STRATEGIC APPROACH FOR MULTI DISCIPLINARY EDUCATION
VOL-II

Edited by:

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Dr. A.S. Desai
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PREFACE....

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

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

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

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

Koppal

10-12-22

Prof. E. R. Ekbote

CEO, GSVVT ,

Former Dean and Head

Gulbarga UniversityKalaburagi

Karnataka

Editorial....

Multidisciplinary Education: Learning without Boundaries

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

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

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

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

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

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

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

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

With the 'Multidisciplinary Approach' we are attempting to create natural environment and providing natural experience. Most of all applying multiple concepts in real world contexts.
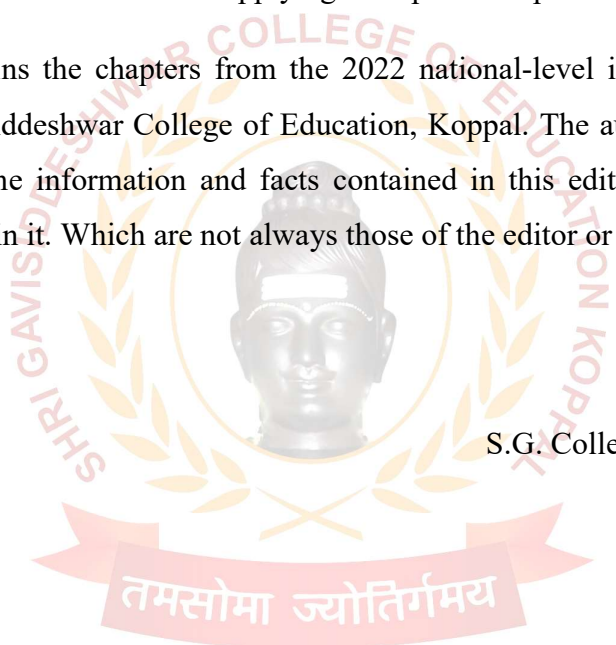
This edited book contains the chapters from the 2022 national-level interdisciplinary seminar organized at Shri Gavisiddeshwar College of Education, Koppal. The authors of the articles are solely responsible for the information and facts contained in this edited book, as well as the opinions expressed within it. Which are not always those of the editor or publishers

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Dr. S.B. Kambar
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Pricipal
S.G. College of Education, Koppal

</div>

ACKNOWLEDGEMENT

KEYNOTE ADDRESS

MULTI DISCIPLINERY APPROACH IN NATIONAL EDUCATIONAL POLICY – 2020

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

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

I.INTRODUCTION:

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

II.VISION OF NEP-2020:

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

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

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

III.KEY PRINCIPLES OF NEP-2020:

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

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

3. Community Participation: At the levels of educationprocess.

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

IV.EXPECTED OUT COMES FROMNEP-2020:

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

2. Ensuring equity and Inclusion:

3. Bringingback the 2 crores out of school children.

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

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

6. Resource sharing – School Complexes.

7. Common Standards for public and private schooleducation.

V.NATURE OF DISCIPLINES:

1. Mono-disciplinary : Study of one Discipline

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

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

VI.MEANING OF MULTIDISCIPLINARY

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

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

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

VII.EXAMPLE OF MULTIDISCIPLINARY APPROACH:

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

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

VII.MULTIDISCIPLINARY APPROACH IN NEP 2020:

1) Standalone institutions will be closed by 2030.

2) Multidisciplinary institutions will be open widely.

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

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

VIII.MULTIDISCIPLINARY STUDIES / COURSE:

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

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

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

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

IX.FUCUS AREAS FOR MULTIDISCIPLINARY STUDIES:

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

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

6) Spanish7) Sociology

X. GENERAL EDUCATION COURSES:

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

1) Natural sciences2) Social sciences 3) English

4) Mathematics5) Communications6) Humanities

XI.MULTIDISCIPLINARY STUDIES / COURSE:

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

1) Human resource management2) Criminal justice

3) Health systems management4) Accounting

5) Business administration and management6) Computer science

XII.MULTIDISCIPINARY COLLABORATION:

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

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

XIII.SKILL DEVELOPMENT IN MULTIDISCIPLINARY STUDIES:

1) Foster Intellectual Curiosity2) A critical thought process

3) Self-reflection4) Leadership and team work skills

5) A sense of commitment6) Professionalism

7) Sensitivity to one socio culturalEnvironment.

XIV.BENEFITS OF MULTIDISCIPLINARY SYSTEM:

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

2) Multidisciplinary research leads to unusual scientificinventions.

3) It develops better understanding of the collaborative process.

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

Programming efforts.

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

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

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

XV. MULTIDISCIPLINARY APPROACH:

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

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

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

XVII. CREATION OF CLUSTER UNIVERSITIES (NEP 2020)

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

XVIII.CREATION OF CLUSTER OF COLLEGES (NEP-2020):

1. Group of institutions come together.

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

3. Maximus Utilization available resources.

4. Bringing quality development in all educationinstitutions.

XIX. CONCLUSION:

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

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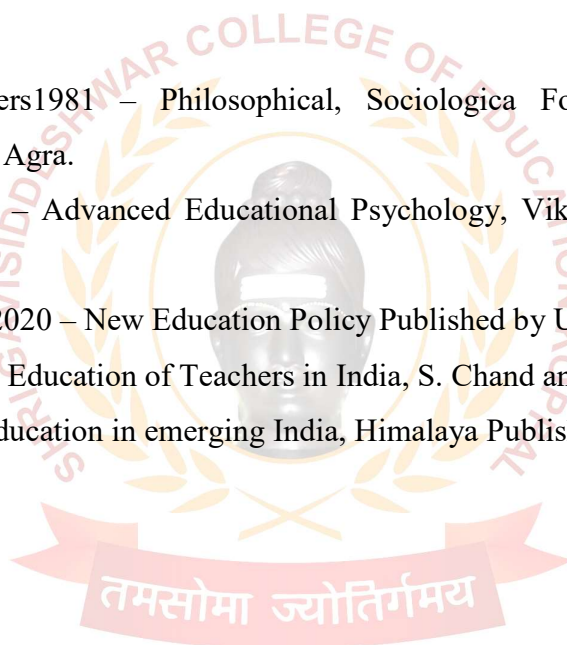
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THE IMPACT OF PROJECT BASED LEARNING ON TEACHER TRAINEES' ACADEMIC ACHIEVEMENT (IN PURSUIT OF ANDROGOGIC EFFECTIVENESS)

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Abstract:

The purpose of this study is to find out the impact of using multimedia on students' academic achievement in the Colleges of Education affiliated toV.S.K.D. University. To this end, an experiment of two equivalent groups was designed, one of the groups is experimental & the other is control; each of them consists of 80Teacher trainees. The lecture was given to the first group using Project Based Learning program treated as an experimental group, while the second group was given the same lecture using the traditional method which uses the dialog & discussion technique treated as a control group. Both groups were subjected to pre &post-tests in the subject tackled by the lecture. The analysis result of the pre-test showed no statistically-significant differences, which in turn proves the equivalence of the two groups. Meanwhile, the analysis result of the post test showed that there are statistically-significant differences between the experimental group and the control group at a significan*ce* level of 0.05 for the interest of the experimental group.

Key word: Project based learning, Academic achievement, Impact

1. **Introduction:**

Project based learning is viewed by Cook (2006, p. 3) as a departure from approaches that typically view teachers' roles as transmitting information to children to be remembered and thus are preoccupied with instructing through sequencing content, drilling, correcting, and testing. These approaches are based on behaviorist theories that, support traditional direct instruction as opposed to Piaget's social-constructivist theory, which suggests shift of the teacher's preoccupation from that of 'instruction' to the

child's 'construction'. It is clear, therefore, that project-based learning is grounded on constructivism that regards learners as actively constructing "frameworks of understanding… by using both the knowledge they already possess, and new information presented to them". Constructivism is further regarded as a move from teacher-centred approaches based on behaviorist principles, to a much more learner-centred view, where learners are actively involved in creating their own individual learning environment.

2. Concept of Project based learning:

Project Based Learning, is an instructional approach built upon learning activities and real tasks that have brought challenges for students to solve. These activities generally reflect the types of learning and work people do in the everyday world outside the classroom.

Project Based Learning is generally done by groups of students working together toward a common goal Project Based Learning teaches students not just content, but also important skills in ways students have to be able to function like adults in our society. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, group participation and leadership skills, and critical thinking. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization.

Project Based Learning allows students to reflect upon their own ideas and opinions, and make decisions that affect project outcomes and the learning process in general. The final product results in highquality, authentic products and presentations.

3. Project

Ntombela (2010, p. 600) reports that Project was designed as a reaction from Industrial Interaction Group (IIG) which criticized new graduates who were found wanting in soft skills. As a result, Project was crafted with an aim of achieving learning outcomes such as team work, meeting deadlines, critical thinking, and research skills (Foundation 1 Module Descriptor, 2009, p. 3). In fact, as Blake (2009) reports, students are engaged in three projects throughout the duration of the course. These projects are (i) Staff portrait gallery in which students collate information about college staff members

that they have interviewed; (ii) Pamphlet which is meant to communicate survey results that students have undertaken around a college theme, for instance Road Safety; and (iii) Class magazine that presents information collected through an interview and a survey about college issues that should be presented in an informative and entertaining manner. Most importantly, Project relies heavily on the six-step approach that underpins the mode of delivery and learning (Ntombela, 2010, p. 600), which necessitates that we look at this approach closely.

4. Six-Step of Project Based LearningApproach:

This approach which is also known as Blank Page Method (BPM) (literally consists of six sequential steps (think, research, plan, write, edit, present) that students must apply when undertaking their projects; needless to say that behind each step is a rationale discussed below.

