to the classroom due to the very nature of it being innovative. There are many advantages that ICT can bring to teaching and learning in schools. ICT can empower teachers and students to build rich multisensory and interactive environment .It is important that school leaders provide their teachers with professional development support services through the entire process. We live in a rapidly changing world that is dominated by ICTs and is driven by our need for more knowledge and knowledge creation. The existence of ICT both in the present and the future attempts to improve its ways of life which include education, business, industries as well as in our personal lives.

**Online Teaching-Learning and Role of Information, Communication and Technology (ICT) in Education:**

The followings are the aim and objectives of ICT implication in Education.

- To carry out the principle of life -long learning /education.
- To enhance a variety of educational services and medium/ method.
- To improve equal opportunities to obtain education and information.
- To promote a system of collecting and promulgating educational information.
- To develop technology literacy of all citizens, especially for students.
- To thrive distance education with national contents.
- To prosper the culture of learning at school (Development of learning skills, expansion of optional education, open source of education, etc).
- To cooperate schools in sharing experiences and information with others.
- ICT carries out E-learning or online learning
- ICT brings inclusion subject learning
- ICT promote higher order subject learning
- ICT use develops ICT literacy and ICT capability
- ICT use encourages collaboration
- ICT use motivates learning
- ICT in education improves engagement and knowledge retention
- ICT use allows for effective differentiation instruction with technology

**Harris and Koehler** (2009) put forward five general approaches curriculum based technology integration efforts which would be conducive for effective implementation on line teaching-learning process.

■ **Soft-ware-focused initiatives:** It is conceived software focused technology integration approach as mathematical learning and general proclaiming-solving skill development through students' use of the programming language Logo. Later, use of integrated learning system (ILS) soft-ware attempts to render individualized instruction for tracking students' learning needs and progress.

■ **Demonstration of sample resources, lessons and Projects:** A wide range of sources such as magazine, articles, books, websites and conference presentation that suggested curriculum-based lessons, projects and online resources taking into consideration the teachers have applied successfully.

■ **Technology-based educational reforms efforts:** Some grand-funded projects are carried out new visions for learning and teaching that are understood through novel uses of educational technologies e.g Apple's Classroom of Tomorrow (ACOT). Projects are implemented primarily through systemic planning and intensive professional development efforts cooperated by the acquisition of hardware and software.

■ **Structured / Standardized professional development workshop or course:** Large-scale professional development efforts such as 'Thinkfinity and PBS' Teacher Line are adopted by giving a systematic framework structure options with locally or by school district, region or state.

■ **Technology-focused teacher education courses:** Teacher education institutions either colleges/universities or district/ regions working alone or cooperatively render educational technology courses to teachers, presented online or face to face. This can act as elements of graduate or undergraduate programmes in education (ISTE, 2009).

#### ICT and Pedagogical Content Knowledge:



Fig-1: Mishra and Koehler, 2006

Mishra and Koehler (2006) delineate how to focus the content to the students and techno-pedagogical knowledge for the inclusion of technology to the content builds techno-pedagogical content knowledge as follows.

**Pedagogical Knowledge (PK):** Pedagogical knowledge (PK) can be defined as teachers' deep knowledge about the processes and practices or method of teaching and learning. It includes knowledge about techniques or methods used in the classroom. A teacher with deep pedagogical knowledge apprehends how students build knowledge and obtain skills and how they promote habits of mind and positive dispositions towards learning. Pedagogical knowledge requires an understanding of cognitive, social and developmental theories and how they apply to students in the classroom.

**Content Knowledge (CK):** Content knowledge focuses on the facts, concepts, theories and principles that are taught and learned in specific academic courses rather than pertinent skills such as reading, writing or research work that students enable to learn in schools. The content knowledge of the teacher plays a pivotal role for the improvement of teaching and learning process.

**Technological Knowledge (TK):** Technological knowledge refers to the knowledge about the ability to operate specific techniques such as the internet. It also takes emphasis on the ability required to conduct particular technologies.

**Technological Pedagogical Content Knowledge (TPCK):** TPCK attempts to integrate among PK, CK and TK. It is a framework to apprehend the kinds of knowledge needed by a teacher for effective pedagogical practices in a technology-enhance learning. Technological Pedagogical Knowledge (TPK) explains relationship and interaction between technological tools and specific pedagogical practices, while pedagogical Content Knowledge (PCK) expatiates the same between pedagogical practices and specific learning objectives with finally technological content knowledge (TCK). So, TPCK refers to the knowledge and understanding of the interplay between CK, PK and TK when using technology for teaching and learning. It includes an understanding of the complexity of relationships between students, teachers, contents, practices and technologies.

### **Different Types of Online Teaching and Learning Strategies for sustaining Education System during and after COVID-19 pandemic Situations**

E-learning can be defined as a learning system based on formalized teaching but with the help of electronic resources. It can also be conceived as a network enabled transfer of skills and knowledge, and the delivery of education is prepared to a large number of recipients at the same or different times.

**Various Types of E-Learning:**

The following types of E-Learning can be mentioned

■ **Computer Managed Learning (CML):** CML is a technology that administers and assesses the learning process.

■ **Computer Assisted Instruction (CAI):** CAI is the application of computer to aid or support the education or training. It has completely modernized the way that students learn both in the average classroom as well as in language-learning settings.

■ **Synchronous Learning:** Synchronous learning focus on a learning event in which a group of students are involving in learning at the same time. Most online education took place through asynchronous learning method.

■ **Asynchronous Learning** Asynchronous learning refers to the forms of education, instruction, and learning that do not take place in the same place or at same time. Instructors provide materials, lectures, tests, and assignments that can be accessed at any time in asynchronous classes.

■ **Adaptive E-learning:** Adaptive learning is considered as one technique for providing personalized learning which aims to render efficient, effective and customized learning paths to involve each students. It is computer-based or on line educational system that changes the presentation of materials in responses to students' performance.

■ **Linear E-learning:** Linear E-learning refers to information passes from sender to receiver without expectation. Some examples of e-learning are training materials to students provided through television and radio programs.

■ **Interactive Online Learning:** Interactive e-learning permits senders to become receivers and vice-versa with making effectively able a two way communication method between receivers and senders. It considered as more popular than linear in order to allow teachers and students to interact more freely with each other.

■ **Blended Learning:** The term blended learning is the use of traditional classroom teaching methods together with the use of online learning for the same students studying the same content in the same course. It is a thoughtful fusion of face-to-face and online experience (Garrison & Vaughan, 2008). The advantages of blended learning for students incorporate increased skills, greater access to information, more satisfaction and learning outcomes, and opportunities both to learn with others and to teach others. Recent study focuses important benefit of blended learning as (i) opportunity for collaboration at a distance, (ii) increased flexibility, (iii) increased interaction, (iv) enhanced learning and (v) learning to be virtual citizens (Cleveland-Innes & Wilton, 2018)

■ **SWAYAM COURSES:** SWAYAM is India's national MOOC platform devised to attain the three cardinal policy e.g. access, equity and quality. All SWAYAM courses can be taken for free.

■ **edX:** edX offers numerous courses in the humanities and the natural sciences.

■ **COURSERA:** COURSERA focuses more on professional training, for example science and business.

■ **UDACITY:** Udacity courses are generally more vocational than academic in nature. Udacity shares information with Google about its students according to their terms of service.

■ **UDEMY:** <https://www.udemy.com>: Popular courses categories on Udemy include Development, Business, IT and software, Design, Marketing, Personal Development, Photography and Music.

■ **CANVA:** Canva is a graphic design platform that allows users to make social media graphics, presentation, posters and other visual content.

■ **FUTURE LEARN:** Future Learn is a digital education platform founded in December 2012. It is a Massive Open Online Course learning platform.

■ **ORCID:** <http://www.scopus.com> : Open Researcher and Contributor ID (ORCID) is a nonproprietary alphanumeric code to uniquely identify scientific and other academic authors and contributors.

■ [www.googleclassroom](http://www.googleclassroom)

■ **Publons:** It is used to find out different publication, citation, metrics, peer reviewers and journals editing work in a single, easy to maintain profile.

■ National Digital Library(NDL)

■ Gunning –Fog- Index: [www.gunningfogindex.org](http://www.gunningfogindex.org)

■ **Screencastify** : [www.screencastify.com](http://www.screencastify.com)

**Some Disadvantages of Online Learning:** Though online learning have important advantages but there are also some disadvantages in online programmes like (i) technology equity and accessibility to technology, (ii)computer literacy –if the student do not possess a minimum level of computer knowledge in order to run successfully in an online environment , they will not attain success in an online programme , (iii)limitations of technology, iv) online education is not appropriate for younger students i.e. elementary or secondary school age who are dependent learners, v) the facilitators are not properly prepared to carry out in the Virtual Classroom, vi) Administrators and faculty members who are uncomfortable with change

and working with technology , (vii) it is important to avow that some subjects should not be taught properly through online medium, vi)curriculum and teaching strategy will not always translate to a successful online programme where teaching and learning strategies are quite different, viii) stress on mental health of students.

**Conclusion:**

Online teaching is learning applying electronic technologies to access educational curriculum outside of a traditional classroom. Unlike traditional chalk and board method of teaching, e-learning creates learning simpler, easier, active, enjoyable and effective. Online teaching-learning strategies will continue to be a significant part of our future and present COVID-19 pandemic situations as it communicates itself to more and more parts of our lives. It will continually engage and change because as consumers we all like choice. Technology based E-learning encircles the use of internet and other important technologies to yield materials for teaching and learning during COVID-19 and also controls courses in an educational intuition. Techno-pedagogical content is exacerbated by inclusion of technology in training education process over which Shulman has put forward the foundations. There is also evidence to suggest that ICT enhances the level of engagement with students creating a positive impact on all student groups (Triggs & Sutherland, 2009).The influences of ICT on our lives for education are both important for the students of present COVID-19 situations and the future. For Educators, ICT in education will provide the required 21st century skills taking into consideration of collaboration, communication, critical thinking and creativity for its students enabling them to be successful and competitive in their future careers and facing competitive national and international markets, knowledge and skills with economy. Various online teaching-learning strategies play a pivotal role for sustaining education and other sectors during and after COVID-19 pandemic conditions.

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# POVERTY LINE DETERMINATION IN INDIA

*Sushmita Biswas & Jayanta Mete*

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## **Abstract**

*The line conceived to identify the poverty- stricken people is the poverty line of that country; but poverty is not just another economic condition of being 'just poor', but a grave situation where humans are unable to pay even for their survival- let alone in a manner which the society demands. Poverty line determination undergoes a heavy computation regarding who the poors are, what are the vectors of poverty and how it can be measured. In India, with a great range of diversity in physical, socio-cultural, economic and demographic aspects, proper poverty line determination has become extremely difficult over space as well as over time- as it can be noticed that poverty line has a long history of its determination from the pre- independence times, getting modified and changed over time and still question arises about its fruitfulness, and apart from that for different parts of the country its measures are different. Determining proper poverty line is of utmost importance because planners got to detail themselves with the conditions of poverty within the country and frame out the future policies in its accordance.*

**Keywords:** *Determination, Fruitfulness, History, Measured, Poor, Poverty line, Vectors of poverty*

## **Introduction**

Poverty in India is a complex socio-economic phenomenon (Prabhavathi P.O & Naveena .N, 2014) and inspired by the United Nations' definition of poverty (Prabhavathi P.O & Naveena .N, 2014), India recently defined poverty to include access to six basic amenities, in addition to consumption of food,



i.e., deprivation of access to facilities like education, health, infrastructure, clean environment and benefits for women and children (Asian Development Bank, 2011).

In order to conceptualize poverty, two points get to be noted that who are the 'poors' and how can it be 'measured'- and these points lead us to the determination of poverty line. In India, this line is defined as the minimum expenditure that an individual has to incur to meet his/ her basic needs and reflects the ex-ante capacity to fulfil a basket of basic human needs translated into a basket of goods and services evaluated at a given set of prices (Asian Development Bank, 2011). Thus, the poverty line determination has become a controversial issue among the economists and social activists regarding the measures taken to determine the poverty line.

Poverty has many faces, changing from place to place and across time, and so has been the determination of poverty line changing along with from individual to state to the country level from the times of Dadabahi Naoroji till present due to the action on various vectors of poverty like socio-cultural and economic components, basic needs, resources etc.

### **Objectives**

The objectives are:

1. To identify what vectors of poverty influences the poverty line determination.
2. To analyze the various approaches for determining the poverty line.
3. To analyze the perspectives for determination of present poverty line and changes in it from earlier poverty lines.
4. To note the changes within the determinants of poverty line over time.
5. identify the differences in poverty line determinants over different levels.

### **Database and Methodology**

The database for the preparation of this paper has all been the secondary sources as all data have been collected from various books, articles and journals. The methodology adopted for the preparation of this paper is explanatory in nature with little use of descriptive statistics.

### **Result and Discussion**

#### **Vectors of Poverty**

Poverty has a major area of applied research in India (Radhakrishna & Ray,

2006, p. 1). Poverty has a multivariate nature for which a single variate approach is inadequate. Hence we felt that a set of measures is necessary to define and analyse poverty. So it is decided to explore poverty with the help of a vector of components. As will be evident in the analysis in sequel, some of these components are quantifiable while others can be treated qualitatively only ("Rural Poverty in India", n.d., p. 71), which in turn affects the determination of poverty line.

The components that constitute the vector of poverty have been chosen in term of unsatisfaction and deprivation.

**1. Occupation :** To find out the kind of occupation the poor are engaged in and its tenure; reasons for choosing the way of entry to this occupation, occupational mobility; and the level of satisfaction with the work.

**2. Unemployment :** To ascertain the extent of unemployment among educated and uneducated members and number of earners in the poor family.

**3. Income :** To find out the income of the poor from all sources together with the flow of income in terms of constancy and irregularity as well as reasons assigned by them for their inadequate income.

**4. Land Holding:** To ascertain the ownership of land and pattern of its distribution.

**5. Livestock :** To know about animals kept or raised by the poor, reasons for up-keeping them, and monthly gains and expenses.

**6. Capital accumulation :** To learn the poor's savings and the sources through which they save.

**7. Indebtedness :** To find out the extent of the poor's indebtedness, purposes for which they raise loans, and mode of repayment.

**8. Food Consumption :** To find out types and quantity of food they consume; reasons for the kind of food they consume, and expenditure involved on the food consumption.

**9. Treatment :** To learn the poor's pattern of treatment including the kind of hospitals and medicines.

**10. Preventive measure :** To know the preventive measures adopted by the poor to arrest the spread of diseases.

**11. Sanitation :** To understand the sanitary conditions of their houses and localities.

**12. Visits and medical officials:** To find out whether the localities where poor live are visited by the medical officials.

**13. Ownership of house and its nature:** To ascertain the kind of house the poor own with special reference to the availability of rooms, the purpose for which rooms are used, and the number of persons live in them.

**14. Basic civic amenities:** To know the provisions for windows and doors, drinking water, lavatory, and light facilities in the poor's houses.

**15. Material Possession:** To find out various household items in terms of furniture, means of entertainment, vehicles and utensils.

**16. Level of education:** To find out the level of education of the respondents together with reasons for not getting further education, as well as the level and type of schooling of their children.

**17. Women's education:** To ascertain the poor's views towards women's education. ("Rural Poverty in India", n.d., pp. 72-75)

### **Approaches To Determine Poverty Line**

**Biological Approach:** In the biological approach, the definitional bundle of economic goods and services mainly consist of the minimum calorie intake essential to human existence ("Rural Poverty in India", n.d., p. 66, para 7 ).

**Inequality Approach:** The poverty line to be used for identifying the poor has to be drawn with respect to contemporary standards in the community in question so that poverty may look very like inequality between the poorest group and the rest of the community ("Rural Poverty in India", n.d., p. 69, para 3).

**Relative And Absolute Approach:** There are two possible ways of arriving at the minimum-needs basket. It can either be obtained from the social perception of individual need or it may be scientifically derived.

Presently poverty line is determined on the basis of the absolute approach ("Rural Poverty in India", n.d., p. 70, para 5).

### **Present Poverty Line**

According to the Planning Commission's directions the present poverty line has been determined as:

1. Rs 446.68 per capita per month for rural areas;
2. Rs 578.80 per capita per month for urban areas ( Mehta, Shepherd, Bhide, Shah & Kumar, 2011).

#### **Criteria for determining the poverty line:**

1. The poverty line should project the minimum needs and effective demand, i.e., monthly per capita total expenditure of Rs. 49 for rural

and Rs. 57 for urban at all India level at 1973-74 prices. This base line should be adopted uniformly for all states(Datt & Sundharam, 2004, pp. 361-362).

2. The base year of 1973-74 was continued to be taken for the estimation of poverty line (Datt & Sundharam, 2004, pp. 361-362).
3. To estimate the state specific poverty lines the value of the standardised commodity basket corresponding to the poverty line at national level should be set as per the prices in each state in the base year of 1973-74. To update the poverty line to current prices in a year, State-specific consumer price index has to be generated, for which the consumer price index of agricultural labourers (rural) and consumer price index of industrial workers and non- manual employees (urban) needs to be used; and as prices vary between States and periods, the price adjustments for interstate variations in the base year and State-specific price movements over time is required(Datt & Sundharam, 2004, pp. 361-362).
4. As deflator, disaggregated commodity indices for Consumer Price Index for Agricultural Labourers (CPIAL) and simple average of weighted commodity indices of Consumer Price Index for Industrial Workers (CPIIW) and Consumer Price Index of Non- Manual employees (CPINM) for updating the poverty line in rural and urban areas respectively (Datt & Sundharam, 2004, pp. 361-362).

### **Changes made in the present poverty line from the earlier poverty lines**

The Tendulkar Committee Report recommended four noticeable changes in the methodology for poverty incidence estimation:

1. A conscious move away from the calorie anchor while testing for the adequacy of actual food expenditure  
near the poverty line to ensure certain aggregate nutritional outcomes;
2. Using the same consumption basket for the rural poor as for the urban poor, but applying prices prevailing in rural areas to estimate the poverty line for rural areas. This exercise is to be done for each state, and estimates of the poor are then to be built up to the national level for rural and urban areas;
3. A price adjustment procedure based predominantly on the same data set that underlies the poverty estimation and hence corrects for problems associated with externally generated and population segment-specific price indices with outdated price and weight bases used so far in official poverty estimations;

4. Explicit provision in price indices for private expenditure on health and education, which has been rising over time, and testing for their adequacy to ensure certain desirable educational and health outcomes.(Mehta et al., 2011)

### **A Better Alternative to the Present Poverty Line**

As the present poverty line is criticized for being only concentrating over monthly expenditure as the basis therefore C. Rangarajan Committee was set up by the Planning Commission in May, 2012 and submitted its report on July, 2014, using monthly expenditure of family of five as the poverty estimation method. The Committee has given Rs.7035 per family of five, per month in urban areas and Rs.4860 per family of five, per month. This Committee has also mentioned the calorie uptake of 2155 units for rural areas and 2090 units for urban areas; and also included expenditure on proteins and fats for rural areas as 48grams per day and 28grams per day respectively and urban areas as 50grams per day and 26grams per day respectively. The Committee has also included expenditure on food and non-food items such as education, healthcare, clothing, transport of conveyance, rent and other non-food items that meet nutritional requirements. The Rangarajan Committee has also recommended that at any given point of time the bottom 35% rural junta will always be considered poor and bottom 25% urban junta will always be considered poor (“[Economic Survey] Ch 13”, 2013).

### **Changes Within Determinants of Poverty Line Over Time**

Determination of poverty line has begun in the pre- independence era when Dadabhai Naoroji's 'Poverty and Un-British Rule in India' considered Rs. 16 to Rs. 35 per capita per year- estimated at 1867-68 prices. used the diet which was prescribed to supply the necessary ingredients like rice, daal, mutton, vegetables, ghee, oil and salt for the emigrant coolies during their voyage while they lived in a state of quietude and thus, gave the first subsistence based poverty line (Mehta et al., 2011).

**Table No.1 :DETERMINATION OF POVERTY LINE BASED ON DIFFERENT CRITERIA OVER TIME AFTER INDEPENDENCE**

Author	Year	Rural	Urban	Total	Criterion of Poverty Line
P.D. Ojha	1960-61 1967-68	184 (51.6) 289 (70.0)	6 (7.6)	190 (44.0)	Rural monthly per capita consumption of Rs.15-18 (1960-61 prices) Urban monthly per capita consumption of Rs. 8-11

P.K. Bardhan	1960-61 1967-68	131 (38.0) 221 (53.0)			Rs. 15 at 1960-61 prices using Agriculture Labour Price Index
B.S. Minhas	1956-57 1963-64 1969-70	181 (65.0) 221 (57.8) 210 (50.6)			Rs. 20 at 1960-61 prices
M. Ahluwalia	1956-57 1963-64 1967-68 1973-74	181 (54.1) 171 (44.5) 235 (56.5) 241 (46.1)			Rs.15 at 1960-61 prices for rural areas and Rs. 20 for urban areas
Dandekar and Rath	1960-61 1969-70	135 (40.0) 166 (40.0)	42 (50.0) 49 (50.0)	177 (41.0) 21.5 (41.0)	Rs. 15 at 1960-61 prices for rural areas and Rs.22.5 for urban areas
Seventh Finance Commission	1970-71	225 (53.0)	52 (51.0)	277 (52.0)	Augmented poverty line by adding to private consumer expenditure norm an estimate of public expenditure
Sixth Plan (1980-85)	1979-80	260 (50.7)	57 (40.0)	317 (48.4)	At 1979-80 prices Rural Rs.76 Urban Rs.88
V.M. Dandekar	1971-72 1977-78 1983-84	238 (46.0) 284 (49.5) 286 (44.4)			Rs.32.7 at 1971-72 prices Rs.54.4 at 1977-78 prices Rs.88.4 at 1983-84 prices
World Bank	1983 1988	252 (44.9) 252 (41.7)	65 (36.4) 70 (33.6)	317 (42.5) 322 (39.6)	Rs.89.0 for rural areas and RS.111.2 for urban areas at current prices
Minhas, Jain and Tendulkar	1987-88	284 (44.8)	77 (36.5)	361 (42.7)	Rs.122.6 for rural areas and Rs.158.3 for urban areas
Planning Commission	1987-88	229 (39.1)	83 (40.2)	312 (39.1)	Rs.115.43 for rural areas
Expert Group (1993) Planning Commission	1996-97	211 (30.6)	66 (25.6)	277 (29.2)	Rs.165.58 for urban areas

Note: 1. Wherever per capita consumption expenditure is given, other than at 1960-61 prices, it has been worked out by converting it to current prices on the basic nutritional norm of 2250 calories per day.

2. Figures in brackets indicate the percentage of the total population in the respective group, i.e., of total rural population in col.3, of total urban population in col.4 and total population in col.5.

Table 1. Note. From *Indian Economy*, p. 363, by R. Datt & K.P.M. Sundharam, 2004, New Delhi: S. Chand & Company Ltd.. Copyright 2004 by S. Chand & Company Ltd.. Reprinted with permission.

### **Computation Of Poverty Index at Different Level To Further Determine Poverty Line**

#### **Method Of Computing Poverty Index At The Individual Level**

At the individual level, the measure of poverty index is computed here on the basis of the following five indicators, because data for their income is not available:

1. Female illiteracy
2. If respondent woman is living in a kuchcha house
3. Non- availability of drinking water in the house
4. Non- availability of toilet facility in the house
5. Non- availability of health facilities to the women respondent and/or her children anytime during four years previous to the survey date (Mukherji, 2009, pp. 161-162).

#### **Method Of Computing Poverty Index At State Level**

United Nations Human Development Report has devised ways of computing Human Development Index and Poverty Index for different nations. For Poverty Index they have used certain measures like:

- (a) life expectancy at age 40
- (b) female illiteracy rate
- (c) per capita Gross National Product (GNP)
- (d) proportion of people not getting health services
- (e) proportion of people lacking essential drinking water facilities (Mukherji, 2009, p. 161).

**Table No.2: STATE SPECIFIC POVERTY LINES FOR 2011-2012.**

Sl. No.	States	Monthly Per Capital (Rs.)	
		Rural	Urban
1	Andhra Pradesh	860	1009
2	Arunachal Pradesh	930	1060
3	Assam	828	1008
4	Bihar	778	923
5	Chattisgarh	738	849
6	Delhi	1145	1134
7	Goa	1090	1134
8	Gujarat	932	1152
9	Haryana	1015	1169
10	Himachal Pradesh	913	1064
11	Jammu and Kashmir	891	988
12	Jharkhand	748	974
13	Karnataka	902	1089
14	Kerala	1018	987
15	Madhya Pradesh	771	897
16	Maharashtra	967	1126
17	Manipur	1118	1170
18	Meghalaya	888	1154
19	Mizoram	1066	1155
20	Nagaland	1270	1302
21	Odisha	695	861
22	Punjab	1054	1155
23	Rajasthan	905	1002
24	Sikkim	930	1226
25	Tamil Nadu	880	937
26	Tripura	798	920
27	Uttarakhand	880	1082
28	Uttar Pradesh	768	941
29	West Bengal	783	981
30	Puducherry	1301	1309
All India		816	1.00

Note : Computed as per Tendulkar Method on Mixed Reference Period(MRP)

Source:Government of India Planning Commission 2013



**Table 2.** Adapted from “An Analysis of Poverty in Karnataka: A Study,” by P.O. Prabhavati and N. Naveena, 2014, *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*,19(3), p. 29. Copyright 2014 by Journal of Humanities and Social Sciences. Adapted with permission.

### **Conclusion**

Poverty line plays a very crucial role in determining the future developmental policies the Government will sanction in order to reduce down the level of poverty within the country, thus, reflecting out a good deed in their respect if the Government becomes capable of reducing the poverty in the next survey data published, thus, enlightening the face of the country on a global scale where all countries are striving to reduce their respective poverty levels. But in this regard it is noticeable that huge procedures have to be accomplished beforehand in accordance with the poor and poverty related data and its measuring parameters- which are in tons and are of equal value to be qualified for taken as vectors of poverty influencing the determination of poverty line. In most cases it has been seen that Government tends to choose the criteria for poverty line determination which reflects lesser level of poverty, rejecting out the important parameters to determine the poverty line, as this would reflect out their success without any proper work done in that regard, which leads the nation to question out the fruitfulness of the poverty line. Therefore it is very much important that the parameters for determining poverty line are chosen carefully, so that the policies framed out on its basis can really help out the poverty- stricken people of India.

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**A STUDY ON EVALUATION: A  
VALUE JUDGEMENT ABOUT  
QUANTITATIVE AND  
QUALITATIVE DESCRIPTION OF  
LEARNER'S ACHIEVEMENT AND  
ABILITIES**

*Sagufta Sahin*

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**Abstract**

*Evaluation is more comprehensive and includes the testing of both tangible and intangible qualities. It looks at original objectives, and at what is either predicted or what was accomplished and how it was accomplished. Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. It can assist an organization, program, project or any other intervention or initiative to assess any aim, realisable concept/proposal, or any alternative, to help in decision-making; or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed. It is long term and done at the end of a period of time. Evaluation can be formative that is taking place during the development of a concept or proposal, project or organization, with the intention of improving the value or effectiveness of the proposal, project, or organisation. It can also be assumptive, drawing lessons from a completed action or project or an organisation at a later point in time or circumstance. The Devices of evaluations are: Test, Observation, Interview, Rating Scales, Questionnaire, Checklist, Inventories, Sociometry, Socio-drama, Case-studies and Case Conferences etc Not all evaluations serve the same purpose some evaluations serve a monitoring function rather than focusing solely on measurable program*

*outcomes or evaluation findings and a full list of types of evaluations would be difficult to compile. There are also purposes of evaluating different facets of Pupil's Growth: Internal Assessment and Evaluation of Physical Growth Achievement Tests and many others. In this paper we are discussed about the role of evaluation in qualitative and quantitative description of learner's achievement and ability.*

**KEY CONCEPTS:** *Evaluation, Achievement, Ability, Evaluation Devices, Pupil's Growth*

### **Concept and Meaning of Evaluation**

Evaluation is a process that includes measurement and possibly testing but it also contains the notion of a value judgement. If a teacher administer a test to a class and computes the percentages of correct responses, measurements and testing have taken place. The score must be interpreted which may mean converting them to values like As, Bs, and Cs and so on or judging them to be excellent, good, fair or poor. This process is evaluation because value judgement is made. Evaluation poses a problem to the educator for it has been a shifting concept. As observed by J.C.Merwin (1969), "Concepts of evaluation have been changed over the years. They have changed on relation to such issues as who is to be evaluated, what is to be evaluated, and how evaluations are to be made."

The concept of Evaluation in Education (1963) of the NCERT considers evaluation as the process of determining:

- The extent to which an objective is being attained.
- The effectiveness of the learning experiences provided in the classroom
- How well the goals of education have been accomplished.

#### **Based on different concepts there are many definitions of Evaluation:**

Ralph Tyler defines evaluation as "the process of determining to what extent the educational objectives are being realised."

Encyclopaedia of Educational Research (1960) explains the concepts of evaluation as "Evaluation in education signifies describing something in terms of selected attributes and judging the degree of acceptability or suitability of that which has been described....".

Encyclopaedia of Modern Education by Harry N. Rivlin reads, "The term evaluation frequently is used to refer to a great many informal situations in which one or more persons consider what value has followed from some particular experiences...".

### **Characteristics of Evaluation**

The main characteristics of evaluation are:

**1. Evaluation is a continuous process:** The Education Commission 1964-66 observed, 'it is now agreed that evaluation is a continuous process, forms an integral part of the total system of education, and is intimately related to educational objectives. It exercises a great influences on the pupil's study habits and the teacher's method of instruction and thus helps not only to measure educational achievement but also to improve it.

**2. Evaluation includes Academic and Non-Academic Subjects:** Clara .M. Brown states, "Evaluation is essential in the never ending cycle of formulating goals, measuring progress towards them and determining the new goals which emerge as a result of new warnings. Evaluation involves measurement which means objective qualitative evidence. But it is broader than measurement and implies that considerations have been made in the light of the particular situation.

**3. Evaluation is a procedure for improving the Product:** Wiles defines evaluation as, "Evaluation is a process of making judgements that are to be used as a basis for planning.

**4. Discovering the Needs of an Individual and Designing learning Experiences:** Chester T. McNernly observes, "The purpose of any programme of evaluation is to discover the needs of the individuals being evaluated and then to design learning experiences that will solve these needs...Evaluation is an important and delicate process not only from the standpoint of determining the needs and growth of programmes and individuals being evaluated

**5. Evaluation in terms of Purposes:** Thomas H. Briggs and Joseph Justman write that evaluation is "a process by which the values of an enterprise are ascertained. Evaluation should be conceived primarily in terms of educational purposes which the programme of supervision is intended to serve.

- I. If the purpose is to stimulate teachers to improve their techniques of classroom instruction evaluation must concern itself with ascertaining the extent to which such improvement is being affected.
- II. If the purpose is to enrich and vitalize the course of study, evaluation must seek to determine whether the pupils are really deriving greater educational value from the "enriched" and "vitalized" programme than they did formerly
- III. If the purpose is to re-establish faculty 'esprit-de-corps' and school morale, the objectives of evaluation will be to assess in various ways

the degrees of improvement in personal and professional attitudes in human relations and ultimately, therefore, in teaching and learning.

- IV. If an important purpose of the supervisory programme is to promote greater educational attention to individual needs of pupils, evaluation will necessarily concern itself with estimating the success with which guidance procedures, differentiated programme of study, course and units of learning experience, individualized teaching and learning procedures, and other educational measures designed to achieve greater satisfaction of individual needs are operating.

### **Purpose of Evaluation**

According to J.H. Ahman and M.D.Glock (1954) the overall purpose of evaluation will be “to provide information to enable each pupil to develop according to his potential within the framework of the educational objectives of the school.”

According to Bloom (1971) the main purposes of evaluation are:

- To discover the extent of competence which the student has developed in initiating, organizing, and improving his day-to-day work and to diagnose his strengths and weaknesses with a view to further guidance.
- To predict the educational practices which a particular student-teacher can best participate in or organize.
- At the end of a career to certify the students’ degree of proficiency in a particular educational practice.

According to Dr.S.K.Mitra, director NCERT (1977), “Under the new approach to schooling, evaluation occupies a very important position in the total curriculum. Emphasis on teacher’s evaluation of their pupils, continuous assessment through unit-wise testing, introduction of grading in place of numerical marking, use of evaluation as feedback for improvement of teaching and learning are important features which seek to shift the emphasis from external examinations to internal assessment by teachers.

In order to achieve the ultimate objective of education, we may identify the following main four purposes of evaluation.

1. Predicting students’ future academic success or otherwise.
2. Classifying students in classes or sections of a class according to their demonstrated knowledge or ability in some subject areas.

3. Diagnosing the individual student's educational weaknesses in order to plan remedial work for him and to revise teaching strategies.
4. Assessing pupil's progress from time to time.

Therefore we can say that the overall purposes of evaluation system are:

- Evaluation appraises the status of and changes in pupil behaviour.
- Evaluation serves as a means of improving school-community relation.
- Evaluation relates measurements to the goals of the instructional programme.
- Evaluation discloses pupil's needs and possibilities.
- Evaluation aids pupil-teacher planning.
- Evaluation expands the concepts of worthwhile goals beyond pure achievement.
- Evaluation familiarizes the teacher with the nature of pupil learning, development and progress.
- Evaluation serves as a guiding principle for the selection of supervisory techniques.
- Evaluation appraises the teacher's competence.
- Evaluation appraises the supervisor's competence.
- Evaluation facilitates the selection and improvement of measuring instruments.
- Evaluation serves as a method of self-improvement.

#### **Factors Playing Major Role in Popularising the Concept of Evaluation:**

The factors which play a vital role in popularizing the concept of evaluation are:

1. Emphasis on individualization of instruction.
2. Child- study approach.
3. Limitation of traditional system of examination.
4. Specification of instructional objectives.
5. Availability of a variety of appraisal instruments.
6. The greater breadth and more functional nature of the curriculum.



The main purpose of a program evaluation can be to “determine the quality of a program by formulating a judgment” Marthe Hurteau, Sylvain Houle, Stéphanie Mongiat (2009).