4.1.Think:

Thinking, which rests on the notion that it is the first logical step to take when approaching any task, occurs when students initially brainstorm through a spider diagram. Walker (2009a, pp. 4-6) notably emphasizes that brainstorming using a spider diagram is the most effective and practical way as it helps students record their ideas in whatever order they deem necessary, without having to worry about, say order of importance that potentially hampers the flow of ideas. Furthermore, she (ibid, pp. 18-19) asserts that ideas represented by the 'legs' of the spider make it conducive for students to add as many ideas without having to worry about space, which is often the case with a list format. Like most of the steps, as we shall see, thinking works best when done in teams as opposed to individually (Ntombela, 2010, p. 600).

4.2.Research:

During this step students find information through interviews, surveys, internet, library, etc. Ntombela (2010, p. 601) contends that since thinking stage opens a myriad of ideas for students, researching helps narrow the scope so that their focus is more on the topic or subject of investigation. It is expected that each team, after assigningroles to all members, appoints a leader whose duty is to ascertain that the remit is addressed accordingly. For instance, in the first project where students gather information through

interviews, the leader secures an appointment with the interviewee and assigns two members to carry out the interview, whilst the rest of the members contribute questions.

4.3.Plan:

Although the amount of information gathered during the researching stage has a better shape than during the thinking stage, it still needs categorization that must ensure that only the required information is recorded appropriately. This takes place during planning stage where students also decide how the information will be presented as required in the remit. For example, students might decide that, say in the magazine project, their names as contributors would be in the front or back page.

4.4.Write:

Students should now find it easier to execute their plan. During writing stage, the team spirit is still enforced in a way that each student must contribute a potion, say introduction, conclusion, or a paragraph in the body, etc. This measure is meant to discourage strong students from depriving weak ones of giving their best.

4.5.Edit:

It is imperative that students constantly refer to the remit as they progress with the project. This is even more so during the editing stage as students consider whether their writing has responded to the remit, or whether they have not left any crucial information. They also address errors and correct mistakes; first on their own, then by the teacher.

4.6.Present:

Students' project culminates with the showcasing of their effort that occurs during presenting stage. At this stage they attend to the final product making sure it meets the expectations of the recipient. Walker (2009b, p. 10, 12) emphasizes that the importance of students paying close attention to the presentation of their project lies on the understanding that "if beauty is in the eye of the beholder we better make sure that we capture the attention of that eye." More than being a course delivery mechanism, BPM is student-driven: it is the strategy students employ when attacking any academic task (Caledonian College of Engineering (CCE), 2010, p. 12). This strategy is enforced through projects, which also ensures student-centredness. Therefore, it calls for a shift on the traditional role of the teacher from being the centre of the learning process to that of students taking responsibility for their own learning. This is in line with what PBL

entails, as discussed above. This also seems to imply more learner independence which Knowles (op cit.) associated with adult learners.

5. **Study problem:**

The study problem is focused in finding out the influence of using Project Based Learning programme in teaching Inclusive education on the Teacher trainees' academic achievement, especially the Teacher traineesof the Colleges ofEducationaffiliated to V.S.K.D. University, Ballariin comparison with their colleagues who benefit from this curriculum through traditional education.

6. **Study objectives:**

The study aims to find out the impact of using Project Based Learning programme on the Teacher trainees' academic achievement in the ''Inclusive Education'' curriculum through knowing the difference of academic achievement between the teacher students who were given the lecture by using Project Based Learning program (the experimental group) & those who were taught by using traditional methods – teacher, discussion & dialog (the control group). We find out answers for 4 questions after analysing the experiment.

7. **Study significance:**

The importance of the subject study is a result of the following issues:

a. It allows reaching a simplified strategy which leads to easy understanding on the part of the teacher students.

b. It raises the Teacher trainees' academic achievement in Inclusive Education subjects.

c. It develops the teacher trainees' abilities of using Project Based Learning in teaching Inclusive Education subject.

d. It encourages the use of Project Based Learning in the University environment of the colleges of theoretical bases.

8. **Study questions:**

This question can be subdivided into the following questions:

1. Are there any statistically-significant differences between the average marks of the female students of the experimental and control groups in the pre academic achievement test in the ''Inclusive education'' curriculum?

2. Are there any statistically significant differences between the average grade of the experimental and control groups in the post academic achievement test to female students in the curriculum of ''Inclusive education''?

3. Are there any statistically significant differences between the average grades of the experimental and control groups in the pre and post academic achievement tests in the curriculum of ''Inclusive education''?

4. What is the impact of using Project Based Learning on the teacher trainees' academic achievement in the curriculum of ''Inclusive education'?

9. **Study terminology:**

   1. **Project Based Learning:** Project-based instruction is innovative by its emphasis on cooperative learning. Additionally, students create tangible results to represent what they have learned.

   2. **Student's academic achievement:** It is the result of what the students learn after the learning process.

   3. **The ''Inclusive education'' curriculum:**Inclusive education is an approach to schooling in which students with many different kinds of disabilities and learning needs are educated in classes with non-disabled and typically developing students. In an inclusive arrangement, students who need additional supports and services spend most of their time with their non-disabled peers rather than in separate classrooms or schools. This article begins with a brief consideration of the ways inclusive education has been defined and an exploration of inclusion's roots in broader movements for civil rights in democratic societies. This is followed by a discussion of the challenges of managing an inclusive classroom, along with several strategies that can help teachers address these challenges through the creation of a "culture of inclusion."

10. **Methodology of the study:**

   The researcher used the experimental method in studying the impact of an independent variable (Project Based Learning Programme) on dependent variable (academic achievement), a comparison was made between the experimental group who studied by using a Project Based Learning program which uses Project Based Learning along with a teacher, and the other group is a control one who studied by using the traditional way of discussion and dialog, along with a teacher. The variables were

controlled, which mean that both groups are equivalent in terms of specialty, academic level, teacher and teaching location and the two groups have undergone a pre and post academic achievement tests.

11. The study population and its sample:

The study population was the teacher students in the fourth semester for the academic year 2020-21 and they were 400 Teacher trainees.The sample was randomly taken from the study community, where two branches were selected from the curriculum of the fourth semesterteacher trainees, the two divisions. The researchers divided them into control group (40 teacher trainees) and experimental group (40 teacher trainees). The experimental group was given a lecture on ''Inclusive education'' through a Project Based Learning program, where the other group was given the same lecture through using the traditional ways of teaching (teacher, lecture, discussion).

12. The study tools:

The researchers designed a presentation program which uses Project Based Learning to present Inclusive Education and the presentation included sound, images and video clips, it is worth mentioning that the researchers are experienced in teaching that curriculum. The researchers conducted a pre and post academic achievement test, with the help of the curriculum professors, which covers all aspects of the topic to measure the different levels of academic achievement not memorizing. The test included 25 questions divided into two kinds of questionsviz True or False (six questions) andMultiple-choice (seven questions), each one included four answers and the student choose the right one.

The test was made in an objective way and it was submitted to a group of arbitrators to judge it scientifically and pedagogically, in terms of the scientific material, its suitability to students and the clarity of its form (the arbitrators were teachers of the curriculum). After knowing their views and suggestions, few questions were modified then the test came out in its final form.

13. The study application process:

- The section of ''Inclusive education'' was selected from the Teacher Education syllabus and its uses in teaching as an experiment.
- A Teacher Educator from the department was selected to instruct both groups (control and experimental) and to refute the impact of changing the teacher on the study,

putting into consideration that teaching by Project Based Learning will not affect the traditional way of teaching because this may result in wrong interpretation for the study on the two groups.

- Using the same teacher for the two groups (control and experimental) to contradict the impact of the location variable on the study.

- Ensuring the teacher trainees' academic achievement of the given lecture in both groups (control and experimental) (ensuring quality).

- A pre-test was conducted to the control and experimental groups before conducting the study and its duration was 45 min. A post test was conducted to the control and experimental groups after the first week of the study and its duration was 45 min.

- The equivalence of the two groups was verified through measuring the difference between the two groups' ranges and calculating the standard deviation and the (t) value of the identified variables: the faculty, the female students of the two groups are from the same faculty (College of Education), all of them are on the same year, i.e. fourth semester in addition to groups' equivalence in terms of the absence of differences of statistical significance in the pre academic achievement test or their academic achievement, and any of the previous information about ''Inclusive education'', the subject which will be taught in the study.

14. Statistical processing:

The researchers in the following statistical processing used the Statistical Package (SPSS) for analyzing all processes:

- Calculating the mean.

- Calculating the standard deviation.

- T-test to examine the difference between the performance of control and experimental groups.

15. The study results and its discussion:

After applying the experiment, the researcher conducted a post academic achievement test then she analysed the study outcomes to figure out the impact of using Project Based Learning on teacher trainees' academic achievement and the results were as follows:

15.1 Results related to eachquestion:

Question (1): Are there any statistically-significant differences between the average marks of the female students of the experimental and control groups in the pre academic achievement test in the ''Inclusive education'' curriculum?

To answer this question the median and the standard deviation of the pre academic achievement test for the experimental and control groups were extracted as shown in Table 1.

Table-1

Results of the pre academic achievement test for the control and experimental groups

Group	Number	Mean	Standard deviation	Student T-value	Significance
Control	40	6.23	1.523	1.102	Not significant
Experimental	40	6.42	1.2.34		

Table value of t at 0.05 significance level and 78 degree of freedom is 2.021

Table-1, reveals that there are no statistically-significant differences between the experimental and control groups at the significance level of 0.05 in the pre-test which indicates the equivalence of the two groups. The data can be effectively shown by the following graph.