An alternative view is that “projects, evaluators, and other stakeholders (including funders) will all have potentially different ideas about how best to evaluate a project since each may have a different definition of ‘merit’. The core of the problem is thus about defining what is of value.” From this perspective, evaluation “is a contested term”, as “evaluators” use the term evaluation to describe an assessment, or investigation of a program whilst others simply understand evaluation as being synonymous with applied research.

There are two function considering to the evaluation purpose Formative Evaluations provide the information on the improving a product or a process Summative Evaluations provide information of short-term effectiveness or long-term impact to deciding the adoption of a product or process.

Not all evaluations serve the same purpose some evaluations serve a monitoring function rather than focusing solely on measurable program outcomes or evaluation findings and a full list of types of evaluations would be difficult to compile. This is because evaluation is not part of a unified theoretical framework, drawing on a number of disciplines, which include management and organisational theory, policy analysis, education, sociology, social anthropology, and social change.

### **Steps Involved in Evaluation**

Following steps are involved in evaluation system:

- I. Identifying and defining general objectives.
- II. Identifying and defining specific objectives.
- III. Selecting teaching points.
- IV. Planning and implementation of suitable learning programmes and activities.
- V. Appraising and assessing the achievements.
- VI. Using the results as feedback.

**Identifying and defining general objectives:** The first step of evaluation system is to determine what to evaluate. The process of identifying and defining educational objectives is very complex and challenging as there is no single clear-cut procedure which suits all teachers. Whatever be the procedure, the focal point is the product- the student’s behaviour at the end of a course of study. Therefore general objectives should be stated in terms of his knowledge, understanding, skill, application, attitudes, interest and appreciation etc.

**Identifying and defining specific objectives:** every topic or unit must have some specific objectives which would provide direction to teaching-learning process they will also be useful in planning and organizing appropriate learning activities and in planning and organizing appraisal procedures too specific objectives determine two things: One, the various types of learning situation to be provided by the class teacher to the learners; Second, the method to be employed to evaluate both- the objectives and the learning experiences.

**Selecting Teaching Units:** The third step in the process of evaluation is to select teaching points through which the objectives can be realized. This includes two elements- framing the content i.e. curriculum, syllabi and courses and content analysis. The first element is decided by the philosophers and educationists and the second by the teachers. The teacher has to analyse the subject matter into teaching point.

**Planning suitable learning activities:** Here the teacher will have to plan the learning activities for the pupils so that the objectives may be substantially, if not completely are obtained. The teacher may employ a variety of methods and techniques of teaching learning-Dalton Method, Heuristic method, Project Method, demonstration, excursion, field trip, discussion. Lecturing etc.

**Appraisal:** the teacher may plan an oral test or written one.He may administer essay type test, short-answer test or a written one or he may conduct a practical test. In any case, he will select a test or tests through which he can best find out the achievement of the students in the light of objectives set forth.

**Using the results on feedback:** the results of evaluation will enable the teacher to introspect and to reorganise learning activities.

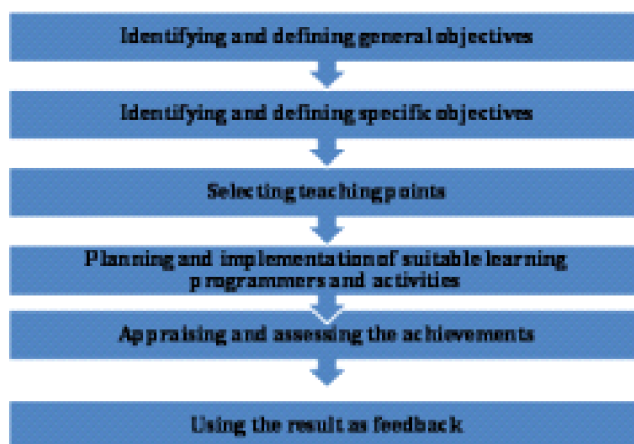
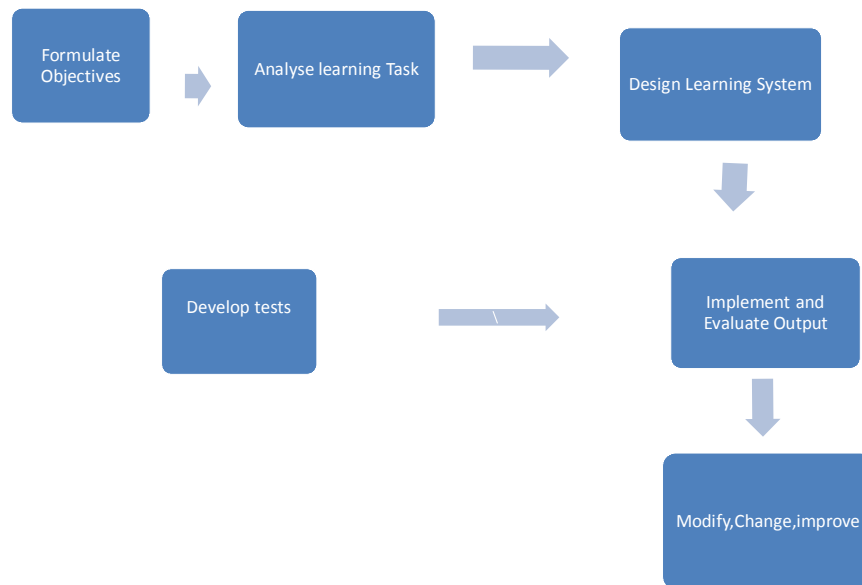


Fig. No.1: Steps of Evaluation

### Flow Chart of Evaluation

The flow chart of Evaluation is given below:



**Fig. No. 2: A system Flow Chart of Evaluation**

### How Evaluation is Helpful

#### Evaluation and the Teacher:

To a teacher with a clear concept of evaluation, changes in the behaviour of the pupils, in their thinking, feeling and actions are the basis for both of his instruction and assessment. Evaluation oriented teacher has two essential task i.e. to adopt a child – centred approach and to individualized instruction.

Evaluation provides the teacher with adequate knowledge concerning the students' entry behaviour. The importance of readiness to learn is a well accepted fact. For teaching effectively, the teacher must find out where a student is, from where to start and where to go. A teacher, therefore, must have estimates of a student's ability learning and of he currently knows.

Evaluation helps the teacher in various respect. These are:

- Knowledge of a student's entry behaviour obviously helps the teacher in setting, refining and clarifying realistic objectives of each student.

- Evaluation helps the teacher to organize appropriate learning activities for the students to realise the objectives.
- Evaluation helps the teacher to find out the extent to which objectives are realized.
- Evaluation helps the teacher to improve his classroom procedures and methods of teaching-learning in the light of feedback.

Evaluation and students:

Evaluation helps the students in a number of ways:

1. **Awareness of Objectives:** Statements of clear objectives enable the students to know clearly what the teacher expects from them and they cooperate with him in realising the objectives.
2. **Increasing motivation:** Knowledge about their performance serves as a motivating factor to the students and ultimately facilitates learning.
3. **Encouraging study habits:** Evaluation being a continuous process encourages students to develop good study habits. Students pay daily attention to their work and understand that today's work cannot be postponed till tomorrow
4. **Greater changes for increasing abilities and skills:** constant feedback makes students aware of their strengths and weaknesses. There is enough evidence to show that such feedback improves subsequent performance. Student learn while preparing for evaluation, while being evaluated and after the completion of a particular phase of evaluation.

#### **Evaluation and the Administrators planners and supervisors:**

Evaluation helps the administrators and others associated with the various aspects of education to take appropriate decisions in planning curricular and co-curricular programmes. Evaluation helps in proper placement of students in ability-grouping or in achievement grouping. Evaluation is useful in enabling the educational personnel to determine the effectiveness of instruction and learning activities.

**Reporting student's progress:** Evaluation serves as a basis for summarising and reporting the progress of students and instructions.

**Evaluation and guidance:** for guidance – educational, personal and vocational, systematic, evaluation serves an important basis.

**Evaluation and parents:** A systematic and continuous programme of students' evaluation keeps the parents well-versed with the performance of their further improvement.

**Conclusion:**

Therefore we can say that evaluation plays a vital role in the education system. It is a process which gives us a detail description of how the teaching learning process is going on. It also point out the difficulty areas of teaching learning process. Without evaluation teaching-learning process cannot be complete. However, the strict adherence to a set of methodological assumptions may make the field of evaluation more acceptable to a mainstream audience but this adherence will work towards preventing evaluators from developing new strategies for dealing with the myriad problems that programs face. It is claimed that only a minority of evaluation reports are used by the evaluand (client) (Datta, 2006) One justification of this is that “when evaluation findings are challenged or utilization has failed, it was because stakeholders and clients found the inferences weak or the warrants unconvincing” (Fournier and Smith, 1993).Some reasons for this situation may be the failure of the evaluator to establish a set of shared aims with the evaluand, or creating overly ambitious aims, as well as failing to compromise and incorporate the cultural differences of individuals and programs within the evaluation aims and process.

None of these problems are due to a lack of a definition of evaluation but are rather due to evaluators attempting to impose predisposed notions and definitions of evaluations on clients. The central reason for the poor utilization of evaluations is arguably due to the lack of tailoring of evaluations to suit the needs of the client, due to a predefined idea (or definition) of what an evaluation is rather than what the client needs are (House, 1980).

The development of a standard methodology for evaluation will require arriving at applicable ways of asking and stating the results of questions about ethics such as agent-principal, privacy, stakeholder definition, limited liability; and could-the-money-be-spent-more-wisely issues

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## ROLE OF JOINT FAMILIES IN THE ACHIEVEMENT AND DEVELOPMENT OF PRE-PRIMARY CHILDREN: A CONTEMPORARY PERSPECTIVE

*Sonela Sengupta*

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### ABSTRACT :

*The contemporary society is witnessing cut-throat competition in the lives of men and women. With each new development in the society the values of patience, tolerance, cooperation and sacrifice are gradually treading on the path of extinction. Competitive pressures of life have left very little scope for many of the parents to remain empathetic or to think about others. Under such circumstances, the little children belonging to the pre-primary level are often being deprived of the adequate attention, time, love and support from their parents which are key issues in the development of these children. As a result many children are rendered insecure and emotionally unstable. This paper attempts to explore the role of joint families in the achievement and development of pre-primary children from a contemporary perspective and to analyze the effectiveness of it from different angles. The study has been conducted by collecting data from secondary sources and analyzing them thoroughly keeping in mind the needs of pre-primary children. The findings of the study reveal many advantages of joint families in the development of these children. The pre-primary children are expected to grow in a better and sound way in the joint families thereby promoting achievements in life and healthy citizenship in the future of their respective countries.*

**Keywords :** *Joint family, Achievement, Competitive Pressures.*

### **A. Introduction**

A healthy mind contributes to our well-being in many ways, or to begin with, a healthy mind is the pre-requisite of leading an accomplished life. Accomplishments in our lives could be taken into account from many dimensions namely emotional, moral, social, academic or professional. Interestingly, the first three dimensions are very much related to the family life of learners which in turn influence the last two ones. One of the most important education reports of the U.S. in the past 50 years that reflected this relation is the 'Coleman Report'. It highlighted that the home environment of the learners influence academic success in a substantial way as compared to the other factors like access to school resources or the quality of the curriculum.<sup>1</sup> The structure of families, the pattern and quality of communication among family members including the children are in many ways related to the development of learners. Now, as family is the basic unit of society, so the changes and developments in the social structures and social relationships have eventually given new forms and shapes to the structure of families. The contemporary social scenario now comprises of many types of families namely Nuclear family, Joint family, Extended family, Single-parent family, Childless family, Step family, Reconstituted family or Blended families, Grandparent family and lately same-sex couple family.<sup>2</sup> While most of the types have evolved out of modernization, the first two could be categorized in the traditional pattern. This paper seeks to observe the impact of joint families on the development of the pre-primary students by following an exploratory approach. By gathering data from the secondary sources, the work has been divided into different sections to analyze the advantages of joint families in the development of the pre-primary students from different perspectives.

### **B. Needs of Pre-primary children**

The pre- primary level of education demands utmost care and concern towards the children. Some of the key features of this level include ensuring safety and acceptance of the child, providing opportunities and possibilities for self-realization, inculcating basic moral values and tradition practised by the society or prevalent in the society in which the child lives, introducing basic skills. Also, stimulation of spontaneous behavior and expression of needs form some of the essential requirements of this stage.<sup>3</sup>

The Centers for Disease Control and Prevention has divided education at this level into four important areas which are Social and Emotional, Language and Communication, Movement or physical development and finally Cognitive development in terms of learning, thinking, problem-solving. All these areas



make way for healthy growth and development of the child.<sup>4</sup>

To develop the children in these areas, certain academic subjects need to be taught or certain concepts need to be introduced to them. The academics form part of holistic development of children and include Language (Listening and Reading), Mathematics (Numerals from 1-100, Addition, Subtraction, Multiplication, Division, Place Value, Greater and Smaller than, Word Problems etc.). Children at this stage also need to study Environmental Studies for acquiring knowledge of their surroundings, plants, animals, fruits, flowers, Sun, rain, etc. They also need to acquire General Knowledge to know about parts of the body, digestive system and other systems, personal hygiene, great freedom fighters, prayers, National Anthem of the country, patriotic songs etc. One of the most interesting part of pre-primary education includes Art and Craft in which children learn about colours and also learn to use them in their drawings. Paper-craft or origami is also taught to the children of this stage. Rhymes with action and Story-telling are the other two areas which are very useful in the education of pre-primary children.<sup>5</sup>

### **C. Joint family as a boon for pre-primary children**

#### **I. Security and Acceptance of children**

It has been observed by David (2009) that family has an influence on the development of children and their education. He has also explained how change in roles of the family leaves great impact on the above-mentioned factors. It has been found by him that the families based on the strong foundation of love nurture their children about family bonding and mutual trust. Also, children's cognitive strength is developed by family values.<sup>6</sup> The children whose needs are responded to with warmth and care are believed to achieve a crucial developmental task. Apart from the bond of affection between children and their parents, strong ties with the other members of the family such as siblings, grandparents, aunts, uncles etc. are necessary for laying a foundation of trust about outside world. The more the children receive this kind of environment for growing up, the more will they interact freely thereby paving the way for further social, emotional and cognitive development.<sup>7</sup>

Also, children having working mothers need efficient and experienced caregivers so as to develop into healthy minds and bodies. It is seen that living with relatives and extended family benefits children in many ways compared to living with caregivers. When children remain away from their parents, they tend to feel insecure. Studies have shown that living with members of the family make them feel secure and less traumatized. As a result of this, these children fare better in terms of child well-being factors and experience better behavioral and mental health outcomes.<sup>8</sup>

## **II. Grandparents as pillars of love and support**

It is a well-known fact that family has a crucial role to play in the socialization of a child. It has also been observed that the company of grandparents in the household enhances this process as they teach their grandchildren practical abilities and inform them about their family and their past (Nalini, 1997). They are also believed to provide care and support to the children. They present themselves as role models and act as sources of ideas and reflection about human life. Grandparents contribute to the cognitive, moral and socio-affective development of children. Be it story-telling or teaching folk songs, grandparents play significant role in enriching the children with their cultural repertoire. Thus, apart from lending emotional support, they also acquaint the children about the roots of culture and traditions which go a long way in shaping their personalities in the future. In the absence of working parents, they fill a void for the children.<sup>9</sup>

## **III. Exposure to values**

Values are intricately woven in the system of joint families. Children growing up under such environments are prone to social cohesion and democratic thinking at an early age. Living with different kinds of people provides them opportunities to develop empathetic attitude towards others. The close knit structure of the joint families renders a positive impact on the minds of children thereby adding up to their emotional quotient. Values of caring, sharing, cooperation and tolerance grow in these children due to the co-existence of different generations and variety of relations.<sup>10</sup> Apart from these, respect for the elders also develops in the children of joint families as they find their parents taking care of their grandparents. It has been observed that children cannot explore and learn or experience any kind of happiness until they get positive vibes from their home and school environment. The pre-primary children, belonging to the tender age group most vitally need adults to establish the relationships by being consistent and responding to social and emotional cues so as to achieve development in all domains.<sup>11</sup>

## **IV. Communication Skill Development**

Communication plays an important role in the development of children. From the establishment of healthy relations to the academic achievement and also career development in the later years of life, it paves the way for all the accomplishments in life. Communication is mainly of two types, namely verbal and non-verbal. While verbal communication is dependent on words, non-verbal communication comprises of gestures, symbols or sign language, emotional reactions, facial expressions etc. It is believed that it is in the early childhood setting where children learn the necessary skills to become

successful communicators. Communication in a child's life begins at birth between the infant and the mother or other caregivers. In this stage communication is basically need-based and mostly through crying, cooing, squealing, facial expressions and gestures. Babies at this stage need positive responses from their parents and other people surrounding them to "lay the foundation for effective pre-language communication". Thus, the quality of responses at this stage has an impact on the language development of babies in the following years. The most critical phase is the one when a child enters the school from three years on. It is during this phase when the use of language by the adults surrounding a child helps him/her to adapt to the life and learning experiences in school. (C. & S. Ramey, Plain Talk, 2004, p.9). During this phase of life, children imitate what they hear and see and they also get rewarded for their actions from their caregivers. It has been found in a study conducted by Hart and Risley, as quoted by Rosenkoetter and Barton that out of the 42 families belonging to different social and cultural backgrounds as well as their use of communication that children whose parents spoke excessively with them did better in school. These children showed better outcomes in terms of vocabulary acquisition and use of grammar which also influenced their overall school performance positively.<sup>12</sup> Thus, it could be said that the children belonging to joint families are expected to perform better in terms of communication as they grow within language rich settings with multiple family members and multiple channels of conversation which stimulate their possibility of effective communication.