Graph-1: Results of the pre academic achievement test for the control and experimental groups
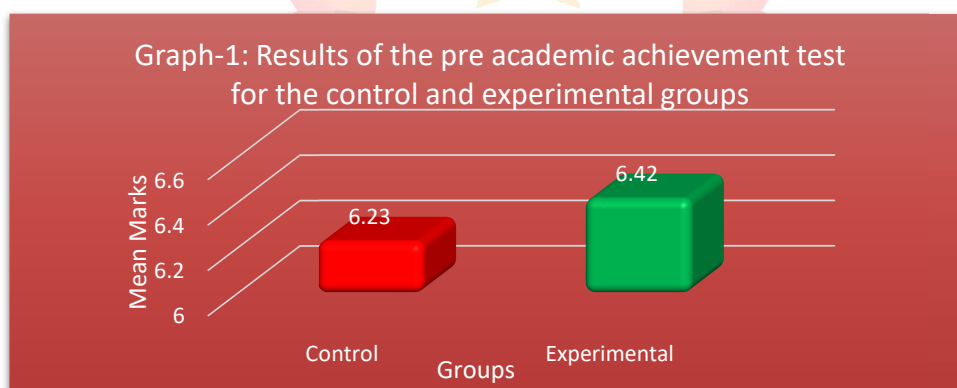
Question (2): Are there any statistically significant differences between the average grade of the experimental and control groups in the post academic achievement test to female students in the curriculum of ''Inclusive education''?

To answer that question, the standard deviation and the median were calculated for both the control and experimental groups in the post academic achievement test as shown in Table-2.

Table-2

Results of the post academic achievement test for the experimental and control groups

Group	Number	Mean	Standard deviation	Student T-value	Significance
Control	40	7.8	1.452	10.632	Significant
Experimental	40	22	1.411		

Table value of t at 0.05 significance level and 78 degree of freedom is 2.021

Table-2 shows statistically significant differences between the control and experimental groups at the significance level of 0.05 in the post academic achievement test in favour of the experimental group. The data can be effectively shown by the following graph

Graph-2: Results of the post academic achievement test for the experimental and control groups
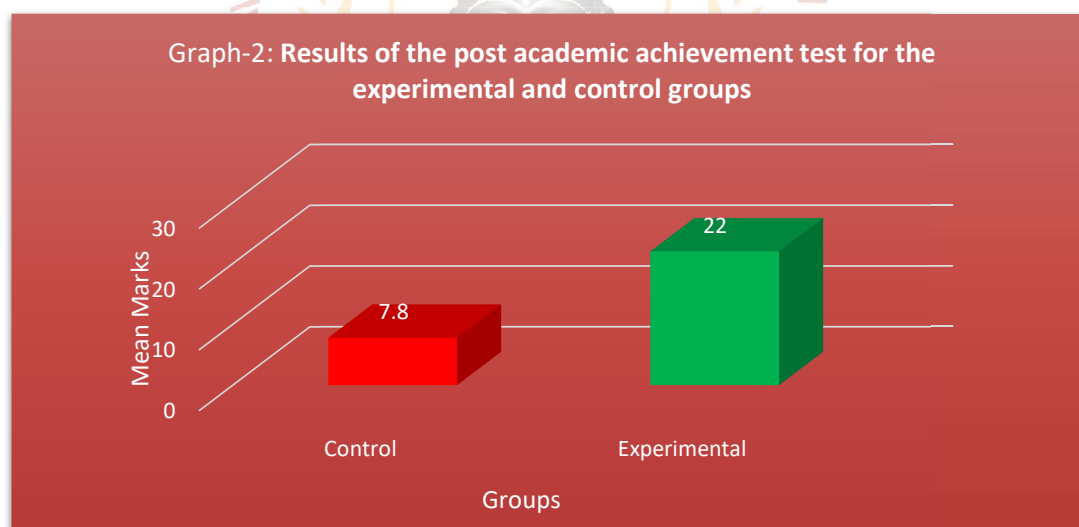
Question (3): Are there any statistically significant differences between the average grades of the experimental and control groups in the pre and post academic achievement tests in the curriculum of ''Inclusive education''?

To answer that question, a comparison was made between the standard deviation and the median for the experimental and control groups in the pre and post academic achievement tests, as shown in Table-3.

Table-3

Comparison between the results of the pre and post achievement tests for the control and experimental groups

Group	Pre achievement test		Post achievement test		Student T-value	Significance
	Mean	Standard deviation	Mean	Standard deviation		
Control	6.23	1.523	7.8	1.452	4.401	Significant
Experimental	6.42	1.2.34	22	1.411	12.451	Significant

Table value of t at 0.05 significance level and 78 degree of freedom is 2.021

There are statistically significant differences between the pre and post achievement test at the significance level of 0.05 for both the control and experimental groups.

It is observed that the development of the academic achievement for the experimental group is greater than that of control group. This stresses the effective use of Project Based Learning in presenting Inclusive education lessons.

Graph-3: Comparison between the results of the pre and post achievement tests for the control and experimental groups
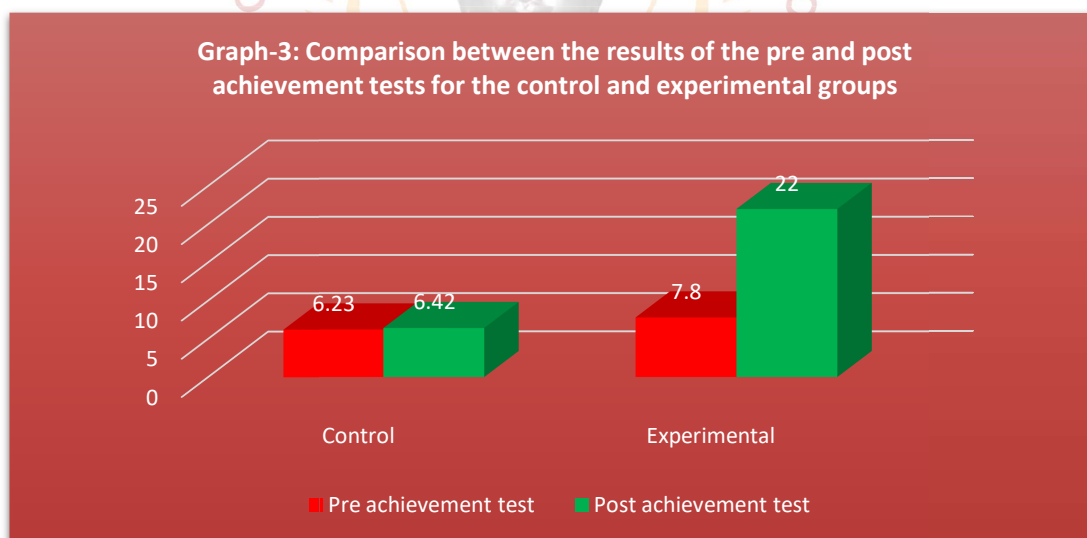
Question (4): What is the impact of using Project Based Learning on the teacher trainees' academic achievement in the curriculum of ''Inclusive education'?

After getting the statistical results of the pre and post academic achievement tests of the control and experimental groups, the positive impact of using Project Based Learning

programme was clear on teaching the curriculum of ''Inclusive education'' and on better scientific academic achievement of the experimental group compared to the results of the control group, which proves that using Project Based Learning programme in education is an effective means of reaching a better learning.

Findings:

1) The positive impact of using Project Based Learning programme was clear on teaching the curriculum of ''Inclusive education'' and on better scientific academic achievement of the experimental group compared to the results of the control group, which proves that using Project Based Learning programme in education is an effective means of reaching a better learning.

2) There are no statistically-significant differences between the experimental and control groups at the significance which indicates the equivalence of the two groups.

3) The development of the academic achievement for the experimental group is greater than that of control group. This stresses the effective use of Project Based Learning in presenting Inclusive education lessons

4) The using of Project Based Learning programme in education is an effective means of reaching a better learning.

References:

George Lucas Educational Foundation http://www.edutopia.org/project-based-learning Models of innovative practices in K-12 education which incorporate project-based learning

Project Approach http://www.projectapproach.org Project Approach theory, planning, examples, and professional development focused on using project-based learning in early childhood and elementary education

Project Based Learning Handbook http://www.bie.org/about/what_is_pbl Buck Institute of Education's comprehensive overview of PBL

Project Based Learning Resources http://www.iearn-canada.org/sites.htm Collection of resources related to project-based learning

Sharing Best Practices & Strategies in School Reform http://www.bobpearlman.org/BestPractices/PBL.htm Bob Pealman's collection of PBL best practices, pilot projects, and student work

INNOVATIVE TECHNIQUE OF TEACHING VOCABULARY IN ENGLISH AT PRIMARY LEVEL

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Abstract:

As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary. Therefore the researcher studied the teaching through mind map technique in development of vocabulary knowledge in the subject of English at primary level. The objectives for the present study were, 1. To develop Mind Maps on Vocabulary (MMV) in English at primary level. 2. To study the effectiveness of the MMV on students in the subject of English at primary level. 3. To study the effectiveness of MMV with reference to their Gender. 5. To study the opinion of primary level students and teachers towards mind maps on vocabulary in the subject of English. Hypotheses framed for the present study were; HO1: There will be no significant difference between the mean scores of the pre-test and post-test scores achieved by the students at experimental stage. HO2: There will be no significant between differences between the mean scores of the pre-test and post-test achieved by the boy students at experimental stage HO3: There will be no significant between differences between the mean scores of the pre-test and post-test achieved by the girl students at experimental stage HO4: - There will be no significant difference between the mean scores of the pre-test with respect to boys and girls HO-5: There will be no significant difference between the mean scores of the post-test with respect to boys and girls HO6: There will be positive opinion of students and teachers towards MMV in the subject of English at primary level. The researcher applied random sampling method for her study. He was selected 40 samples from Navajyoti primary English medium school, Kalaburagi. Among 40 students 20 boys and 20 girls were selected randomly. The researcher also selected 10 teachers for collecting their opinion of MMV in the subject. The researcher used parametric tests like, mean, standard deviation, t-test for data analysis. The scores of pre test and post test achievement scores of students were analyzed with graphical representation. Students and Teachers responses were analyzed by opinion scale and graphical representation. Findings of the studies ware the learning through MMV in English is more effective with reference to students of the experimental group.