#### **V. Quality time between mother and child**

Whether working or a housewife, mothers generally have many responsibilities in a household. The heap of domestic chores always keeps mothers busy. This leaves a significant gap in the quality time of a child with his/her mother. Under such circumstances, the system of joint family works as a boon for children and their mothers. It is a well-known fact that mothers are the most important persons in children's lives. Being the best observer of the needs and thoughts of a child, a mother has a crucial understanding of the behavioral development of her child and can provide necessary support to the children. This contributes towards development of trust and security in the child.

Thus, providing opportunities to the mothers and children to spend quality time together is very essential. Joint families particularly prove to be helpful in this regard as the responsibility of household works gets divided among all the members. In this way, children get more time to spend with their mothers which in the long run promotes healthy development of them and also positive outcomes in terms of behavior and performance in school.

#### **D. Conclusions**

With the rapid changes going around the world in the social, economic and cultural spheres of life, human beings are facing new challenges in their lives. Each change demands a reshuffling of the roles and responsibilities in the social order. The economic change has significantly given rise to the number of employed mothers. Similarly, social changes have shaped new structure of families. Also, the cultural changes have affected the value system of the families. Amidst such upheavals in human life and society, the pre-primary children are suffering a lot due to the fragmentation, separation and dislocation in the families. Such alarming changes are posing threat to their sense of belongingness and security. Further, in the absence of working parents, children are often left with their caregivers from outside the family. This sometimes affects their minds which naturally give birth to insecurities and other forms of emotional crisis in them. Apart from this, extremely busy life of the parents is also affecting quality and quantity of communication between parents and children thus leaving a gap in the proper language exposure of the children. Next, one of the most dangerous fact that is largely responsible for most of the crimes and problematic issues of contemporary society is lack of values in children. Amongst all such challenging situations, children belonging to the pre-primary level are sure to suffer. Joint families could be taken up as fruitful alternatives to nurture these children in a healthy and supportive way. With the intricate threads of love and affection and the mutually cooperative existence of many members and generations, joint families serve many purposes to raise socially, culturally and emotionally sound children who in turn could be expected to achieve success in academic and professional sectors also.

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## SAVITRIBAI PHULE: PIONEER OF WOMEN EMPOWERMENT IN INDIA

*Somdyuti Rakshit & Jayanta Mete*

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### ABSTRACT

*Savitribai Phule(3 January 1831 – 10 March 1897) was an Indian social reformer, educationalist, and poet from Maharashtra. She is regarded as the first female teacher of India. Along with her husband Jotirao Phule she played an important role in improving women's rights in India. She is regarded as the mother of Indian feminism. This paper discuss on her life history, her struggle with the society, important events in her life, different types of archetypes in personality, her contribution in Education of women in India, contribution in backward caste school, Balhatya Prabandhak centre, widow marriage and at last how she become a role model for every women of India.*

**Keywords:** *Education, Women, India*

### INTRODUCTION

**Savitribai Phule**(3January 1831 – 10 March 1897) was an Indian social reformer, educationalist, and poet from Maharashtra. She is regarded as the first female teacher of India. Along with her husband Jotirao Phule she played an important role in improving women's rights in India. She is regarded as the mother of Indian feminism. (Wikipedia)Savitribai Phule, the first female teacher of the first women's school in India is a pioneer figure. She relentlessly fought against the dominant caste system and worked towards the upliftment of the marginalized.

She demanded dignity for all women, for which she, along with her husband Jyotirao Phule worked their entire lives. The principles of humanity, equality, liberty and justice were of utmost importance to her. During a time when

women were mere objects, she ignited a spark that led to equality in education—something which was impossible before.

She strongly spoke against the discriminatory boundaries imposed on women, which led to their oppression. Her emphasis on secular education for social emancipation in India is the marker of her significant personality. By getting to know her better, by understanding her struggles and hardships, we will be looking into a life that not only changed the face of education in India, but also enlightened humanity in its real essence.

### **EARLY LIFE AND WORK**

Savitribai Jyotirao Phule was born on January 3, 1831 at Naigaon, about 50 kms from Pune. She was the eldest daughter of mother Lakshmi and father Khandoji Neveshe Patil. In 1840, at the age of 9, she was married to Jyotirao, who was 13 at the time. (Savitribai Phule: India's first female teacher, 2019) After marriage Savitribai and Jotiba lived in a Dalit-working class locality in Pune. Jyotirao educated his wife at home and trained her to become a teacher. The responsibility of Savitribai's further education was taken up by Jyotirao's friends Sakharam Yeshwant Paranjpe and Keshav Shivram Bhavalkar (Joshi). Savitribai also had taken teacher's training at Ms. Farar's institute in Ahmednagar and in the Normal School of Ms. Mitchell in Pune.

Savitribai went on to become India's first woman teacher and headmistress. It is her struggle and story that marks the beginning of modern Indian women's public life in India.

The extraordinary couple was engaged in a passionate struggle to build a movement for equality between men and women and a fight against the caste system. They dedicated their lives to spreading education and knowledge. They started the first school in the country for girls and the 'Native Library'. In 1863, they started a 'home for the prevention of infanticide' in their own house, to ensure the safety of pregnant and exploited widows. They also established the Satyashodhak Samaj (Society for Truth Seeking), initiating the practice of marriage without dowry or overt expenses. They were against child marriage and supported widow remarriages. They had no children of their own but adopted a child of a Brahmin widow, educating him and arranging an inter-caste marriage for him. Savitribai and Jotiba built a revolutionary social education movement for shudra and atishudra women of the country. After starting the school in 1848 and training Savitribai Phule, Jotiba started a school for the Mahars and the Mangs. But within six months, his father threw them out of the house and the school work came to an abrupt halt. Govande came to Pune and took Savitribai with him to Ahmednagar. After

she came back, Keshav Shivram Bhavalkar took up the responsibility of educating her. Jyotirao and Savitribai focused on providing girls and boys vocational and practical education, to make them capable of independent thought. They believed that an industrial department should be attached to the schools where children could learn useful trades and crafts and be able to manage their lives comfortably and independently. They insisted that 'education should give one the ability to choose between right and wrong and between truth and untruth in life.' They took special efforts to create spaces where the creativity of boys and girls could bloom. Their success is evident from the fact that young girls loved to study under their guidance, so much so that their parents would complain of the girls' dedication to studies.

### **STRUGGLES IN LIFE**

Savitribai's struggle was fraught with many difficulties and despite that she continued her work peacefully. Men would purposely wait in the streets and pass lewd remarks. They sometimes pelted stones and threw cow dung or mud. Savitribai would carry two saris when she went to school, changing out of the soiled sari once she reached school, which would again be soiled on her way back, and yet, she did not give up. The guard, who was then appointed for her, wrote in his memoirs about what she would say to those men, "As I do the sacred task of teaching my fellow sisters, the stones or cow dung that you throw seem like flowers to me. May God bless you!" (Alok, 2016) In July 1887, when Jyotirao paralysed his right side due to a heart attack, Savitribai nursed him night and day because of which he managed to recover and write again. During the same time, their financial crisis was at its peak. A political sage and well-wisher Mama Paramanand tried hard to get them financial help. In a letter to the King of Baroda, Sayajirao Gaekwad, Paramanand recorded the historic work that the couple was engaged in and said the following about Savitribai, "More than Jyotirao, his wife deserves praise. No matter how much we praise her, it would not be enough. How can one describe her stature? She cooperated with her husband completely and along with him, faced all the trials and tribulations that came their way. It is difficult to find such a sacrificing woman even among the highly educated women from upper castes. The couple has spent their entire life working for people." (Alok, 2016)

When Jyotirao passed away, Savitribai was present there. Due to the lack of permission from municipality, he could not be buried with salt covering his body as he had wished. He was burnt on the pyre and it was Savitribai who courageously came forward and held the earthen pot (it is supposed to be carried by the successor of the deceased). She led the final journey of Jyotirao and consigned his body to the flames. In the history of India, this was probably



the first time a woman had performed death rites. She also erected a 'Tulsi Vrindavan' with his ashes on the spot where Jyotirao wanted to be buried. After Jyotirao's demise, Savitribai led the Satyashodhak movement till the very end. She was the chairperson of the Satyashodhak Conference held in 1893 at Saswad, Pune. (**Hindustan Times, 2019**)

### IMPORTANT EVENTS IN THE LIFE OF SAVITRIBAI PHULE

#### Events Year

Events	Year
Birth of Savitribai Phule (Naigaon, Tha. Khandala, Dist- Satara) Father's Name- Khandoji Nevse Mother's Name- Laxmi	3 <sup>rd</sup> January, 1831
Marriage with Jotirao Phule	1840
Country's first school for girls was started at Bhide's wada in Pune and Savitribai was nominated as the first head mistress of the school	1 <sup>st</sup> January, 1848
School for adults was started at Usman Sheikh's wada in Pune. Left home with Jotirao for educating Shudra and anti Shudra's.	1849
Phule family was honoured by British government for their works in the field of education and Savitribai was declared as the best teacher	16 November, 1852
"Kavya Phule"- first collection of poems was published	1854
A night school for agriculturist and labourers was started	1855
Orphanage was started	1863
Adopted son of Kashibai, a Brahmin widow's Child	1874
Important work in famine and started 52 free food hostels in Maharashtra	1876 - 1877
Death of her husband Jotirao Phule	28 November, 1890
Plague epidemic in Pune, Savitribai Phule done social work during this time	1897
Died while serving the Plague patients during plague epidemic	10 March, 1897
Government of India honoured her by publishing a postage stamp	10 March, 1898

### DIFFERENT ARCHETYPE IN PERSONALITY OF SAVITRIBAI PHULE

Savitribai Phule with many shades of nature and personality. Those are discussing below.

**i) As a Wife:** Savitribai Phule was married at a very young age of 9 to Jotirao Phule, who was a social reformer. At that time Jotirao Phule was 13 years old. Jotirao Phule helped Savitribai Phule how to learn, how to read and write. He helped her to attain high levels of education. Savitribai Phule also always supported her husband. In July 1887, when Jyotirao paralysed his right side due to a heart attack, Savitribai nursed him night and day because of which he managed to recover and write again. During the same time, their financial crisis was at its peak. A political sage and well-wisher Mama Paramanand tried hard to get them financial help. In a letter to the King of Baroda, Sayajirao Gaekwad, Paramanand recorded the historic work that the couple was engaged in and said the following about Savitribai, “More than Jyotirao, his wife deserves praise. No matter how much we praise her, it would not be enough. How can one describe her stature? She cooperated with her husband completely and along with him, faced all the trials and tribulations that came their way. It is difficult to find such a sacrificing woman even among the highly educated women from upper castes. The couple has spent their entire life working for people.” When Jyotirao passed away, Savitribai was present there. Due to the lack of permission from municipality, he could not be buried with salt covering his body as he had wished. He was burnt on the pyre and it was Savitribai who courageously came forward and held the earthen pot (it is supposed to be carried by the successor of the deceased). She led the final journey of Jyotirao and consigned his body to the flames. In the history of India, this was probably the first time a woman had performed death rites. She also erected a ‘Tulsi Vrindavan’ with his ashes on the spot where Jyotirao wanted to be buried. So she was very good caring and supporting wife. (**Hindustan Times, 2019**)

**ii) As a Mother:** Savitribai Phule was also a good mother. Savitribai Phule and Jotirao Phule had no own child. But they adopted a child from a Bramhin widow name Kashibai. The name of the child was Yashwant. They take care Yashwant like their own child. Who grew up to become a doctor.

**iii) As a Friend:** Savitribai Phule also good as a friend. Fatima Sheikh sister of Usman Sheikh ( Usman Sheikh was friend of Jotirao Phule) was become friend of Savitribai Phule. When Jotirao Phule and Savitribai Phule were asked to vacate their ancestral house by Jotirao’s father as he was angry with the reform agenda of the couple. It was Fatima and her brother Usman Sheikh who opened the doors of their house for the Phule couples. Savitribai Phule and Fatima Sheikh both contribute in their girl’s schools; both teach students. They are colleague also. Their friendship becomes ideal for today’s generation.

**iv) As a Teacher:** Savitribai Phule regarded as first female teacher in India. Savitribai Phule was passionate about teaching from beginning and that’s

why she enrolled herself in a teachers' training institution in Ahmednagar. She also received another teacher's training course in Pune. She started teaching girls in Maharashtra in Pune with Sagunabai a revolutionary feminist and Jotirao's mentor. Soon Savitribai, Jotirao and Sagunabai started their school at Bhide Wade. The curriculum of the school was based on western education and included Mathematics, Science, and Social Sciences. By the end of 1851, Savitribai and Jotirao Phule were running three schools in Pune with a combined strength of approximately 150 girls. It was not an easy task for them. Conservatives from their own community and from the upper castes were against them. People often hurled cow dung, mud and stones at them. The indomitable Savitribai Phule would often carry an extra copy of sari with her while going to the school. With her close friend and colleague Fatima Begum Sheikh, Savitribai Phule also started teaching women and children from downtrodden castes including Mang and Mahar who were considered untouchables. Savitribai Phule and Jotirao Phule opened 18 schools for children of different castes. In 1852, the British government honoured the Phule family for their contribution towards education and named Savitribai Phule as the best teacher. In 1855 the couple even started a night school for farmers and labourers.

v) **As a Poet and Writer:** Savitribai Phule was also a good poet and writer. She wrote two books *Kavya Phule* in 1854 and *Bavan Kashi Subodh Ratnakar* in 1892 which are compilation of her poems. She wrote a poem entitled

#### **Go, Get Education**

Be self-reliant, be industrious  
Work, gather wisdom and riches,  
All gets lost without knowledge  
We become animal without wisdom,  
Sit idle no more, go, get education  
End misery of the oppressed and forsaken,  
You've got a golden chance to learn  
So learn and break the chains of caste.

Throw away the Brahman's scriptures fast. (Pandey, R. 2015)

in this poem she encouraged those who are oppressed to free themselves by obtaining an education.

vi) **As a Social Reformer:** As staunch feminist, Savitribai Phule in 1852 started Mahila Seva Mandal to educate women about their rights, dignity, and social issues. She had even organised a barbers strike in Mumbai and

Pune to protest the custom of shaving heads of widow. In 1873, Jotirao Phule founded social reform society called Satyashodhak Samaj and Savitribai Phule was its active member. The community included Muslims, Non- Brambhins, Brahmins and government officials. It aimed to free women and other less privileged people from caste and gender oppressions. Along with Jotirao Phule, she worked tirelessly during 1876 famines and launched 52 free food hostels in Maharashtra.

So we see that Savitribai Phule, the first Indian female teacher was not only extraordinary as a teacher but she also good as a wife, as a mother, as a friend, as a poet and writer, as a social worker also.

Now we discuss how Savitribai Phule contributed in women empowerment.

### **CONTRIBUTION IN WOMEN EMPOWERMENT**

Now we discuss her contribution which helps women empowerment in India-

- ❖ **Women School :** Savitribai Phule becomes the first female teacher and head mistress in India. Her whole life devoted only for women. In that time only a few no of girls go to school and maximum of them become dropout from school. There are no women schools in India in that time. She realise that if we want to improve women's status then we have to give them education. So she started women school in 1848. By the end of 1851, Savitribai and Jotirao Phule were running three different schools for girls in Pune. Combined the three schools had approximately one hundred fifty students enrolled. In 1858 all the three schools run by Phules were closed. Undeterred by the circumstances Jyotirao and Savitribai along with Fatima Sheikh, took charge of educating people from the oppressed communities as well. Over the years Savitribai opened 18 schools and taught children from different castes. Savitribai and Fatima Sheikh began teaching women as well as other people from downtrodden castes. In 1850s, Savitribai and Jotirao Phule established two educational trusts. They were entitled as the Native Female School, Pune and the Society for Promoting the Education of Mahars, Mangs, and Etceteras who were regarded as untouchable.
- ❖ **She also started the Mahila Seva Mahal with the objective of creating awareness among women regarding their rights, dignity, and other social issues.**
- ❖ **Balhatya Pratibandhak Griha:** In 1863, Savitribai Phule and Jotirao Phule started a care center called Balhatya Pratibandhak Griha, possibly the first ever infanticide home founded in India.

- ❖ **Widow Remarriage :** Savitribai Phule and her husband Jotirao Phule initiates and started widow remarriage in India. They also worked tirelessly against social evil like child marriage and satipratha.
- ❖ **Open Hospital:** Savitribai Phule started a hospital with her adopted son Yashwantrao (who became a doctor), when the worldwide Third Pandemic of the Bubonic Plague badly affected the area around Nallaspora, Maharashtra in 1897. She contracted the disease while serving the patients and succumbed to it on March 10, 1897.