Key Words: Innovative, Mind Map, Vocabulary, Impact, English, Primary level

I)   Introduction:

Vocabulary is very essential because it improves all areas of communication, we cannot express our feelings without it. A strong English vocabulary improves overall communication — listening, speaking, reading, and writing. A great number of words can help you to express your ideas in a meaningful manner. Vocabulary is essential to a child's success for these reasons: Vocabulary growth is directly related to school achievement. The size of a child's vocabulary in kindergarten predicts the ability to learn to read. Focusing on vocabulary is useful for developing knowledge and skills in multiple aspects of language and literacy. This includes helping with decoding like phonemic awareness and phonics, comprehension, and also fluency. Vocabulary is key to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words me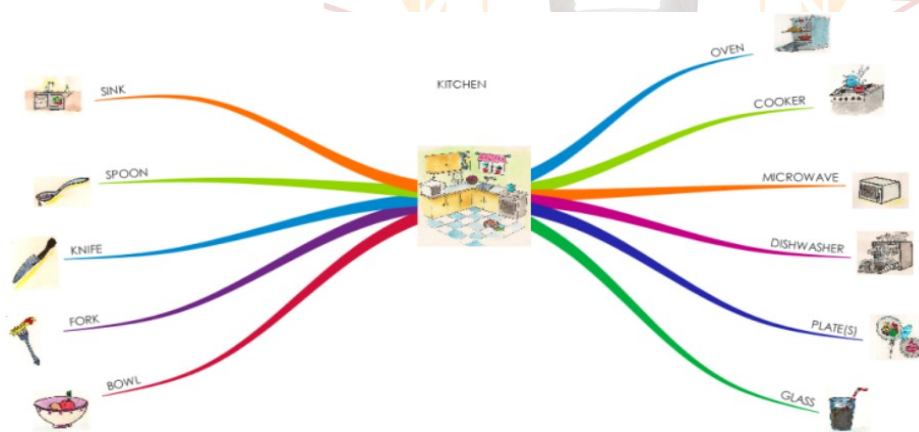an. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary. Therefore the researcher studied the teaching through mind map technique in development of vocabulary knowledge in the subject of English at primary level.

I)   TITLE OF THE STUDY:

Innovative Technique of Teaching Vocabulary in English at Primary Level.

The researcher tried to study the effectiveness of teaching method through Mind Mapping technique for Vocabulary improvement in the subject of English at primary level.

II)   OBJECTIVES OF THE STUDY

The objectives for the present study were,

1. To develop Mind Maps on Vocabulary (MMV) in English at primary level.

2. To study the effectiveness of the MMV on students in the subject of English at primary level.

3. To study the effectiveness of MMV with reference to their Gender.

5. To study the opinion of primary level students and teachers towards mind maps on vocabulary in the subject of English.

III) HYPOTHESES OF THE STUDY:

Hypotheses framed for the present study were;

H_O1: There will be no significant difference between the mean scores of the pre-test and post-test scores achieved by the students at experimental stage.

H_O2: There will be no significant between differences between the mean scores of the pre-test and post-test achieved by the boy students at experimental stage

H_O3: There will be no significant between differences between the mean scores of the pre-test and post-test achieved by the girl students at experimental stage

H_O4: - There will be no significant difference between the mean scores of the pre-test with respect to boys and girls

H_O-5: There will be no significant difference between the mean scores of the post-test with respect to boys and girls

H_O6: There will be positive opinion of students and teachers towards MMV in the subject of English at primary level

IV) VARIABLES USED:

In research, <u>variables</u> are any characteristics that can take on different values, here the researchers often manipulate or measure independent and dependent variables in studies to test cause-and-effect relationships.

- The independent variable is the cause. Its value is independent of other variables in your study.
- The dependent variable is the effect. Its value depends on changes in the independent variable.

The researcher used variables for her study as followed;

Independent variables: Innovative technique, Mind Map, Vocabulary, Primary level, English language.

Dependent variables: Effectiveness and opinions

V)   OPERATIONAL DEFINITIONS OF TERMS USED IN RESEARCH:

Innovative technique: Innovative teaching strategies don't always mean introducing the latest and greatest technology into the classroom. Instead, innovative teaching is the process of proactively introducing new teaching strategies and methods into the classroom. Here the researcher used Mind maps on Vocabulary(MMV) in English subject

Mind Map: A mind map involves writing down a central theme and thinking of new and related ideas which radiate out from the centre. By focusing on key ideas written down in our own words and looking for connections between them, you can map knowledge in a way that will help you to better understand and retain information. Here the researcher used mind map for development of vocabulary in English subject.

Vocabulary: A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Here the researcher studies of vocabulary in English at primary level.

Mind Map on Vocabulary (MMV): The researcher prepared mind maps on different situational words at primary level in English subject.

Primary level: Primary education or elementary education lasts 8 years in India. Pupils aged 6 to 14 complete the following 2 stages: primary stage, grade I-V; upper primary stage, grade VI-VIII. Elementary education, also called primary education, the first stage traditionally found in formal education, beginning at about age 5 to 7 and ending at about age 11 to 13.

English language: Indian English is *speech or writing in English that shows the influence of the languages and culture of India.* In India English language is studying as first, second language at primary and secondary level.

Effectiveness*: Effectiveness* is the capability of producing a desired result or the ability to produce desired output. Here the researcher tried to find out effectiveness of MMV in English subject of primary students.

Opinions: An *opinion* is a belief or judgment that falls short of absolute conviction, certainty, or positive knowledge; it is a conclusion that certain facts, ideas, etc. Here the researcher tried to find out the opinion of teachers towards MMV technique.

VI) **Design/methodology of the study:**

a) **Sampling of the Study:**

The researcher applied random sampling method for her study. He was selected 40 samples from Navajyoti primary English medium school, Kalaburagi. Among 40 students 20 boys and 20 girls were selected randomly. The researcher also selected 10 teachers for collecting their opinion of MMV in the subject.

b) **Sampling Design of the Study:**
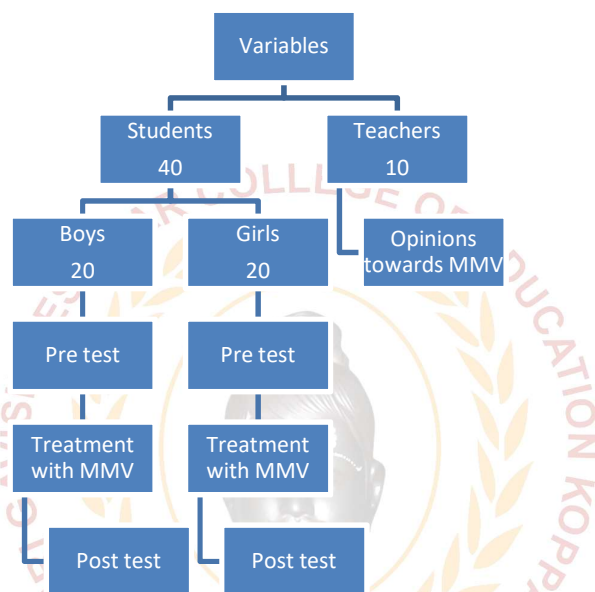
c) **Research Tools used:**

The researcher developed six lesson plans on MMV technique in the subject of English at primary level. These lesson plans consisted situational words with different angle of related linking words using free plan mind mapping software.

VII) **Methodology of the study:**

The researcher applied single group experimental design. The researcher randomly selected 40 students among them she selected 20 boys and 20 girls.

Step-1: The researcher conducted pre test of students to measure vocabulary knowledge in English by formal method.

Step-2: The researcher then treated with developed method i.e. mind map vocabulary method (MMV).

In this step the researcher prepared some lesson plans on MMV method. It is consisted different words of mind map having related words which helps created new words in students mind. This

helped students to develop to link words to words. This made helps to improve vocabulary words. For this purpose the researcher prepared 15 days programme on different situational words.

Step-3: After treatment the researcher conducted post test.

Step-4: The researcher analyzed the result from the collected scores of pre test and post test.

VIII)   Statistical Techniques used:

The researcher used parametric tests like, mean, standard deviation, t-test for data analysis. The scores of pre test and post test achievement scores of students were analyzed with graphical representation. Students and Teachers responses were analyzed by opinion scale and graphical representation.

IX)   Data Analysis:

The present research was aimed to examine the effectiveness of MMV technique with reference to the vocabulary of English Textbook of standard Eight from Karnataka board Textbooks. For this purpose, the researcher conducted the experiments on the students of the standard Seventh. The researcher followed the experimental method under which he had taught the Experimental group through MMV technique. In this chapter the researcher has analyzed and interpreted the data received from vocabulary tests before and after the implementation of the MMV technique that is pretest as well post-test with reference to the objectives of the research.

A) Analysis of Hypothesis:

H_O1: There will be no significant difference between the mean scores of the pre-test and post-test scores achieved by the students at experimental stage.

Table-1:

	Test	N	Mean	Std. deviation	t value	LOS
Students	Pre test	40	56.25	5.49	13.01	S
	Post test	40	72.575	5.73		

The above table showed that the obtained t-value is greater than the table t-value at of 78 with 0.05 level of significance. It means that the null hypothesis was rejected and there will be significant difference between pre test and post test scores of students. The result found that learning through MMV in English is more effective with reference to students of the experimental group.

H_O2: There will be no significant between differences between the mean scores of the pre-test and post-test achieved by the boy students at experimental stage

Table-2:

	Test	N	Mean	Std. Deviation	t value	LOS
Boys	Pre test	20	54.95	5.47	8.91	S
	Post test	20	72.55	6.93		

The above table showed that the obtained t-value is greater than the table t-value at df 38 with 0.05 level of significance. It means that the null hypothesis was rejected and there will be significant difference between pre test and post test scores of students. The result found that learning through MMV in English is more effective with reference to boy students of the experimental group.

H_O3: There will be no significant between differences between the mean scores of the pre-test and post-test achieved by the girl students at experimental stage

Table-3:

	Test	N	Mean	Std. Deviation	t value	LOS
Girls	Pre test	20	57.57	5.34	9.74	S
	Post test	20	72.6	4.39		

The above table showed that the obtained t-value is greater than the table t-value at df 38 with 0.05 level of significance. It means that the null hypothesis was rejected and there will be significant difference between pre test and post test scores of students. The result found that learning through MMV in English is more effective with reference to girl students of the experimental group.

H_O4: - There will be no significant difference between the mean scores of the pre-test with respect to boys and girls

Table-4:

	Test	N	Mean	Std. Deviation	t value	LOS
Pre test	Boys	20	54.95	5.47	1.52 NS	NS
	Girls	20	57.55	5.34		

The above table showed that the obtained t-value is smaller than the table t-value at df 38 with 0.05 level of significance. It means that the null hypothesis was accepted and there will be no significant difference between boys and girls with respect to pre test. The result found that the mean scores of girls' achievement are greater than boys' achievement scores.

H_O-5: There will be no significant difference between the mean scores of the post-test with respect to boys and girls

Table-5:

	Test	N	Mean	Std. Deviation	t value	LOS
Post test	Boys	20	72.55	6.93	0.03	NS
	Girls	20	72.6	4.39		

The above table showed that the obtained t-value is smaller than the table t-value at of 38 with 0.05 level of significance. It means that the null hypothesis was accepted and there will be no significant difference between boys and girls with respect to post test. The result found that the mean scores of girls' achievement are greater than boys' achievement scores.

B) Analysis of Achievement of Students pre test and post test scores w.r.to Genders:

Graph-1:
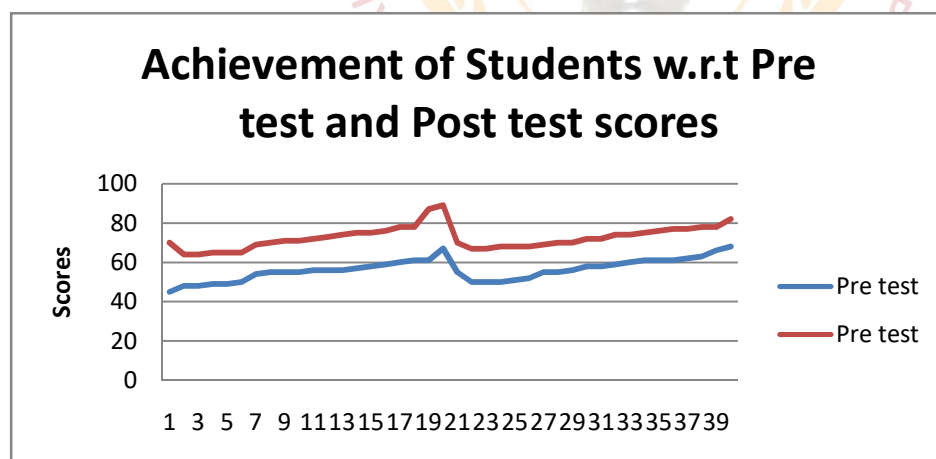
The above graph showed that the scores of post test were increased than the pre test scores.

Graph-2:
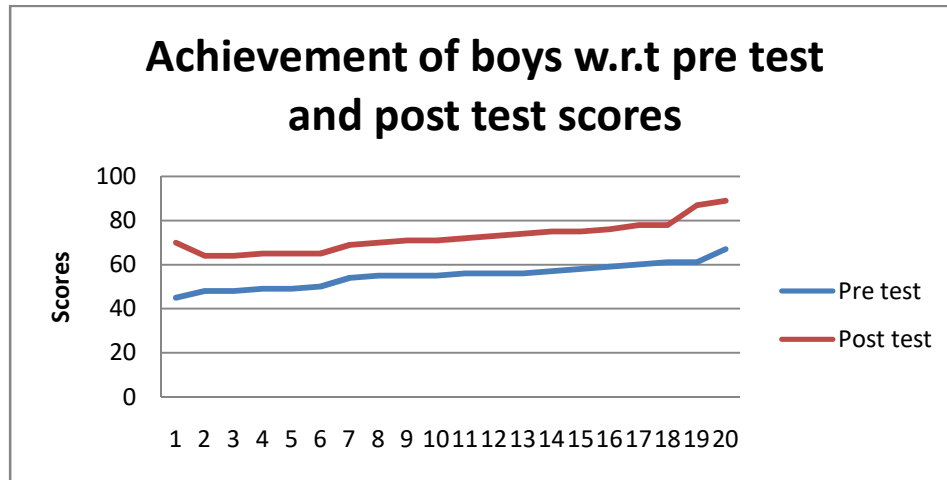
The above graph showed that the post test scores of boys were increased than the pre test scores.

Graph-3:
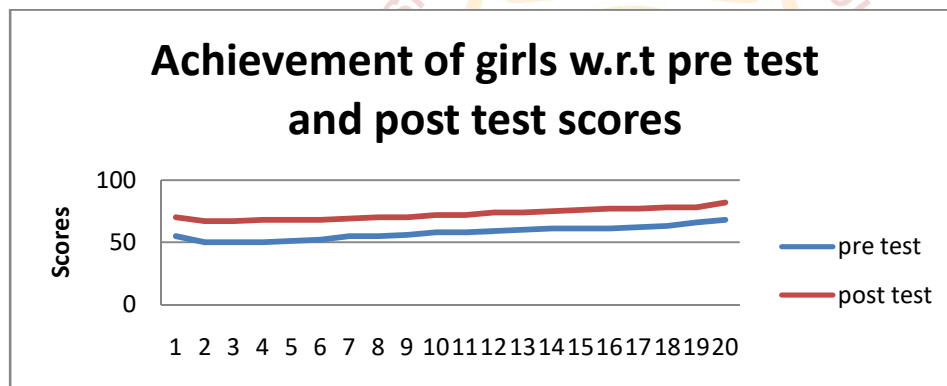
The above graph showed that the post test scores of girls were increased than the pre test scores.

Graph-4:
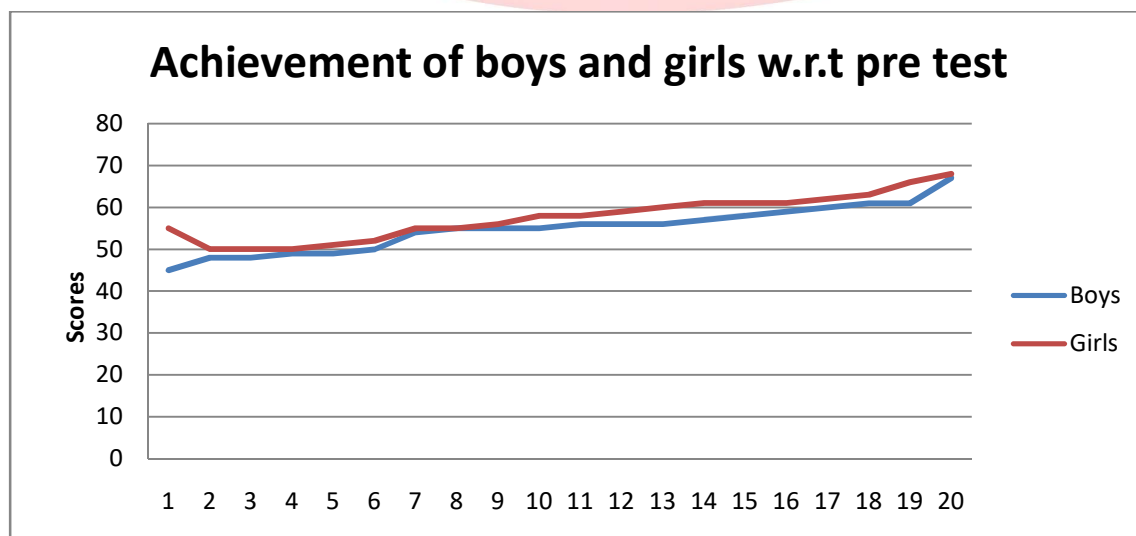
The above graph showed that the pre test scores of girls were increased than the pre test scores of boys.