### CONCLUSION

Savitribai Phule who was an Indian social reformer, educationalist, and poet from Maharashtra. She is regarded as the first female teacher of India. Along with her husband Jotirao Phule she played an important role in improving women's rights in India. She is regarded as the mother of Indian feminism. She struggle her whole life for improvement of women's life. She open so many schools for women, she also started the Mahila Seva Mahal with the objective of creating awareness among women regarding their rights, dignity, and other social issues. She open Balhatya Pratibandhak Griha, she fight for starting widow remarriage, she open hospital with her adopted son. So we see that she devoted her whole life for improvement of women's life. So she was a role model for every Indian women, she always struggle for empowerment of women.

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## FEATURING AND ASSESSING STRUCTURAL FUNCTIONALISM THROUGH MARY NOEL STREATFEILD'S WHITE BOOTS

*Ankhee Ghosh*

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### INTRODUCTION

Society performs a very important function in establishing the role that individuals need to play as a social being. In simple words, it defines the position and objective of human existence. To establish these outcomes, it relies on a number of institutions that defines its purposes. One of such crucial institutions being 'education', that works to awaken people with the motto of sound living, it is of special concern in this chapter.

This paper determines the sociology of education by pinpointing its objectives in the growth and development of human existence. Theorized through the angle of structural functionalism, it talks about the complex parts that regulates social functioning. Through a mid-twentieth century children's fiction by Noel Streatfeild namely *White Boots*, the constituent elements like norms, customs and lessons of living gets determined. Written by Mary Noel Streatfeild, an English author of various children's narratives like *Ballet Shoes*, *The Circus is Coming*, *Party Frock*, among some of them, *White Boots* teaches the lessons of living in a social setting. The text primarily points out some important ideals:

- No two individuals are alike and so their performances will relatively differ
- Competition should be on healthy terms erupting positive outcomes and healthy relationships

- Weaknesses of body cannot be shortfalls; rather they induces mental strength.

Demonstrated through the grandiose lessons of living played by the character of Harriet Johnson, Lalla, the Johnson family, the other minor characters; it talks about their inextricable relationship with each other. They represent the social factualness and defines the evolutionary process of a character through the mechanism of adaption. Therefore, it talks about the inter dependence and influence that the social systems exerts on an individual and vice versa. Hence, these functionalisms are utterly valued for internal stability and survival.

Variegated areas are revealed through events and discussions made relevant in textual analysis. Macrocsmic arguments on physical appearance, women position, and role of family are genuinely covered. Discussed with the base being society, they gain socio-cultural perspective conditioned by social formulation. Bringing the episodes from Mary Noel Streatfeild's children fiction *White Boots* social conceptions are vividly exposed. Various characters, both major and minor works to validate the point – that society plays a tremendous role in an individual's upbringing. Right from being with the family, friends to schoolmates, society teaches us the lessons of life. Through a very complicated process gained through social existence mixed with conventions and prejudices, one justifies with the art of living. Thus, this unified-whole, when constructed carefully through progressive social institutions can make life dynamic, which is a target in this chapter.

## OBJECTIVES

The objective is to address the structural contradictions and conflicts that one encounters continuously while evolving as a social being. These encounters met with adaptability brings equilibrium and accuracy in human personality. Therefore, it points out the fact that social orders are utterly essential in maintaining integration and consensus. The paper through a children's fiction namely *White Boots* narrates the social tensions that one faces, the level of cooperation one establishes through the expectations, indispensable conservative bias and functionalism's prominence. Social functioning even though are very different and complicated, yet plays a dominant role in communal continuation. Presented through the contrasting abilities of Harriet and Lalla, the two girls trying hands at the same skill yet performing differently, each best at different levels; the message is to address situations where function and dysfunction occur simultaneously to encounter changeability.

**Sequentially defined are the following subheadings that illustrates social functioning as a broad school rather than specified model or system:**

- I. DETERMINATIVE SOCIAL INSTITUTIONS
- II. EDUCATION AS AN EFFECTIVE SOCIAL INSTITUTION
- III. COMPREHENSIVENESS OF EDUCATIONAL SOCIOLOGY
- IV. NETWORKINGS OF STRUCTURAL FUNCTIONALISM
- V. ADDRESSING FUNCTIONAL VS DYSFUNCTIONAL UNDERSTANDINGS
- VI. ASPECTS OF LATENT AND MANIFEST RESULTANT

Each of the sub-topics discussed underneath with textual analysis cover the argument that social structures define our lives. Theorized through the standpoint of 'structural functionalism', it talks about the dominant role of society over its individual parts.

#### **I. DETERMINATIVE SOCIAL INSTITUTIONS**

Society plays a magnificent role in determining all the aspects of human living be it political, social or cultural. In fact, society is an assemblage of people whose common purposes and interests influences social occurrences at large. The function that society plays to shape social beings and social beings further plays to generate social constructs are perfectly represented through the angle of structural-functionalism and fictional analysis in this chapter.

Since the 'body' means multiple things at the same time, throughout the centuries, various interpretations and meanings defines its presence and is taken here as an exemplar of social crisis. Descartes explains it in terms of a mind-body duality, subordinating the body to the mind, while Foucault attaches power to the idea of the body, defining it in terms of control and subjugation. The aim here is to expose the submerged politics of corporeal representation through fictional analysis and mention it effects through social inferences.

*White Boots* (1951) by Noel Streatfeild chiefly categorized as a children's fiction superficially stands out to be concentrating on sports and sports stars. Internally it spills the beans by targeting social conventions and their role in manipulating different activities.

The body is an essential element in sports since physical strength is one of the most obvious criteria for success in sports. The effort here is to bring out the centrality of the body in texts portraying female sports and sportspersons. As, the body has sexual, biological as well as cultural connotation, my objective here is to primarily point out its educational overtones through its



representation in sports fiction and its' effect on social inhabitants. The character of Harriet as presented in the novel establishes Streatfeild's policies of representation of women athlete, giving promising social messages. Streatfeild's representation of his prime female character, Harriet through bodily terms deserves critical justification and salutation. The representation of his protagonist as a weak social participant educates the mind with the possibilities and probabilities of succeeding at ones' own terms. I suggest that this kind of representation is ironic because, instead of showing an iconic diva, it shows a feeble and weak creature to point out confidence and self-control necessary at all times.

Feminism talks in various ways about discrimination against woman. From Virginia Woolf's discussion of the lack of representation of women in archives in *Rooms of Ones' Own* (1929) to Alice Walker's lamentation of the lack of opportunity for women in *In Search of Our Mother's Garden* (1983), the forms of representation is always exposed through literary texts. It is the Third Wave feminists encapsulating the body-mind discussion through the term "Embodiment or the situated body" (Arneil, 197). It is said that, Women and men are thus situated in a particular place time, demarcated by their bodies. (Arneil 198) Thus, through the centuries, the study of the body has been about the forms of exploitations acting upon socially. A random study offered below substantiates my point about the various forms of representation in literary texts.

The body is the basis for formation of identities. In several instances throughout Streatfeild's text, descriptions of the protagonist Harriet hint at prejudicial presentation of women sport stars as unattractive persons. Even though sport is to be a separate domain based on ability, it has nonetheless fallen prey to societal preconceptions about physical appearance. Horne underlines this in *Understanding Sport: A socio-cultural analysis* (1999) that writes sports as,

embedded in economics and produced in part by political processes . . .  
are part of global society but at the same time personal passions.

(Horne,234)

It further writes that sports not only regulates socio-cultural and economic forces, but also produces "culture". It does so through three-fold processes: first, sports divides between winner and loser and creates separation in the process; second, sports sets up certain parameters to judge physical qualities; and finally sports creates unity by making one assemble under one nation or simply under a team. My area of study is the second aspect that studies distinguished views of setting different social parameters of judgment and how it affects the society and vice versa.

Streatfeild's *White Boots* narrates the tale of Harriet Johnson, its protagonist, taking up sports as its theme. Divided into fifteen subsequent chapters according to the theme, the novel revolves around the actions and incidents taking place in the life of Harriet Johnson. Described as the weakest member of the Johnson family, her achievements are worth mentioning. The introductory chapter titled as "The Johnsons", opens up with the introduction of the lead character Harriet. The physical description presented in an unaccustomed fashion shows her as:

a thin child with big brown eyes and a lot of reddish hair that did not exactly curl, but had a wiriness that made it stand back from her face rather like Alice's hair in "Alice in Wonderland". Since her illness Harriet had looked all eyes, hair and legs and no face at all, so much so that her brothers Alec, Toby and Edward said she had turned into a daddy-long-legs. (Streatfeild, 11)

Harriet's father George Johnson occupied a small shop. Harriet's mother Olivia is a very understandable and efficient mother of the household. The other members of the Johnson family were – Alec, Toby and Edward – the brothers of Harriet. They live in a comparatively small house for a family of six. All the members are seen as worried about Harriet's poor health. Alec is the most "sensible" and "reliable" among the brothers (Streatfeild, 22). He planned to work in old Pulton's shop and earn for Harriet's boots and skates by delivering papers as she opted for ice skating as prescribed by the doctor for her poor leg muscles. Apart from the Johnson family Harriet's relationship with Lalla Moore, a 'promising child', extraordinarily good at sports, forms the other part of the plot (Streatfeild, 43). Soon Harriet befriends Lalla and starts spending time with her. Losing her parents at an early age Lalla stayed with Aunt Claudia, a strict disciplinarian. Belonging to a very well to do family, Lalla's life is starkly opposed to Harriet. Lalla's governess, Miss Goldthorpe, and Nana, her nurse, have taken care of her all along. Soon Harriet starts sharing the life of Lalla by joining her in all the training classes with Aunt Claudia's permission.

Thus, each of the social structures functions to contribute in the social courses be it family, through the means of shelter, nurture and support; religion through ethical and moral development; politics through judgment abilities and policy planning; or education through knowledge development and positivistic attitudes. According to structural-functionalism, these broad areas of society works together maintaining stability and solidarity. These interconnected parts works together to form a concrete whole and make up a balanced society as shown through the aforementioned fictional representation.

## II. EDUCATION AS AN EFFECTIVE SOCIAL INSTITUTION

Education is one of the crucial social institutions that prepares one for undertaking different roles. It is not only concerned with theorizing matters but also with understanding the lessons of living. Formally or informally, it always contributes in facilitating learning. Thence, a right to education is a serious concern since all times and in all countries.

The need to study the body as a separate concept and to acknowledge its centrality in fictional meaning-formation is essential. Because the body is always a critical unfinished part, Lisa Blackman refers to Chris Shilling who in *The Body in Culture, Technology and Society* confirms its unpredictability:

As Shilling (1993) argues . . . the body is always a body that is an unfinished entity. In other words, the body is not simply a body defined by a fixed human nature, but, rather, bodies can, will and do change and transform given the particular set of historical circumstances within which they are socialized. Thus, talk of the body is always talk of the social context, social practices and ideological processes that produce bodily matters. However, somewhat ironically, the body that is 'a hidden base, under-theorized and taken for granted' is also deemed to be a body that cannot be explained by understandings of its biological or physiological processes. (Blackman 17)

**Therefore Lisa Blackman in *The Body: The Key Concepts* writes,**

The idea of the body as simply something that we both *have* and *are* . . . in this perspective as the focus shifts to what bodies can *do*, what bodies could *become*, what practices enable and coordinate the *doing* of particular kinds of bodies, . . . in terms of our approach to questions about life, humanness, culture, power, technology and subjectivity...the idea of the body as *substance* or *entity* and even as distinctly *human*. (Blackman 1)

Hence, these aspects study the body as a structure of meaning explained through spectrum of social interaction. The aim of education should be to motivate social beings throughout by pointing out the best of everything.

Taking this as the foundation, we understand that the description of body offers a range of social interactions and definitions in Streatfeild's *White Boots*. Through various fictional characters, Streatfeild exposes the unattractiveness of Harriet's body and convinces the part society plays in molding an individuals' life. As Harriet's mother Olivia says,

I must say ... you do look a miserable little specimen (Streatfeild 16)

Later, in the same section, Harriet accepts her situation as she postulates:

But it's at the top of a cliff, and everything goes on at the bottom of the cliff, sea-bathing and the sands and everything nice like that. I could never go down because my legs were too cotton-woolish to bring me back. (Streatfeild 16)

Streatfeild further says about Harriet's wretched condition in lines that clarifies:"

Since she had been ill Harriet was made to go to bed at the same time as Edward, which was half-past six. This was a terrible insult, because Edward was only just seven, whereas she was nearly ten..." (Streatfeild 17).

While describing the nature of Alec too, references to Harriet's ill health crop up,"

Alec was very like his mother; he had some of her elegance and charm, but as well he had a very strongly developed strain of common sense. He could see that Harriet in her present daddy-long-legs stage was not really well enough for school" (Streatfeild 20)

Alec further says, "she needs to exercise those legs of hers. Do they do gymnasium or dancing at her school?" (Streatfeild 20).

Even the family doctor named Phillipson proposes:

she can tumble about on the ice and in no time we'll see an improvement in those leg muscles (Streatfeild 22).

Therefore, the conversations, descriptions and interactions confirm Harriet's unhealthy body as socially described by various members; and proposes respite and solutions when confronted with willingness and ebullience.

Thus, Streatfeild's text represents the female body with reference to social connotations that perhaps if portrayed through meaningful lines will definitely bring encouragement, progress and liberated views. Therefore, the body plays a very important role in the representation that talks about the socio-cultural influences on social enactment and performances and simultaneously depicts that when enhanced progressively can determine an advancement.

### **III.COMPREHENSIVENESS OF EDUCATIONAL SOCIOLOGY**

'Sociology of education' analyses the influence that public agencies and individuals have on education and how it affects education at large. Right from schooling, higher education to training and special courses, everything is concerned under the process. Discussing how different strategies, practices and planning shape the outcomes and success of society; it presents theoretical

perspectives on topics like structural functionalism, structure and agency, among others.

It is important to note that education through every field, from biology to sociology to the other social sciences talks about specialization of human activities through various means. It always works for betterment and advancement. Apart from pertaining individual learning, it works to achieve a better living condition by talking about larger issues like discrimination, prejudice, and equality.

That is why; structural functionalism believes socialization bringing harmony and social order. In the commercialized consumer society permeated with a capitalist worldview, the notion of human identity in terms of society has become complicated. In this context, it is essential to contextualize Shilling's *The Body in Culture, Technology and Society* who in the section "Aesthetics, identity and technological overload" argued:

Societal structures related to military conflict and the economy are not the only ones to have confronted the embodied subject with technologies that appear preset in their form and consequences. Class and gender norms have also inscribed themselves on the deployment of technological resources, and have constrained and contoured the space in which individuals are able to express themselves and develop their identities. If the control of fire was related to social status from ancient times, social stratification is most obviously evident in the development of prostheses. (Shilling 182-183)

Therefore, as conflict theorists pointed out, contrary to the structural functionalists, talk about different social groups existing with different set of objectives can wonderfully co-exist when channelized through organized and institutionalized socialization. Education is one such powerful social institution that can replace exploitation, oppression and subordination, with confidence, determination and egalitarianism.

While talking about social mechanism that acts upon every front, the Second Wave feminism gave impetus to the study of the division between socially created gender and biological sex that justified that there is nothing natural in women's subordination. According to them, there is no natural subservience based on biological factors. Therefore, the definitions of social entities and forms are socio-cultural constructs that exists while influencing each other tremendously. Perhaps that is why, in the sphere of 'sociology of education', Bourdieu has always opined engaging thoughts on structure and agency or objective and subjective, and their relationship. Revolving around the concept of 'habitus', which means individuals and the process of socialization, it talks about the process of internalizing. Further using the idea of 'cultural capital'

and experimenting with students in French educational system with different standpoints, where one being conservative and the other being innovative, concept of a distinguished social reproduction is drawn. Therefore, often children finds establishments harder as their performances are not merely subjective presentation, but are social explanations. Thus, be it feminism, functionalism, or conflict theory, all propounds the view that, social acclamation plays a dichotomy in shaping identity in which education plays a predominant role related to the combined social and cultural factors.

#### IV. NETWORKINGS OF STRUCTURAL FUNCTIONALISM

Let us now discuss the topic of structural functionalism in details that talks about the importance of various institutions like education in maintaining social stability. Theorizing education as an organ that helps social functionalism, it discusses the checks and balances emphasizing its role in social control. As believed by Claude Levi-Strauss, the processes are not simply determined by culture, rather are being operated with it.

Discussion of structural functionalism would remain incomplete without Herbert Spencer. Through the phrase “survival of the fittest” in his 1896 masterpiece *Principles of Sociology*, he focused that societal form of natural selection is utterly important. He highlighted the value of socio-cultural traits in continuation of living. Through the analysis of social aspects, mainly social forms, religion, suicide and crime, he talked about the necessity of various institutions and the role they play. Emerging largely from Comte who told about social importance in human life and Durkheim who believed that all phenomenon that are part of social institution perform their respective role to make a cohesive whole, he talked about social structures. Adjunct to Comte, Herbert Spencer stated that society is similar to a human body, where each organ works to make the body function. Unlike others, he felt that, social tensions when not addressed adequately could led to stagnation.

Radcliffe Brown as well talked about social phenomenon but not from the viewpoint that individual are subjective entities but are impermanent or temporary carrier of social roles under the concept of structural functionalism. Hence, according to him, individuals are insignificant when not seen through their social roles that they play throughout the social structures. Malinowski on the other hand talked about the social needs that society provides for an individual under the banner of bio cultural or psychological functionalism. According to him all the social institutions have charted norms and rules that they follow in forming the unified whole.