Graph-5:

Achievement of boys and girls w.r.t post test
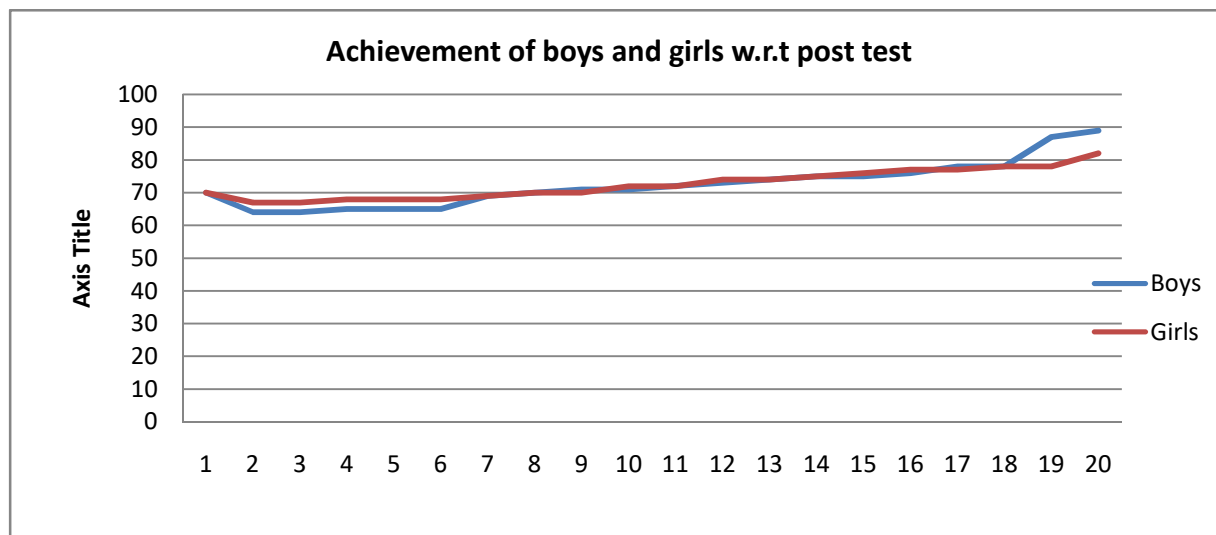
The above graph showed that the pre test scores of boys were increased than the post test scores of girls.

H_O6: There will be positive opinion of students and teachers towards MMV in the subject of English at primary level

C) Analysis of Opinion towards MMV:

Graph-6:

Boys responses towars MMV
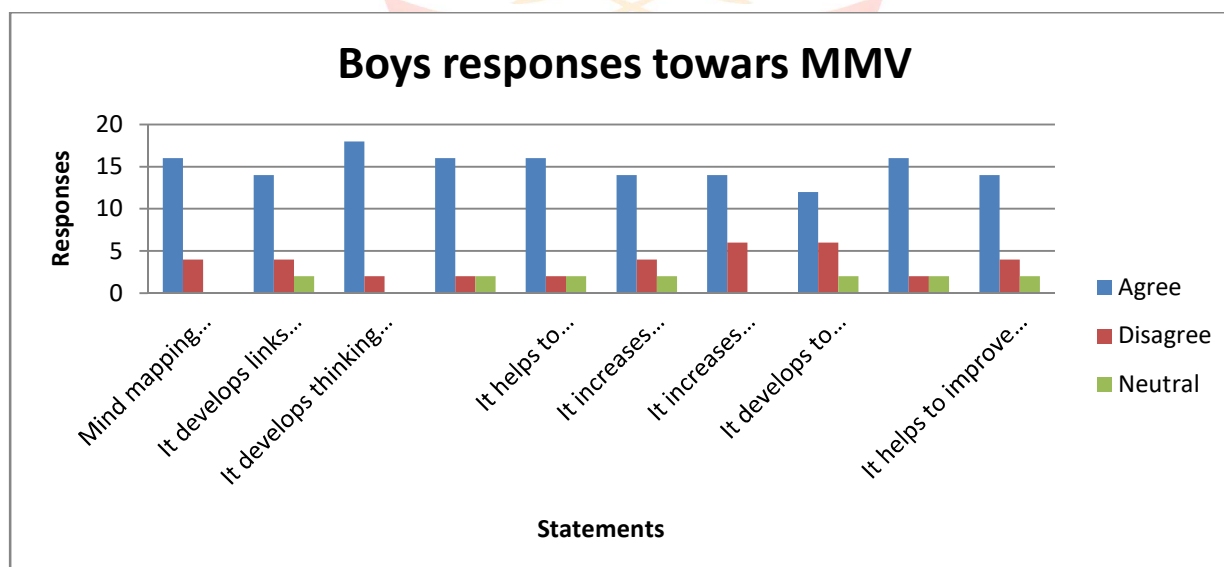
The above graph showed that the responses of boys were good and the teaching through MMV in English is the good method for developing vocabulary knowledge.

1) 80% of boys responded as agreed on Mind mapping technique is essential for development of vocabulary in English. It means that the more number of boys positively opinion towards MMV in English.

2) 70% of boys responded as agreed that it develops links between related words among students. It means that the more number of boys positively opinion towards MMV in English.

3) 90% of boys responded as agreed that it develops thinking ability among students. It means that the more number of boys positively opinion towards MMV in English.

4) 80% of boys responded as agreed that it helps to create different words. It means that the more number of boys positively opinion towards MMV in English.

5) 80% of boys responded as agreed that it helps to understand relationship between words. It means that the more number of boys positively opinion towards MMV in English.

6) 70% of boys responded as agreed that it increases capability to develop words. It means that the more number of boys positively opinion towards MMV in English.

7) 70% of boys responded as agreed that it increases remembering and understanding ability. It means that the more number of boys positively opinion towards MMV in English.

8) 60% of boys responded as agreed that it develops to create interest to draw different words. It means that the more number of boys positively opinion towards MMV in English.

9) 80% of boys responded as agreed that it achieved objectives of the studies. It means that the more number of boys positively opinion towards MMV in English.

10) 80% of boys responded as agreed that it helps to improve long term memory. It means that the more number of boys positively opinion towards MMV in English.

Graph-7:

The above graph showed that the responses of girls were good and the teaching through MMV in English is the good method for developing vocabulary knowledge.

1) 75% of girls responded as agreed on Mind mapping technique is essential for development of vocabulary in English. It means that the more number of girls positively opinion towards MMV in English.

2) 65% of girls responded as agreed that it develops links between related words among students. It means that the more number of girls positively opinion towards MMV in English.

3) 85% of girls responded as agreed that it develops thinking ability among students. It means that the more number of girls positively opinion towards MMV in English.

4) 85% of girls responded as agreed that it helps to create different words. It means that the more number of girls positively opinion towards MMV in English.

5) 75% of girls responded as agreed that it helps to understand relationship between words. It means that the more number of girls positively opinion towards MMV in English.

6) 75% of girls responded as agreed that it increases capability to develop words. It means that the more number of girls positively opinion towards MMV in English.

7) 70% of girls responded as agreed that it increases remembering and understanding ability. It means that the more number of girls positively opinion towards MMV in English.

8) 65% of girls responded as agreed that it develops to create interest to draw different words. It means that the more number of girls positively opinion towards MMV in English.

9) 80% of girls responded as agreed that it achieved objectives of the studies. It means that the more number of girls positively opinion towards MMV in English.

10) 70% of girls responded as agreed that it helps to improve long term memory. It means that the more number of girls positively opinion towards MMV in English.
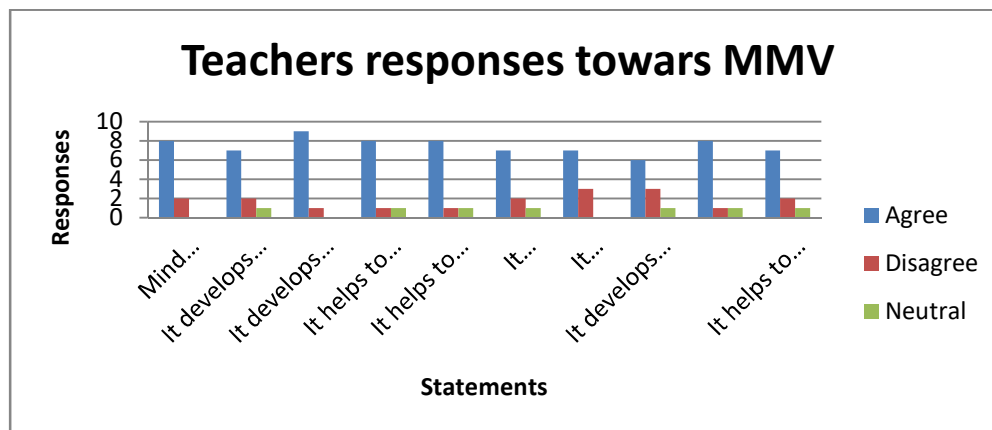
Graph-7:

The above graph showed that the responses of teachers were good and the teaching through MMV in English is the good method for developing vocabulary knowledge.
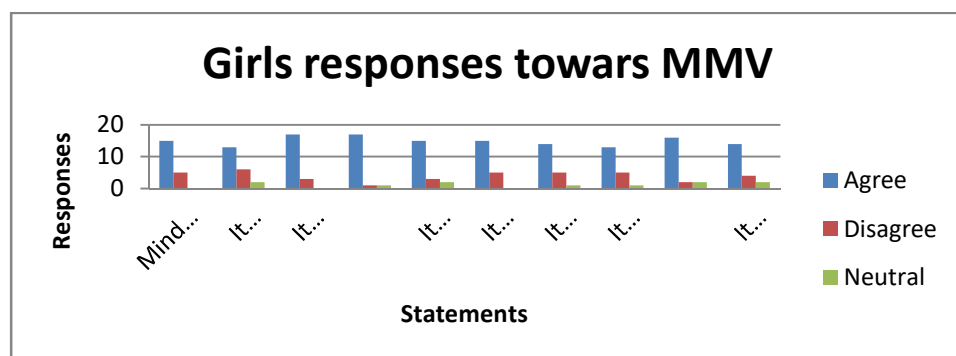
1) 80% of teachers responded as agreed on Mind mapping technique is essential for development of vocabulary in English. It means that the more number of teachers positively opinion towards MMV in English.

2) 70% of teachers responded as agreed that it develops links between related words among students. It means that the more number of teachers positively opinion towards MMV in English.

3) 90% of teachers responded as agreed that it develops thinking ability among students. It means that the more number of teachers positively opinion towards MMV in English.

4) 80% of teachers responded as agreed that it helps to create different words. It means that the more number of teachers positively opinion towards MMV in English.

5) 80% of teachers responded as agreed that it helps to understand relationship between words. It means that the more number of teachers positively opinion towards MMV in English.

6) 70% of teachers responded as agreed that it increases capability to develop words. It means that the more number of teachers positively opinion towards MMV in English.

7) 70% of teachers responded as agreed that it increases remembering and understanding ability. It means that the more number of teachers positively opinion towards MMV in English.

8) 60% of teachers responded as agreed that it develops to create interest to draw different words. It means that the more number of teachers positively opinion towards MMV in English.

9) 80% of teachers responded as agreed that it achieved objectives of the studies. It means that the more number of teachers positively opinion towards MMV in English.

10) 70% of teachers responded as agreed that it helps to improve long term memory. It means that the more number of teachers positively opinion towards MMV in English.

X) **Findings of the study:**

1) The learning through MMV in English is more effective with reference to students of the experimental group.

2) The result found that learning through MMV in English is more effective with reference to boy students of the experimental group.

3) The result found that learning through MMV in English is more effective with reference to girls students of the experimental group.

4) The result found that the mean scores of girls' achievement are greater than boys' achievement scores.

5) The result found that the positive attitude of boys towards MMV

6) The result found that the positive attitude of girls towards MMV.

7) The result found that the positive attitude of teachers towards MMV

XI) **Limitation of the Study:**

Each and every research work is having its own delimitations. These delimitations help the researcher in deciding further actions and maintaining schedule of the study. Due to limitations of time and resources, the researcher delimited the study as follows:

1) This research limited to 40 students at primary level of the school Navajyoti Primary English medium school Kalaburagi.

2) It is limited to only English subject vocabulary at primary level of seventh class.

3) It is limited to mind map technique for development of vocabulary in English.

4) It is limited to study the effectiveness of MMV in English on students.

5) It is limited to teachers' opinion towards MMV in English at primary level.

XII) Suggestions for further research:

1. This researcher only limited to English subject but it is further conduct in different languages.

2. This research limited to only mind map technique but it further conduct in different techniques.

3. This research only limited to study the effectiveness of English but it also study the effectiveness of other language.

4. It also suggest to study at higher levels.

XIII) Conclusion

I would conclude by stating that apart from your mother tongue you need to have a common language to communicate with others and share ideas with them. English plays a role of common language between all countries. English is the official language for many countries and it plays a prominent role in all sector of work and it is highly useful for business field and private sector. Though vocabulary is the sub-skill of a language, it has a very significant role in language learning and teaching. There are many vital aspects in vocabulary learning, such as distinction between words and vocabulary, how importance vocabulary is, why a language teacher needs to set the vocabulary learning goals, what are vocabulary learning approaches, etc. This section intends to deliberate and review vocabulary learning diverse aspects mentioned.

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RELEVANCE OF MASS MEDIA IN TEACHER EDUCATION

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Abstract

This paper is showing the relationship between the media and teacher education. It talks about the use of media in teacher education. It also contains the role and importance of media in providing teacher education. This medium of communication is of great importance because the same piece of information when conveyed on a printed page or over the telephone or radio or television will appear different and have entirely a different effect on us. Hence the effectiveness of a piece of information depends upon the medium through which it is imparted. Education of tomorrow will be able to play its role more effectively by making the individuals creative, active and efficient by using appropriate media. Success of education cannot be achieved merely by substituting mechanical methods for human beings, but by developing new patterns using both human beings and technological advancements in order to teach more people better and more rapidly.   This paper is representing the extensive and extreme use of media in education content and its social impact upon society because of its inherent ability to reach large number of public The media of communication is the medium by which a piece of information or knowledge is communicated to the world.

There are a good number of media for mass communication such as radio, Television, newspapers and films, etc. Previously, the mass media in the form of illustrative were only put to marginal and individualized use. There was neither any coherent thinking nor a scientific use of these media in the educational process. But their increased use has been mainly due to interest and initiative of certain teachers. The role of media in the development of education has been imperative. It has played an important part in influencing the underprivileged and the socio-economic backward sections of the society in recognizing the significance of education. The role of media has been considered important not only in the development of education, but also other areas such as, communication, motivation, social welfare, work opportunities and understanding how to make effective use of technology.

Keywords: Education, Media, social impact, awareness, Education, Communication, Development, Technology

Introduction

Education is the process of learning and knowing, which is not restricted to our school text-books. It is a holistic process and continues through our life. Even the regular happenings and events around us educate us, in one or the other way. It would not be an exaggeration to say that the existence of human beings is fruitless without education. An educated person has the ability to change the world. It Makes Better Citizens, Ensures A Productive Future, Opens New Vistas, Spreads Awareness, Helps In Decision-Making, Boosters Confidence. The media has the power of educating people, the good and the bad. Since it affect the eyes, the ears and the mind simultaneously nothing can overcome the influence of the media. The media in the advanced society should perform a noble mission of enlightening people and discourage sectarian, communal and divisive trends. Media integration is consistently referred to as a relatively new phenomenon in education.

Definition

A media for learning and teaching or learning software. Media itself means a method of communication. Educational media refers to channels of communication that carry messages with an instructional purpose. They are usually utilized for the sole purpose of learning and teaching (Webcrawler, 2013).

Mass media in Teacher Education

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

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

- Non-print media: These include: projected and non-projected media.

- Electronic media: These include audio media, visual media and audio-visual media, projected media and non-projected media.

- Audio media: These are the teaching-learning devices that appeal to the auditory sense. In other way these media can be heard alone, it carries sounds, for example audio tapes, record player, radio.

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

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

- Projected media: Projected media belong to a group of instructional resources which can only be accessed by means of protecting their content on the screen or wall using a projector machine specially designed for the purpose Gwarinda(2002). Projected media are usually a combination of software and hardware.

- Non-projected media: These aids do not require any projection on screen. These do not require light source. They include 3 dimensional objects, 2 dimensional objects, prints, charts, models and so on.

- Multimedia; Multimedia combines five basic types of media into the learning environment- text, video, sound, graphics and animation, thus providing a powerful new tool for education. Multimedia includes a combination of text, audio, still images, animation, video, or interactivity content forms (Vaughan, 1993). Multimedia is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia devices are electronic media devices used to store and experience multimedia content.

General Principal of using Mass media in teacher education

The teacher should make all necessary arrangements for using the mass media very effectively. Teacher should select the mass media according to the age level of the students. Teacher must know some general principles of using the mass media.

1.Organisation:- Mass media should be organized as integral part of the educational programmes. They should not be separated from other curricular activities.

2. Selection:- Mass media should be properly selected and coordinated by the teacher. An experienced and trained teacher can select the mass media according to the needs of the students.

3. Planning:- Mass media should be available according to the need of the instructional programme. The teachers should possess skill in the use of mass media. They should have special training in their preparation. So they should be properly planned.

4. Experience:-Mass media should be related to student's experience.

5. Preparation:- There should be adequate preparation on the part of students. The teacher should prepare himself before using it. He should know what the mass media teach and where they fit into his plan of teaching.

6. Evaluation:- Mass media should be evaluated at regular intervals in regards to their use, effect on learning and their functions.

Important Functions of Mass Media

1. Mass Media provide information to the mass within a less time.

2. It takes a wide coverage of information regarding anything that is happening in any comer of the world.

3. It brings the entire world to the individual or to the classroom. Children spend hours together sitting in front of the television and can visualize, hear and acquire knowledge about the world.

4. These media easily reach groups, allow repeated use, give more reality, influence attitudes, show cause and effect relationships and ultimately motivate the audience.

5. It sends information to remote places and helps in distant learning.

6. It helps in modification of attitudes, inculcation of desirable values and acquaintance with cultural heritage.

7. Mass media acts as an agency of social change.

8. Mass media are useful for reinforcing group dynamics and interpersonal communication.

9. Mass media as means of communication make ideas clear to children and help them to acquire correct knowledge. They help in simplifying and in giving vividness to explanation.

10. Mass Media make the instruction concrete and stimulate interest and excite curiosity in things.

11) Providing Information

12) providing vocational information

13) Spreading awareness and civic responsibility

14) Educational programme

15) Role as a non-formal agency

Relevance of Educational Media in Teaching & Learning Process

Open Educational Resources:

These are important online resources for teaching and learning and range from podcasts to digital libraries etc and are also accessible to disable students. Schools used these resources to support teaching learning process. Electronic grade books, digital portfolios, learning games and real-time feedback on teacher and student performance, are a few ways of using technology in class.

Computer-Based Instruction: The earliest forms of computer-based instruction were heavily influenced by the behavioral psychology of Skinner (1968). These programs were one of the forms of programmed instruction. They presented information to the learners' in small bits, required the learners' to make overt responses to the information as stimulus, and provide feedback to the learners' along with differential branching to other segments of instruction or to drill-and-practice routines. Computers as tutors have positive effects on learning as measured by standardized achievement tests, and were more motivating for learners, accepted by more teachers than other technologies, and were widely supported by administrators, parents, politicians, and the public.

Initiatives of Mass media in effective service for teacher education. Program Management Databases can help program staff to track learners' placements, community partner contact information and the academic calendar.

> ➢ Community Partner Participation: A well-publicized web site can describe the service delivery programs to enhance co-operative learning within the community, and provide easy access to forms for registering a community project and highlight stories of positive community partner experiences.

> ➢ Curricular Tools Online modules and case studies can enhance classroom and community-based learning.

> ➢ Community Service Meaningful community service doesn't necessarily have to involve regular or on-going face-to-face contact between learner and community partner, and it can entail, meeting with community learners in a web design course with a service-learning component.