Coming back to textual analysis, Noel Streatfeild presents the two girls, Harriet and Lalla from contrasting social positions. In spite of both taking up

the same sport of ice-skating as their choice of sport, both are at distant angles. Physically, Harriet Johnson is as a weak, feeble, fragile, meek, suffering creature who takes up sports for growing her muscles, as prescribed by the doctor, whereas, Lalla Moore takes up sports only because of her regimented life by Aunt Claudia so that she can become a great skater like her father Cyril Moore. Apart from this, Streatfeild also shows interpersonal friendship and rivalry as pivotal to sports as mentioned through the relationship of Harriet and Lalla. Streatfeild presents the character of Lalla Moore as a “promising child”, whose career is jeopardized gradually in spite of her exertions. While showing Harriet’s great physical improvement and the empowering strength and greatness that might appeal the readers, Streatfeild emphasis the necessity of social identification. In spite of presenting weakness and timidity with such intensity from the very beginning of the fiction, it mentions the talent of both the girls, identified through numerous social interactions. The theme of ill health pervades the novel so immensely that the slight references to Harriet’s improvement never quite manage to neutralize or offset the more copious references to her weaknesses elsewhere the novel. Never at any point does Streatfeild mention Harriet’s immense strength with a view to motivating the readers. Her health problems dominate the narrative. Yet what is recognizable is her success in spite of physical, emotional and social impediments proving the strength of mind, dedication and will to succeed. Everything shattered and felt into pieces in front of her determination to carry forward her dreams, which is a lesson for many dreamers. Her success story will definitely motivate the readers and will encourage them with positive vibes.

#### **V. ADDRESSING FUNCTIONAL VS DYSFUNCTIONAL UNDERSTANDINGS**

Social operations are either *functional or dysfunctional* in nature. These terms explains the nature and effect of social functions on bringing changes. Functional elements are one that initiates development and progression, whereas, dysfunctional ones disturbs social balance. Both the part resides within the social sphere and dominates all the activities taking place within it. Whereas, there can be equally functional and dysfunctional reaction adjoining a singular activity. For instance, while reading the textual representations, physical descriptions of the protagonist Harriet, and various judgmental remarks made by the family, friends and society, as presented in the text *White Boots*, one can take it to be prejudiced and feel averted through it. On the other hand, one can simultaneously take these comments and taunts as a means to prosper and stand as an example audaciously despite of all scathing condemnations. Therefore, education as an institution through various art forms has huge role to play socially in determining the attitude and

performance of individuals. Thus, as functionalists like Durkheim notes that 'crime' as a social act is dysfunctional as well as equally functional as it creates awareness of right and wrong happening; similarly education through different art forms enlightens the mind and make one capable of understanding or can equally be biased in its presentation.

Focusing on the theme of sports, Shilling says that sports provide means to grapple with the challenges of survival either through protection, or through the primitive means of food collection; and second, with the progression of time, the interest shifted towards "the development of individual and collective identities" (Shilling, 104). Shilling's discussion of sports and emotions and sports inequalities in terms of gender are significant areas of study as well. Shilling mentions Dunning in the context of emotional attachment towards sports since Dunning says,

No activities have ever served so regularly as foci of simultaneous common interest and concern to so many people all over the world. (Shilling 114)

The most essential part is Shilling's discussion is on 'masculinity' and sports. Shilling introduces the topic by directly writing about the history of inequalities and divisions in sports. Shilling argues that in spite of the mobilizing power of sports encouraging actions, it has a contested history supporting inequalities and divisions. Marginalization based on 'othering' ascertains the gendered view of society. Shilling mentions that "cult of manliness" as a characteristic dominated the later nineteenth century middle class life of Britain and America (Shilling 118). Studying the presence of women in sports, he writes, The archetypal sporting body may have altered its colour in recent years, but the cult of manliness that informed its construction exerted a continuing influence throughout the nineteenth and twentieth centuries. (Shilling 120) These assertions mark the continuation of stereotypes into modern times. Referring to Darwin's 'evolution' and 'sexual selection' theory it is said that taking part in sports can deviate women from their actual purposes that says giving birth and mothering to be their 'destiny' (Shilling, 120). In spite of these conservative doctrines of inequalities in women sports, Shilling mentions the ideas of Therberge that mentions,

sport . as a laboratory space in which women can experience their bodies as 'strong and powerful and free from male domination. (Shilling 121)

Therefore according to Shilling, even though inequalities in sport remains, "women now compete in sports previously deemed, categorically unacceptable" (Shilling, 121). All these ascertain the contested long history of gender discrimination in sports. In spite of such inspirational statements, Shilling acknowledges:



These distinctions suggest that while gender inequalities have diminished in the sporting sphere, they have not disappeared. Above all, the sphere of sport and exercise continues to be used as a means of classifying women and men as *different*" (Shilling, 122).

Thus Shilling confirms the presence and predominance of inequalities in sports since things "continues to operate on the basis of binary oppositions" (Shilling, 122). Shilling's analysis of sports finds prominence in literary representations that takes up female sport stars in their texts. Streatfeild's representation of Harriet being devoid of strong, valorizing and unique qualities ascertains this tradition since inequality and division like the other social areas dominates the area of sports too.

In spite of that, *White Boots* represents Harriet and Lalla's dedication and determination towards sports and the seriousness and importance of sports in their life. Sports transcend the level of dedication to assume the status of obsession in *White Boots* as they starts avoiding and competing each other, ends friendship partially and loses control of temper. Therefore, sports happen to be emotional enchantment as Shilling points out. Streatfeild introduces ice skating as a chosen sport for this text since it is prescribed medically by Harriet's doctor as a form of treatment. Using sport merely as a need and not for passion can very well be described, as an ironic representation of sport. The ending interactions of the novel extend the politics of presenting sports in Streatfeild's text as seen through Olivia in the chapter titled "The Thermometer Rises" that contradicts the generally accepted beliefs about sports. The statement under contradiction as uttered by Olivia goes,

I have an idea that if, for a little, you would stop thinking about being a skating champion, you might find out that it wasn't so important as you thought (Streatfeild, 279).

Therefore, it all depends on the level of prioritization we give on various areas that make up the social whole. Hence, Functional and dysfunctional aspects attaches as we conceive the idea and procure them to our benefits. within the social sphere and dominates all the activities taking place within it including the social beings.

## VI. ASPECTS OF LATENT AND MANIFEST RESULTANT

All the activities taking place within the society have 'manifest' or 'latent' outcomes. Manifest functions leads to the felt and recognized outcomes whereas, latent functions are concealed consequences in nature. Education performs the manifest function of imparting knowledge and skills, whereas, at the same time it performs the latent function of encouraging society to have a better perspective of living harmoniously with unity in diversity.

To disentangle this point through Streatfeild's textual analysis in *White Boots*, where she designates various social interpretation on Harriet's physical deficiency and the social expectations out of her, I would talk about some critical points made by some prominent thinkers based on it. In *A New Psychology of Women: Gender, Culture, and Ethnicity* (2006), Hilary M. Lips defines the body politically since it sanctions differential interpretations and encourages structures of power within it. In the section titled, "Sexual Differentiation: How Bodies Become Female or Male", Lips writes,

Having a body that is classified as female or male has enormous implications in most cultures. In many countries it determines what legal rights a person has, what kinds of occupations a person has access to, what kinds of behaviors are deemed acceptable, even the terms people use when they address the individual. (Lips 80)

This assessment clears the conventional divisions prevalent in all sections of society. While discussing "The Female Body", Lips further says that, the process of sexual differentiation shows that the main physical difference that develop between females and males (even in the brain) are reproductive and sexual. Therefore, the primary argument that differentiates the two is biological. These differences define social matters from sexual angle as well, which produces further stratifications in the structures of power. Therefore, Lips writes:

The female capacity to become pregnant plays a crucial role in the way girls are socialized toward vulnerability or power in many cultures. (Lips 92)

Therefore Lips concludes that,

Having a female body is heavily weighted with significance, first because it defines an individual as female in the eyes of society. (Lips 118)

Finally, Lips argues that since female body plays a very significant role in almost all cultures, various meanings are attached to it, that are "sometimes sources of power for women, but they are often also the sources of negative stereotypes and restrictions" (Lips 119).

Education performs the most essential duty in this regard in developing the minds and creating a progressive society. The objective of writing is not to bring temporary satisfaction and consolation but to encourage readers through motivational and inspirational write-ups. Within the text, the character Olivia, makes a very important point, as she adds that,

Miss Gold thorpe tells me you're not to skate for a while, and I think it very good news. You might find it isn't the only thing you want to do (Streatfeild, 279)

These statements simply means that there are other diversions to focus at rather than relying solely on sports. Streatfeild proposes that while one is not engaged in sports, one has other things to concentrate as well. Thus, this kind of analysis reduces the rigidity and viability of sports and education and therefore makes it an easy-acquisition formula.

In the final chapter of *White Boots*, Streatfeild defines the world of championship, which depend solely on merit, performance tactics and the way one perceives it. As said in the concluding chapter entitled “The Future”, Harriet has the efficiency to shine as a world champion whereas Lalla would get prominence as a good performer. Therefore, Streatfeild differentiates performance in sports in accordance to differing abilities, finally giving Harriet and Lalla different faces and different positions to shine with no greater prominence, thereby making both their presence attractive and appreciative at their own ends.

## CONCLUSION

Streatfeild’s assertion on positivity, enthusiasm and alacrity finds expression through the trope of expectations versus performance in this chapter. To conclude, as the idolization of the main character in a work plays a great role in upholding the social parameters and in general motivating the readers, one must propagate them rightfully through literary forms. Portrayed as a very kind hearted and understandable girl, who follows her dreams passionately, Harriet finds success finally and so does Lalla. Despite of initial backlash, the other characters in the fiction, unconventionally works to describe her good nature finally, even after withstanding her poor physical conditions. Therefore, as systematically organized, Streatfeild’s literary projection in *White Boots* is an exploration of social functionaries in agreement with structural-functionalism as its base. Channelized through the position of a sports performer, a daughter, a friend, a female member, it talks about the social utterances and the elements that plays a huge role in subjectivism.

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## A STUDY ON TEACHER EDUCATION: AN EVER-EVOLVING AND DYNAMIC PROGRAM IN INDIA

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### **Abstract**

Socially, politically and economically the world is changing at a dramatic rate. Hence, it is certainly not possible to foresee any slowing in the pace over the next decade. As the world has changed, so has the school, and so has what we mean by teaching and by learning. The teacher-student relationship is far more complex and demanding than ever before. The implication of this more diversified role for the teacher is what impelled a new view of the process of teacher education and training. Thus, teacher education is seen as a continuous process, beginning with a phase of initial training and continuing throughout the teacher's professional life throughout regular and sustained periods of in-service training. Maintaining the view that a teacher must remain a learner during the scope of their service is mandatory.

On July 25, 2012, Hon'ble Ex- President of India Shri Pranab Mukherjee said in the Parliament: Education is the true alchemy that can bring India its next golden age. Our motto is unambiguous: All for knowledge, and knowledge for all. The 12th Five Year Plan of the Goal states that improvement in the quality of education is not possible without investing significantly into improving the quality of teacher educators and teachers. Indeed, we owe it to every child of the country to provide education of the highest quality. The project for quality teacher education therefore needs to be mounted as a mission. NCTE formulated the (Recognition Norms and Procedure) Regulations, 2014 of national policy for higher education for B.Ed, course

duration as two years in India. The NCTE helped to improve the quality of teacher education in terms of modern curriculum. From 2015 all the teachers' training program in India become two years and minimum qualification of the trainee become 50% marks in Graduation or Masters level.

### **Introduction:**

**W.H. Kilpatric said Training is given to animals and circus performers, while education is to human beings.**

Teaching involves the use of a wide body of knowledge about the subject being taught, and another set of knowledge about the most effective ways to teach that subject to different kinds of learner; it, therefore, requires teachers to undertake a complex set of tasks every minute. Many teachers experience their first years in the profession as stressful. The proportion of teachers who either do not enter the profession after completing initial training, or who leave the profession after their first teaching post, is high. A distinction is sometimes made between inducting a teacher into a new school (explaining the school's vision, procedures etc.), and inducting a new teacher into the teaching profession (providing the support necessary to help the beginning teacher develop a professional identity, and to further develop the basic competences that were acquired in college).

However, numerous authors suggest that current teacher education is highly flawed and primarily geared towards a western dominated curriculum. Hence, they suggest that teacher education should be inclusive and take into account multiple backgrounds and variables to allow teachers to be responsive to the requirements of their students. This falls into the area of culturally responsive teaching and requires teaching education and teachers to address issues of diversity education and disadvantage as a part of a teacher education curriculum. Jabbar & Hardaker (2013) argue that this is an essential process in helping students of ethnicity, colour and diversity achieve and attain.

Even though teachers have always been recognized as key to quality education, our understanding of the significance, nature and process of teacher development has grown over the past few decades. The Goal has understandably increased the outlay on teacher education in the 12th Plan and has initiated a process of interacting with the States through specially chosen teams to review and support the progress of teacher development efforts. Deliberations at the national and international forum have brought out the necessity for ensuring possibilities of continuous learning for the teachers and the need to sensitize them to fundamental aspects of human learning and to diversity and inclusion. Teacher education must involve

systems of continuous engagements with fundamental issues of education, capacity building and sustained exposure to scholarship and discussions. There must be a space for the articulation of the initiatives and needs of the teacher. The importance of the agency of the teacher, strengthening and consolidation of her motivation to learn are crucial elements. These would require creating suitable facilities and opportunities to learn more and to grow professionally and in self-esteem.

### **Teacher Education: Continuous professional development**

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.

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.

There are several organizations around the world which have been working to improve CPD for teachers. One such organization is Centre for Teacher Accreditation (CENTA) which has designed teaching standards for different stages in a teacher's career. Further, it conducts a Certification for teachers to engage with them on these standards and recognize those who are outstanding, thereby providing an incentive for CPD.

### **Components of Teacher Education**

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills. Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the 3 teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills. Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all life long learning skills.

An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

### **Need of teacher education**

The American Commission on Teacher Education rightly observes, “The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.”

In his Call for Action for American Education in the 21st Century in 1996, Clinton indicated 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”.

#### **The need for teacher education is felt due to the following reasons;**

1) It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence



on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are; the length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems and the level of motivation. This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training.

2) Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly.

3) People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education (Fieman-Nemser, 2001).

4) The National Academy of Education Committee's Report (Darling-Hammond and Bransford, 2005) wrote that : "On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgement and that can involve high stakes outcomes for students' future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning . In addition to foundational knowledge about the areas of learning and performance listed in the above quotation, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgements about what is going on and what strategies may be helpful. More importantly, teachers need to keep what is best for the student at the centre of their decision making.

5) Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can't remake someone's personality, we can reshape attitudes towards the other and develop a professional rather than a personal role orientation towards teaching as a practice.

6) The Ministry of Education document "Challenge of Education : A Policy Perspective (1985) has mentioned, Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes. India has reached the threshold of the development of new technologies which are likely to revolutionise the classroom teaching. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development. The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teacher's work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. The teacher can be made proficient with well planned, imaginative pre-service and in-service training programmes.

#### **Need for Formulation of New Programme:**

All the students must have options that enable them to fulfill their needs with their qualifications at different points of time in their lives. It means that the rigidity of teacher education structures at all levels in higher education must be removed and opportunities for lifelong learning to be provided. A bouquet of quality educational institutions have to be created so as to give students options best suited to them and to make them to get opportunities to improve their levels of academic performance, R. A. Sharma, (2004). Without the systematic and well stuffed curriculum for students' betterment, Indian higher education system can neither deliver nationally nor can it compete globally. A systematic and well stuffed curriculum that helpful for students lives and also these lead to the empowerment of both the perspective teachers and the teacher educators, by developing their professional competencies and skill. The well organized teacher education curriculum in right track lead to an overall change in the education system that, is desired by all the policy changes and developments in the field. If we have humane and professional teachers who believe in the constructivist approach to teach in all the classrooms all over the country, we will not require any major reforms and our learners will learn the content happily in the class rooms. We will achieve what we aspire for, that is 'a happy child constructive his knowledge happily'. Formulation of New Programme: The NCTE prepared the curriculum framework for teacher education in 1998 and for the first time made the recommendation for beginning a two-year B.Ed. programme to prepare quality teachers. The quality of teacher education cannot be given within one year duration, therefore NCTE formulated the (Recognition Norms and Procedure)

Regulations, 2014 of national policy for higher education for B.Ed, course duration as two years in India. The NCTE helped to improve the quality of teacher education in terms of modern curriculum. This programme is comprised of three broad inter-related curricular areas—perspectives in education, curriculum and pedagogic studies and Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments. In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area Engagement with the Field. The weightage of internal assessment for Engagement with the Field shall be 100 %. The internship programme 25 percentage allotted from whole course activities and total working days allotted as 215 days related advance curriculum, syllabus teaching methodology have been formulated and revised by popular subject experts in the field of teacher education recommend imposing standards on intellectual's property as an important part of a solution. School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater the diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during

the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship. For each student teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, if the institute wants to provide an opportunity to 2-Year B.Ed Curriculum understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student teacher should not be sent to more than two schools during her/his internship period. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. Moreover, teaching should not be practiced through the reductionist approach of 'microteaching' of isolated 'skills' and simulated lessons.

#### **Pros and Cons of the Two year B.Ed., Programme in India**

The student teachers have been guided and influenced by the teacher educators as they proceed according to the systematic way provided by the rules and regulation of NCTE (regulation, 2014). This would not help the students teacher to get government job unless they are not clear their eligibility test like TET conducted by the state Government. Therefore more importance to be given to enhance their knowledge and skills not only towards quality of education but also make them to get the Government job to fulfill their life needs. In accordance with the provisions of sub-section (1) of section 23 of the RTE Act, the National Council for Teacher Education (NCTE) has vide Notification dated 23rd August, 2010 laid down the minimum qualifications for a person to be eligible for appointment as a teacher in classes I to VIII. It had been inter alia provided that one of the essential qualifications for a person to be eligible for appointment as a teacher in any of the schools referred to in clause (n) of section 2 of the RTE Act is that he/she should pass the Teacher Eligibility Test (TET) which will be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE. According to NCTE, the two year programme for B.Ed., course helps to get the expected behavioral changes among the student teachers. Because, the main aim of NCTE is to bring the quality of teacher to our nation. This two year program helps to shape the excellent teachers to India by their teaching methodology, psychological techniques and philosophical and social concepts apart from

these, the students and teachers are facilitated by extracurricular activities like various awareness programme and co-curricular activities. Some of the councillors suggested that to popularize two year programme, it should be played through public address system. Kanwar (2007) stated that “India has made remarkable progress in education and in ICT. Yet it has not done much in integrating technologies in its education system. So, technical knowledge should be imparted along with same curricular activities and also adequate teaching professional should be appointed in the educational institution. Generally B.Sc. M.Sc. B.A, M.A., and M.Com., degree courses with subjects of mathematics, physics, chemistry, biology, economics, commerce, computer science, biochemistry and language subjects, from higher secondary subjects only eligible for B.Ed., course. This system was followed till 2014. NCERT, (2014) after completing this B.Ed., they will get opportunities’ in their respective subjects in schools. But this academic year 2015 onwards; the engineering students also can opt for B.Ed., course as it has been declared by NCTE. If the engineering students choose the B.Ed. curriculum, after two year, they have to be getting better jobs to teach their subjects at high school or higher secondary level. But, there were no sophisticated and well equipped labs (engineering labs) for students at high and higher secondary level. Moreover there were very few schools only imparting vocational education, technical education at high school. This issue should be considered first and then opportunities’ to engineering students to be given. (After solving the employment opportunities of them).

### **Advantages of two year training program**

1. National council for Teacher Education(NCTE) has resolved to modify the present one-year courses of B.Ed and M.Ed Teacher Education programmes into two-year courses from 2015 onwards throughout the country. The course structure of the two year-B.Ed programme offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. This programme is comprised of three broad inter-related curricular areas as

- (i) Perspectives in Education
- (ii) Curriculum and pedagogic studies and
- (iii) Engagement with the field.

■ Perspectives in Education includes courses in the study of childhood, child development and adolescence, contemporary India and Education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society and inclusive education.

■ Curriculum and pedagogic studies offers a study of the nature of disciplines, critical understanding of the school curriculum , pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning and research relating to different aspects of young children learning . This programme enables the students to specialize in one subject area.

■ Engagement with the Field enables the student teachers to engage with the self, the child, community and school.

2. This curricular area has three components, as

- (i) Tasks and Assignments, that run through all the courses as indicated in the syllabus
- (ii) school Internship and
- (iii) courses on Enhancing professional capacities(EPC).

3. Transaction of the courses may be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observation of children and interactions with the community.

4. The major thrust of the 2 year M.Edprogramme is the professional preparation of teacher educators.

5. This programme aims to develop in the teacher educators skills related to independent study of literature, research, academic writing, professional communication and team work.

6. The curriculum has four components as

- (i) Perspective courses;
- (ii) Tool courses
- (iii) Teacher Education component and
- (iv) specializations.

7. Perspective courses consist of the following five courses:

8. (i) Introduction to Education studies
- (ii) philosophy of education,
- (iii) Psychology of education
- (iv) Sociology, History and Political Economy courses and
- (v) curriculum studies

9. Tool courses equip the students with skills and understandings to read educational research and to develop abilities to plan and perform quality research.

10. Teacher Education component develops professional attitudes, values and interests needed to function as a teacher educator.

11. The specialization component offers two choices as
- (a) Elementary Education or
  - (b) Secondary and Senior secondary Education.

In order to imbibe all of the above satisfactorily 2 years of study is definitely necessary and of paramount importance.

### **Contemporary Issues in Teacher education**

Present scenario there is no provision for subjects like mechanical, electrical, electronic, civil and its interdisciplinary subjects to the school level. If the B.E. and B.Tech., students complete their B.Ed. course, how and where they will be appointed as teachers in high and higher secondary level. Only they can go for teaching in junior technical school or polytechnic colleges. In some states, the D.L Ed., teachers are appointed as elementary and primary school level teachers and then they are promoted as high school teachers based on their degree obtained through distance mode education. State Government is giving less importance to B.Ed., students in job opportunity than the Diploma holder teacher. That is why the enrollment of degree holders in the B.Ed. course two year is getting down this year (2015-16).The promoted D.L.Ed, teachers can't impart the subject in depth in high school level in government school, this leads to failures in high school level. Most of the time, private school occupies its first position in state level than the Government school. Above that, language inefficiency has been occurred in Government schools. Based on these above said reasons, most of the parents choose private schools rather than government for their ward's education. The downtrodden or underprivileged people remain in the government school. Even the downtrodden, they are struggling to get admission in private schools under the RTE Act, 25 per cent seats are reserved for students from economically weaker sections (EWS) for improving their ward's future in education.

### **Conclusion:**

If you want to become a perfect teacher and want to be a role model, first you need to achieve Bachelor of Education or B. Ed. It was introduced to teach a person about teaching and the various aspects associated with teaching. Once you complete the Bachelor of Education coaching or training, then you are awarded with a B. Ed degree. So if you have teaching qualities or want to be a teacher, then move forward and join a year's course on Bachelor of Education. B. Ed degree is considered compulsory if you want to take teaching

as your profession. Anyone can do Bachelor's degree whether you are an arts or a science graduate.

B. Ed course has its own importance. After this degree, you become efficient in teaching subjects of your specialization on the basis of accepted principles of learning and teaching. It develops your skills and widens your understanding so that you can impart quality education and make you skilled in coming up with innovative teaching techniques. This course teaches you a lot and you become more competent in understanding psychological principles of growth and development. You can also learn to guide the children and counsel them in solving their personal and academic problems as there is a separate section for it which you can achieve.

B. Ed degree ensures a good teaching job and hence, the demand for qualified and trained teachers all over the country has made the students choose this degree. If you want to be a perfect teacher, B. Ed degree is the pillar and compulsory too, to impart quality education & innovative teaching techniques.

If you want to pursue teaching as your career then to get it started you have to wait for one extra year as the National Council for Teacher Education (NCTE) has made some sweeping changes from 2015. It is increasing the duration of the Bachelor of Education (B.Ed.) programme from one year to two years with major change in the curriculum.

The minimum eligibility to apply for B.Ed. is a three year undergraduate programme. And with B. Ed. becoming a 2 year course, one has to study for five years to become a teacher (3years of graduation+2 years for B.Ed.) The experts feel that the change in duration of the course and curriculum will give a professional edge to the aspirants like any other professional courses like BE (four years), MBBS (five-and-a-half years), CA (five- years) etc.

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**DEVELOPMENT OF TOTEMIC  
KUDMALI (MAHATA / MAHATO)  
CULTURES AND LITERARY WORKS  
FOR EFFECTIVE LEARNING IN  
SCHOOL EDUCATION OF WEST  
BENGAL - A STUDY**

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**Abstract**

*Human being is a Social living being. They want to live with each other in the society interacting with different types of emotions, joys, Sorrows, Pains etc. Totemic kudmi ( Mahata / Mahato ) Caste is not exceptional from it. They have own language, Cultures and religion. So, their Socio – Cognitive development outcomes on the foundation of their Cultures, religion and language. Kudmali rhymes, riddles, Proverbs, kudmali folk tales, Machani Drama, Chhou dance, Jhumur Songs and dances and different types of psycho kudmali indoor and outdoor games. So, there is a Systematic Process to upgrade intelligence and Cognitive development through Social theory and thoughts. Totemic kudmi ( Mahata / Mahato ) Learners learn their lessons from infancy ( birth to year ), Early Childhood ( 3 to 8 years old ), Middle childhood ( 9 to 11 years ) and Adolescence ( 12 to 18 years old ) with different Socio Cognitive learning Styles including Recitation method, Story telling method, Mind mapping / Brainstorming method, Role Playing, Game based learning, Question – Answer method, Discussion method etc. So, the Totemic kudmi ( Mahata / Mahato ) learners learn easily from abstract to Concrete, from easy to Complex, from known to unknown and also from Seen to unseen that is closely related to their*

*Socio – environment. Their Social learning Process through Cultures and language are too deep and Scientific on thinking reasoning and Problem Solving. These events must arrange in School environment to increase their memory, emotional outbursts and knowledge gap fulfillment. Society is a larger mirror of human life. All things that is Cultures, religion, language are involved around human life. Totemic kudmi ( Mahata / Mahato ) Community Celebrates their Cultures, animism based religion and own language through interacting with kharayal Communities ( worshipper of agriculture in a Same group ) and Hitmitan Communities ( assisting Castes of agriculture to Totemic kudmi. That's why Sharing, Sympathy, realization power to Others, enthusiastic attitude, Socialization, accommodating power, honesty, kindness, bravery etc. Flourish in Presence of favourable Social System. Totemic kudmi ( Mahata / Mahato ) gradually enriches their memory nourishing knowledge through totemic kudmi Philosophy and Science. This idea and ideology births an ancient agriculture Civilization of India i.e Mehrgarh Civilization or Harappan Civilization. The learners of School feel more Comfort through the learning method of Recitation, Story telling, Brainstorming, Role Playing, Game based learning, Question – Answer, Discussion.*

**Key words :** *Socio – Cognitive, Totemic, kudmi, Effective, Learning.*

Introduction Socio cognitive development is a progressive, reorganization of socio mental process that outcomes from biological maturation and environmental experience. The, learners of totemic kudmi ( Mahata / Mahato ) construct idea and experience in their environment and adjust their ideas. school is a such type of institution where social norms, customs, code of ethics are requested throughout the year. In ‘ National Education Policy’ ( 2020 ), Ministry of Human Resource Development stresses on – ‘Early Childhood Care and Education’. ‘The Foundation of learning,’ ‘Promotion of Indian language’, ‘art and Culture’, ‘Reducing Examinations Systems’ Class – III , Class – V and Class – VIII are effective this System. Besides, reducing the Curriculum load of Students with “ inter – disciplinary “ and “ multi – lingual ” , experiential learning and Critical thinking ” , ‘Importance of mother Tongue’ and religion language, agriculture Subject at middle School level in villages are new inventing idea and ideology that are closely related to the joyful socio cognitive learning process of Totemic kudmi ( Mahata / Mahato) at their homely environment.

### **Objectives of the study :**

There are different types of objectives of socio cognitive development of totemic kudmi ( mahata / mahato ) learning in cultures and literary works for effective learning.

- i) to study rhythmical pattern.
- ii) to adopt homely environment with school environment in socio cognitive learning:
- iii) to extend convergent thinking among totemic kudmali ( mahata / mahato) learners.
- iv) to stimulate creative sparking.
- v) to mould humanistic behaviour.
- vi) to group communicative skills.
- vii) to outburst emotional expressions.

**Review of Related Study :**

A review of related Studies is a Comprehension Summary of Previous research on a topic. It deals with Scholarly articles, books and different relevant Sources to a Particular area of a research. It Shares enumerate, narrative, Summarize objectively evaluate and Clarity of the earlier topic. Topaul ( 2010 ) literature review is, the Selection of available documents ( both Published and Unpublished on the topic ) Which Contain information, idea, data and evidence Written from a Particular Stand Point to fulfill Contain aims or express Certain views on the nature of the topic and new it is to be investigated and the effective evaluation of these documents in relation to the research being Proposed. However, the review of related Studies are mentioned below:

- i) Socio Cognitive Theory is Research Literature Review, Crittison, and Research Agenda ( Kevin Dariel Andre Carillo, Bangkok, Thailand, DoI : 10.1007/ March 2010 / 978 – 3 – 642 – 12035 – 04
- ii) A Systematic Review Exploring the Socio Cognitive Theory of Self Regulation as a Framework for Chronic Health Condition Interventions ( Michelle E. Tongas, jill A. Hayden, Patrick J. Mc Grath, Anna Huguet, Sharlene Rozario.

**Methodology of the Research :**

- i) Study method : Cross – Sectional, Observation
- ii) Sampling technique : Probability Systematic Sampling technique.
- iii) Study Population : Totemic ( Mahata / Mahato ) Learners at School Stage.

**a) Inclusion Criteria :**

Being Totemic kudmi ( Mahata / Mahato ) learners for Socio - Cognitive Development with kudmali Cultures and literary works for effective learning.

**b) Exclusion Criteria :**

Unwilling to Participate in whole Caste and Community Skipping Other developing factors like Physical and Spiritual development. Bandura's Social Cognitive Theory and Effective learning of Totemic kudmali ( Mahata / Mahato) Cultures and Literary works :

Albert Bandura is, originally, a behaviorist psychologist. He emphasized on observational learning. Men learns in this world more or less without reinforce and in this circumstances Bandura adopted " Social - Learning Theory." Influencing on the Cognitive Theory of Jean Piaget, he Changed his theory. To him, the learning of learners depend not only on observation or imitation but also on Cognitive Process.

However, Albert Bandura mentions Several features of human beings for learning or development theory. There are five Characters of it. Totemic kudmi ( Mahata / Mahato ) Caste is not exceptional from it. They learn through these Socio – Cognitive Process. These are

- a) Inherently originised reflexes are in the child.
- b) The Child Possesses Symbolizing Capacity.
- c) Fore thought Capacity lies in Child.
- d) The Child has observation or imitation power that is called as ' Vicarious learning'.
- e) Self – Analysis judgement power is in a Child.

Besides being on the foundation of five imitations of Social - Cognitive theory, Bandura also highlights on ' Triadic reciprocity'. These elements are i) Behaviour ii) Cognitive and other Personal factors and iii) Environment.

**i) Behaviour :** Bandura denotes the term ' Behaviour' – the features of Complexity, Duration and Skill . These are very much essential for learning of a Child.

**ii) Cognitive and other Personal Factors :** It indicates to Concepts, beliefs, Self – Concept, motives, intentions and Personality. These enable to develop cognitive immaturation

**iii) Environment :** The very term ' Environment' denotes Situation of life, role of different Persons, relation among different Persons. Explains of Human development : Especially, Bandura's experimental on ' observation learning' Human beings learn through it. He refers to two Phases of observation Learning.

These are –

- i) Acquisition phase
- ii) Performance / Production Phase.

**i) Acquisition Phase :** A Child learns through acquisition Phase for adopting new experiences but there is no Certainty for Performing behaviours. However, he determines two Process of behaviours. They are –

- a) Attention Process.
- b) Retention Process.

**a) Attention Process :** This Process functions for the observation of environment. Selection or rejection of environmental observation Process have been determined with it. **b) Retention Process :** In this Process, observed experiences store as Symbolic Sings in memory, this is entirely Cognitive Process. At this Stage, learners expose his Personal views on the basis of new experiences.

**ii) Performance / Production phase :** According to Bandura, new behavioural Performances function through two Processes – 1) Production Process and 2) Motivational

**1) Production Process :** Production Process means pre – experiences in adding to Performing of Productive work.

**2) Motivational :** It is a Process depending on Situational factor for Performing new Performances.

Bandura decided that observational learning Constructs with four Process – i) Attention and ii) Retention help for acquisition Phase and it is deeply Connected to Cognitive Process. On the other hand, i) Production and ii) Motivational depend on ‘ Incentive’ / Reinforcement. He Collaborated Piaget’s ‘ Cognitive Development’ with B.F. skinner’s ‘ Operant Conditioning’.

Totemic kudmali ( Mahata / Mahato ) Cultures and Literary Works are involved in Bandura’s ‘ Socio Cognitive Theory’ . In a broad sense ‘ Incentive’ or ‘ Reinforcement’ is Controlled on Performance or Production of Totemic Kudmali ( Mahata / Mahato ) Cultures and literary works for Cognitive development.

On the Contrary, these Totemic kudmali ( Mahata / Mahato ) Cultures and literary Works perform behavioural development. For this deed, ‘ attention’ and ‘ retention’ are inevitable for Cognitive development.

Totemic kudmali ( Mahata / Mahato ) Incentives of Literary Works for Socio - Cognitive Development :

Socio Cognitive Development is Possible with Proper and Systematic behavioural attitudes. Socio Cognitive Development is the resultant of the

mixture of two major theory i.e B.F. skinner's 'Operant Condition' ( 1937 ) and Jean Piaget's ' Cognitive Development ( 1936 ). Bandura's ' Social – Cognitive Development' ( 1986 ) expresses the behavioural attitudes and intellectual Upgradation. To Flavell , a notable Psychologist, " Cognition refers to the inner Processes Products of the mind that lead to ' knowing' . It includes all mental activity remembering, Symbolizing, Catagorizing, Problem Solving, Creating fantasizing and even dreaming. Indeed, We could easily expand this list Since mental Processes make their way into virtually everything human beings do." So, it is a Process to mental ignition of learners. Again, to quote with P.G. Richmond's own words, " These two Processes of assimilation and accommodation interact Continuously. One with another and the balance, or, equilibrium between them at any given time can be expressed as adaptation". So, ' assimilation' and ' accommodation' interact with each other and Society and environment Play a great factor for performing deed. The Corelation between them outcomes intellectual as mental development in Presence of Suitable Socio environmental adaptation.

However, the totemic kudmali ( Mahata / Mahato ) Incentives of literary works are necessary for Socio – Cognitive Development :Impact of kudmali Rhymes on kudmi ( Mahata / Mahato ) Learners : Kudmali Rhyme is a one kind of literary incentives for kudmi ( Mahata / Mahato ) learners through which Sleeping Style of a Child, mental Satisfaction of a Child, Sports and games, Simple life Style, Social reflection, expose in a Systematic Process.

There are different types of kudmali rhymes Convey the inner deep Psychological, historical and Sociological Sense of meaning :

" Aue nid aue, bhaluke tetair kurai khai.

Bhaluke nun Khaka Pauai, bhaluke tairkaha pouaha

Anla manla khaike bhaluk bone parai jai."

The mother, aunt or grandmother uses these kudmali rhyme at very early Childhood for Sleeping of the little Child threatening to the bear, a ferocious forest animal. So, it has a grave Psychological feelings that is ' terror' is Connected to it.

Another kudmali rhyme :

" Alag didi Papa khai

Mama ghar ke douri jai "

Here, the very kudmali term 'didi' means ' Stand' and ' papa' means ' Cake. There is a love and affectionate relation between Child and his maternal Uncle house. The Self – independency of the little Child and his Social relationship to his maternal Uncle are very nicely depicted here.

**The other famous kudmali rhyme quotes :**

“ Ta thai thai thura  
 Bhanglek khatek khura  
 Dharai nachai Suthar bahu  
 Bhasi bajai bura”

Here humour, enjoyment of the dance of the wife have been beautifully expressed through it. From it, the elders Console the little Child and he also gets furry from it.

However, these ‘kudmali Rhymes’ have Several impact of the Totemic kudmi ( Mahata / Mahato ) learners.

**i) Fixed Rhythmical Pattern :** Every kudmali rhymes have a fixed and Stanzic Pattern with Prosodic metre and feet. One line is Co – related to another line and it become artistic.

**ii) Easy way to memorize :** It is very Systematic and Scientific Process to memorize kudmali rhymes. The memory of human beings always Catch easy and traditional trend at very quickly. In this Process, the learners store and recollect it at any time and time becomes lesser for improvement their reading habit.

**iii) Reflection of Convergent Thinking :** Through these kudmali rhymes, Speed, accuracy, logic, recognizing the familiar, reapplying techniques and accumulating informations Storage are expressed with frequently.

**iv) Expansion of Imagery Mind :** The kudmali rhymes reveal visual, audio and audio – visual images through its expression Realizing Sense, Understand Capacities, feeling, emotions outcome from it.

**v) Adaptation to real Environment :** Most of the kudmali rhymes express man and his Surrounding environment, Society. So, there is a close relationship among them. For Survival of life, men and animals seek their favourable Safety environment.

**vi) Melodious Tone :** The main feature of kudmali rhymes is melodious tone. It is Sweet melody for hearing in the ears and feeling is too much merriment.

**vii) Increasing Sensual organs :** It means the growing of Senses like sight, hearing, touch, Smell and taste. It is a Channel of Perception through five organs. It helps the totemic kudmi ( Mahata / Mahato ) learners to understand Sounds with joyful and effective learning.

**viii) Activeness or Expertness :** The kudmali rhymes increase the growth of activeness or expertness in learning. It helps the learner's knowledge, Skills and attitudes. The teaching – learning Process becomes vivid and activeness with the Participation of teachers and learners by means of Play method, technology based learning, group work and Project method etc.

**ix) Drawing Attention :** Kudmali rhymes enables the totemic kudmi ( Mahata / Mahato ) learners to Concentrate the mind of them. It makes Perceptual development. Attention is a selective process that consists of cognitive, affective and connotative sides. it brings interest of the learners.

Role of Totemic Kudmali Riddles on Kudmi ( Mahata / Mahato ) Learners : Kudmali riddles are crucial technique for cognitive development. It develops Knowledge Capacity on one hand, expansion of mind and mentality Change on the other hand. It has a moral lesson, literary artistic quality and Curiosity of the kudmi ( Mahata / Mahto ) learners.

**The different types of kudmali riddles are mentioned below :**

i) Upre Khadha hetha Dim.

Ans : Mahuwa.

ii) Path Chikchik farti gara, jaira jaira akar gusti bhara

Ans : Pidra

iii) Modh bone burie chul Sukhai

Ans : Sabai grass

iv) Sak ladik pak nihi, Pani ahek ta mach nihi

Ans : Star lotus, leafs and and root

Therefore kudmali riddles have a large influence on totemic kudmi learners. It upgrades the range of thinking and intelligence.

**1. Outburst of Emotional Expression :** Every kudmali riddles have a Particular emotion expression. It Stimulates the Cerebrum, outer part of the brain. It Controls thinking, learning, reading and emotion.

**2. Idea Building :** Kudmali riddles have a fixed idea and Concept. It Creates from the problem by means of question – answer method. This idea is a Verbal Puzzle and an enigratic Statement.

**3. Outside Input :** Kudmali riddles take its information from outer Source but mould its answer from inner thought. So, dual Process is going on in it.

**4. Team work :** Kudmali riddles discuss with a group of totemic kudmi ( Mahata/Mahato ) learners. One learner helps to another to find out an exact answer of the riddles. This game is too much interesting and enjoyable.



**5. Divergent Thinking Development :** By kudmali riddles, the, totemic kudmi ( Mahata / Mahato ) learners develop his Socio Cognitive development with divergent thinking. They think the Problem in a broad sense.

**6. Sparking Creativity :** It is a process to perceive the world in a new way to find out hidden idea, Skill or imagination. A Stimulating ideas involve init.

**7. Cognitive, Flexibility :** By means of kudmali riddles, the totemic kudmi ( Mahata / Mahato ) learners enhance their mental Cognitive that is necessary for knowledge Skills, Problem Solving and dispositions.

**8. Creating Humor :** Kudmali riddles Creates, laugh and humour in Centre of question Clue. It touches limbic System of brain area of left side and emotions outburst in it.

**9. Producing Curiosity in Shortness :** Kudmali riddles are very Short in Size and length but there is a keen Curiosity of the totemic kudmi ( Mahata / Mahato ) learners. An unknown idea thinks more and more and it makes Curious to the totemic kudmi ( Mahata / Mahato ) learners.

**10. Collaborative Group Discussion :** In kudmali riddles, discussion method and Collaborative method Place an important role that enable them to interact to each other. Collaborative method helps to increase the energetic nature of the totemic kudmi ( Mahata / Mahato ) learners. Impact of Proverbs of kudmi ( Mahata / Mahato ) Learners : Kudmali proverbs are very crucial for socio cognitive development. it is a short sentence based on long experience. it reflects totemic kudmali cultures, religion, norms and codes. basically, it outcomes the experience of totemic life that is filled with intelligence, humour, creativity shortness, meaningfulness etc.

There are varies kudmali Proverbs are mentioned below that help to uplift Socio Cognitive development. These are –

1. Dhari bandhi biha, man Saida Sanga ( Decision making according to Situation )
2. Kalek sava chana, kanek sava sana ( Beauty glazes its art )
3. Beti jamai baka kat ( Adequacy is the cause of morbid )
4. bandh lokha Chas, kutum Lokha bash ( Accepting favourable Condition)

That's why kudmali Proverbs have a great impact on totemic kudmi ( Mahata / Mahato ) learners :

- i) Intellectual Expression : Kudmali proverbs ignites the intelligence to the totemic kudmi ( Mahata / Mahato) learners. They think the proverbs with freely and frequently moulding in the memory. As a

result of it, reasoning, mental representation, problem solving, decision making are made with it.

- ii) Social Texture : In kudmali proverbs, social life, social norms and codes, role of gurdians, socialization with relatives, behavioural attitudes are framed in context of different situations.
- iii) Ironic Expression : These kudmali proverbs express rhetorical devices like irony, innuendo etc. It criticizes the vices and virtues of human beings. From it , human beings rectify the nature and habits of his life.
- iv) Metaphorical Expression : Kudmali Proverbs Convey different metaphors that express two implicit expressions. It has inner meaning and sense.
- v) Humanistic Behaviour : Kudmali Proverbs expose human attitudes, behavious, Styles, postures etc. It deals with nicely rituals, Customs, temperament.Role of Kudmali Folk Tales on Totemic kudmi ( Mahata / Mahato ) Learners : Story telling method is the best way for learning of lessons of kudmi ( Mahata / Mahato ) learners in the School level. It increases the learners Confidence, language acquiring, relaxation, imagination development, emotional development, feelings Sharing etc. Especially, at early Childhood, this learning method Plays a vital role for effective learning of totemic kudmi ( Mahata / Mahato ) learners. Attention, interest and reading Comprehensive Skills grow in Centre of it.

However, an Unnumber well – known totemic kudmali Stories are – ‘ Srijanek katha’ ( Creation of Earth, Sun and Stars ), Sialek Chouchali ( Tricks of fox ), Chasek katha ( Commence of Agriculture ), ‘ Karam katha’, ‘ Siri Gai r Siri Balad katha’ ‘ Sat Bhai ar Ek Bohin’ ( Seven brothers and one Sister ).

So, there is a large immense of totemic kudmi ( Mahata / Mahato ) story on kudmi learners :

- i) Increasing Creative Style .
- ii) Reasoning Skill enhancing.
- iii) Ability of Problem Solving.
- iv) Developing Emotional Resilences.
- v) Growing Crossing Cultural Values and behaviours.
- vi) Imaginary mentality building.
- vii) Depicting real life Situation.
- viii)Personality Development.

- ix) Forming Ethical mentality.
- x) Human Entertainment.

Impact of Machani Drama on kudmi ( Mahata / Mahato ) Learners : Dramatization is a another teaching - learning method of totemic kudmi ( Mahata / Mahato ) learners in the School level for effective learning. In past, it Spread in the Alkap of Murshidabad, ghabhira in Malda, Leto in Burdawn District and also Purulia and adjoining to Orissa and Jharkhand. Even Notundi of Para block ( Purulia ) is very popular for machani Darama . This darma Continues maximum five minutes and dance exists from fifteen to twenty minutes. ‘ Kalikal’, khannakhachar’, ‘ Harfat’, ‘ Lepcha Lecha Dhudhur Pecha’, Laidhar Chand’ are attracting and thrilling theaters of this drama. It reflects on Social Pictures, irony, humours in Center of Problematic issue, Protestant sub matter.

**However, this drama enhances a vast Socio Cognitive development :**

- i) Social Reflection development.
- ii) Increasing Communication Skills.
- iii) Stimulating the imagination and Creativity.
- iv) Developing the understanding of human behaviours.
- v) Growing Demonstration method.
- vi) Increasing Self - Confidence.
- vii) Enriching Self - esteem and Self Expression.
- viii) Growing aesthetic awareness .
- ix) Enlarging Collaborative Capacities.
- x) Developing dialogues and Presentations.

Totemic kudmali ( Mahata / Mahato ) incentives of cultures for socio cognitive development :

Totemic kudmali ( mahata / mahato ) cultures influences greatly for socio - cognitive development on kudmi ( mahata / mahato ) learners. totemic art and craft, different traditional songs and dances ( chhou dance, jhumur dance, karam dance, pata dance ) enhance the memory, thinking power, realization, expressiouiistic quality of totemic kudmi ( mahata / mahato ) learners. these are discussed below :

a) Totemic kudmali ( Mahata / Mahato ) Art and Craft : John keats Quotes – “ A thing of a beauty is joy for ever”. Art is no doubt original and it Creates through a Systematic emotion with fluency and divergent thinking. It provides merry to the totemic kudmi ( Mahata / Mahato ) learners. It develops the

mental and Cognitive aspects of totemic kudmi ( Mahata / Mahato ) learners. Clay puppet making, Clay Elephant and horse, wall painting ( flowers, birds, sun, hill, mountain choukpura ( a heirloom art for generation chaining ), Paddy Mour, are the best fine art and craft of kudmali cultures.

**However, the impact of totemic kudmi ( Mahata / Mahato ) art and craft for effective learning is Commendable :**

- i) Increasing creative capacity.
- ii) Expression of Fluency.
- iii) Revelation of originality.
- iv) Reflection of Divergent thinking.
- v) Increasing of Flexibility.
- vi) Communication between life and realistic art.
- vii) Decision making.
- viii) Language Development.
- ix) Motor and Co – ordination Skills.
- x) Enhances Brain Productivity.
- xi) Reduce of Stress and Anxiety.
- xii) Increasing Empathy.
- xiii) Recovery of melody.
- ix) Confidence Boost.x) Reduce of Serious Health.

b) Impact of Chhou dance on totemic kudmi ( Mahata / Mahato ) Learners : Chhou Drama is atantropic dance. It has own aesthetic art just like ‘ Tandab’ dance of Mahadeva. It has own Style, mudras, musical instruments etc. it is not only popular in india but also all over the world . ‘ Mahisa Bodh’, ‘ Mohiravana Bodh’, ‘ Sitaharan’, ‘ Avimunya Bodh’, Kanayashree’, Mansa mangal’, ‘ Parijat Haran’ are the famous Scenes. This dance starts from charak ( a functional culture in the Sankranti of Chaitra ) to Rohain ( Paddy seeds for testing Functional Culture on 13th jaistha ). Musical instruments beat according to the dance movement of chhou artists. However, chhou dance has a immense impact for Socio - Cognitive development :

- i) Exercise Physical Fitness.
- ii) Growing Blood Circulation Function.
- iii) Increasing Nerve Function
- iv) Co -relating Body and Mind.

- v) Expression of Emotions.
- vi) Generating ideas through dance.
- vii) Developing gesture and Posture ability.
- viii) Exhibiting of life Centric art.
- ix) Accommodating life music with tantric art.

c) Role of Jhumur Songs and Dance on Totemic kudmi ( Mahata / Mahato )  
Learners : Jhumur, is a traditional songs and dance of totemic kudmi ( Mahata / Mahato ) of chthonagpur Plateau adjoin to Assam, Bangladesh, and Nepal. It has different Cadence ( regs ) like – ‘ khamta’, ‘ Arkhamta’, ‘ Rijhamati’, ‘ Damkach’, ‘Jhingafulia’, ‘ Luhurluhar’, ‘ Malharia etc. with the Seasonal changing System of nature, its music format and dance format change on the basis of totemic ( kudmali ( Mahata / Mahato ) functional cultures. Besides, Totemic kudmi ( Mahata / Mahato ), Santal, Hari, Dam, Kumar, Tanti, Napit take part in Jhumur songs and dance. It is a enjoyable moment between ‘ kharayal Community’ and ‘ Hitmitan Community’.

**That’s why Jhumur songs and dance have a great socio cognitive development Capacities :**

- i) Music and the brain.
- ii) Music and the Mind.
- iii) Musical Medicate.
- iv) Music and Mood.
- v) Music and Movement.
- vi) Music and Stroke Recovery.
- vii) Heart Beats.
- viii) Maladies and Musician.
- ix) Music and Suseles.
- x) The Science of Art.
- xi) Boost Memory.
- xii) Improve Flexibility.
- xiii) Reduce Stress.
- xiv) Diminish Depression.
- xv) Increase Energy.
- xvi) Friendly Mentality.
- xvii) Yoga kriyas - Sahajiya.

d) Impact of Totemic kudmali ( Mahata / Mahato ) Sports and Games on kudmi learners : Totemic kudmali sports and games influences largely for socio cognitive development in relating to body mind and inner organs. It is natural and original games, such as – ‘ Astaguti’, ‘ Path’, Bagchagal’, ‘ Pachura’, Boudodo’, ‘ cholok’, Daria’, kana machi’, ‘ pat – luka’, ‘ Danghatka’ etc.

**However, its impacts are mentioned below :**

- i) Reduce Depression.
- ii) Reduce Stress.
- iii) Improve Self - Confidence.
- iv) Reduce Anxiety.
- v) Improve Stamina and Concentration.
- vi) Sharper Thinking level.
- vii) Higher Self - esteem.
- viii) Better Sleep.
- ix) Stronger Residence.
- x) Growing Energetic power.

**Conclusion :**

Totemic kudmali ( Mahata / Mahato ) literary activities and cultures play an important role for Socio - Cognitive development of kudmi ( Mahata / Mahato ) learners at school level. These cultural and literary activities grow the humanism and Socialism of the learners. So, these totemic kudmali ( mahata / Mahato ) traditional dances, Songs and literary activities must be included at Primary level, Upper Primary level and Secondary and high secondary level. This research work functions only in Bankura district of chotanagpur plateau but it may apply in the large part of India.

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