> ➢ Reflection Electronic discussion groups can enable learners across different service-learning sites to regularly communicate, share their experiences and respond to reflective questions posed by faculty and one another.

➢ Program Evaluation Online surveys can enable learners and community partners to respond to questions about their experiences and the impact of the program. Databases can facilitate the tracking and storage of program evaluation information

➢ Live classroom;-the live classroom facility enables a learner to take class in real time. This online virtual classroom is a significant shift from traditional blackboard classroom.

➢ Multi-touch technology: This is a major transformation from black board, white board & smart board to mobile devices. This multi touch screens helps the learner to feed inputs which boost interaction of learner in classroom environment.

➢ Digital daily: the learning process has transformed from textbooks to digital books. Electronic digital papers are thin & extremely light-built. They come with a light-weight, durable frame and are portable. The cloud storage feature helps handwritten notes & documents to be saved, shared, synced and accessed securely, which raises productivity and restructures collaboration with others.

➢ Social media: Digital awareness and social media understanding are much needed to assist students connect with others. Students can shoot queries in global communities with a large, knowledgeable audience to answer & guide them. This helps student's access necessary solutions, encourages them to learn & share ideas, participate in discussions using hash tags and communicate through blogs.

➢ Degree certificate for online courses: Even though we invest plenty of time in online courses, the completion certificate is not weighed as equal to a classroom training certificate. Universities should provide a valid, official certificate for courses completed online.

Conclusion:

The power of mass media is regarded to be widespread and massive, it can be utilized in an efficient manner to educate people with less cost. In leading to improvement in the field of education, it is important that the number of students within the classroom should be adequate, which can be manageable by the teacher, there should be provision of teaching-learning materials and one of the fundamental areas is usage of technology, as technology arouses interest and enthusiasm in the mind-sets of the students to learn. Therefore, the role of media is significant in the development of education.

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A STUDY OF FAMILY INVOLVEMENT AND STUDENTS' ACADEMIC PERFORMANCE IN EARLY CHILDHOOD CARE AND EDUCATION

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Abstract

The study aimed towards to find difference between girl and boy child with respect to parental involvement and academic performance of child in ECCE. The study reflects the relation between parental involvement and academic performance. The study reveals that s significant difference was observed between girls and boys students with respect to family involvement scores (t=-3.299, p<0.05) at 5% level of significance. Hence, Null hypothesis is rejected. It means that, the family involvement scores are significantly higher in boy students as compared to girl students. A significant difference was observed between girls and boys with respect to academic performance scores (t=-6.4923, p<0.05) at 5% level of significance. Hence, null hypothesis is rejected. It means that, academic performance scores are significantly higher in boys as compared to girls. A significant positive relationship was observed between family involvement and academic performance(r=0.6540, p<0.05) at 5% level of significance. Hence, null hypothesis is rejected. It means that, the family involvement and academic performance scores are depending on each other. The family involvement and academic performance influence each other in students life.

Key words: Class Performance, Involvement, Scaffolding, Learning environment.

I. INTRODUCTION

Early Childhood Education and Care (ECCE) plays a important role in the child's wholesome development. ECCE foundation stone for learning, which carries cognitive development, psycho development, motor skills, and social skills (NPE, 1986). Formal ECCE introduces in NPE 1986

as previously also it was imparting through the informal way. In the earlier days, a child spends maximum hours with their grandparents, and their nurturing was happening under them (Kaul & Sankar, 2009). The present secene of learning environment is different from older generation. The child faces many problems while studying and understanding concepts, letter recognition,numerical findings etc. Here parents and teachers responsibility always questioned. Because parents engrowed in busy life schedule and teachers are in modern work force.

Parents' involvement is an emerging issue in the child's education. Child education is sharing responsibility between teachers, parents, and society. Specially, parents' and teachers'contribution brings healthy outcome. The school environment also involves parent's involvement as it helps in the achievement of the educational goals. Teacher's and Parents' partnership motivates the child in the learning process. Parent's interaction with teachers' on their child progress helps in life long achievement and plays positive role(Anastasiou & Papagianni, 2020). Parents' invitation to pre-primary school builds good rapport in the child's behaviour. Parents' perception of ECCE plays a very significant role. Parents' are the first teacher of their children and it is their contribution in making the family environment conducive and healthy and holds the responsibility of holistic development. Teachers are the second teacher of a younger children. Since pre-primary, a teacher nurtures the child full of love and care (Human Rights Education in Asia Pacific, (2011).

Academic Performance is the extent to which a student, teacher, or institution has attained their short or long-term educational goals. Academic achievement is commonly measured through examinations or continuous assessments. Students' academic performance is a broader concept. Academic performance focus on the holistic development of the student. Holistic development consists of physical, motor cognitive ,language, social, and emotional skills. Many factors influence the students' academic performance like teachers-student relationships, home environment, peer groups, community partnership, and many more. In ECCE, the student would assess basic physical, cognitive, language, social, and emotional skills which help in development in a further stage.

II.   LITERATURE REVIEW

There is a positive relationship between family involvement and students' academic performance. But research has shown that it produces mixed result at the secondary level; due to lack of proper communication between family and school, it has not given much positive effect. At the same

time, students' are transit to secondary level. The school should offer chances for family involvement in their activities, which results in improved attendance. Students also get motivation while participating in school work (Press, 2018).Engaging Families to Support Students' Transition to High School: Evidence from the Field. Hindman & Morrison (2011) conducted a study on family Involvement and educator outreach in head start: nature, extent, and contributions to early literacy skills. In this article, The author expresses that participation of family involvement in the head start program brings good outcomes in the literacy level. Family partnership with school helps the child in learning reading skills, vocabulary, positive behaviour. The effects and characteristics of family involvement in a peer tutoring programme improve reading comprehension competence (Endris, 2008).This study has been done to determine the impact of family coaching in reading comprehension in Cataluyna, Spain. And results show that the child does feel easy to read under the guidance of the family. Parents who are helping their kids in doing homework results in good academic performance. Adolescents students hesitate to interact with parents due to more involvement in school activities. In this article, the budding assignment has been suggested to involve the parents'community connections(Compton, 2016). Investigations conducted to study the impact of family characteristics on children's academic outcomes emphasize the role of parent as an important mediating factor in children's academic achievement, particularly for African American boys **(Boyd-Franklin &Franklin, 2000; Ferguson, 2000).**Parents' involvement is an essential element of the school climate. Parents' support and coordination show positive academic achievement and social and emotional behaviour(Joe & Davis, 2009). Teachers and principals have different perspectives on parents' involvement. Teachers view that due to workload and parents attitude discourage parent involvement in the school. Parents expressed that lack of teachers professional training and parents dealing results in the school's parents' involvement   **(Anastasiou & Papagianni, 2020).** Parents, teachers, and principals who participated in the present work had a positive view on the issue of parental involvement (Anastasiou & Papagianni, 2020). Studies showed that Parents' participation in the scholastic and co-scholastic contribute to the formation of the school climate.

III.   NEED OF THE STUDY

Early Childhood Education Care is a foundation course before the student goes to primary education. National Education Policy (2020) reported that more than 85 percent of child's brain develops before 6 years of age. Therefore maximum learning should be attained before

completion of 6 years of age. Moreover, the child reaches to I standard should complete foundational literacy and numerical. According to a report by UNICEF, despite the recognition of ECCE by the Government of India, there is still a gap between the number of pre-schoolers and those enrolled in pre-schools. The Hindu newspaper on dated (29th July 2021) reported that as per the survey in Karnataka state, 1,26,245 children between the age group of 3 to 6 years have never enrolled in schools and there is a need of proper enrolment. Annual Status of Education Report (ASER) shown learning trends (2012-2018) of Karnataka state that only 7.4% of students can read at least II standard level text. Remaining 92.6% children are not able to read. Therefore, basic learning outcome is unsatisfactory at ecce level. In 2014 rural areas of Karnataka, ASER describes private school enrolment of the students between age group 6 to 14 is only 25.5 %. In 2014's report, the percentage of children in standard III who can read at least a standard I level text is only 41.1 and 47.7 in Karnataka government schools and private schools, respectively. More than 50 % children are not able to learn. With above two reports, it is found that quality education is dropping in ecce. The National Education Policy (1986) policy reports the importance of early childhood education and care, but its practical implementation is lacking in India. After gap of 35 years, ECCE includes formally in the school education system (NEP, 2020). As earlier the school education consists 10+2 which means class 1 to class 12 but new education system includes 5+3+3+4. In Karnataka, ASER (2018) 34.8% children had been enrolled in standard 1, out of which only 69.9% children are able to read and identify numericals. So, the percentage of students enrolment in ecce and their primary learning outcome needs to be improve.. After reviewing the literature review on ecce and evidences has been found less awareness on ecce. Students' enrolment and academic performance in ecce is not satisfactory level in the rural area.

IV. INCLUSION CRITERIA OF THE STUDY

1. The study includes parents'of the 5-6 year old child.who stays with child

2. The study has taken involvement of education and uneducated parents.

3. The study considers the students enrolled in cbse or state board rural and urban schools.

4. The study considers the teachers' who teaches 5-6 year old children.

5. The study limits the criteria of only Gulbarga district students.

6. This study includes healthy children who attends school regular.

V.OBJECTIVES

1. To study the family involvement in early childhood care and education

2.To study the students' academic performance in early childhood care and education

VI. HYPOTHESES

Hypothesis 1.

H0- There is no significant difference between boys and girls with regard to family involvement in childhood care and education among girls and boys.

H1- There is a significant difference between boys and girls with regard to family involvement in childhood care and education among girls and boys.

Hypothesis 2.

H0- There is no significant difference between girls and boys with regard to students'academic performance in childhood care and education.

H1- There is a significant difference between girls and boys with regard to students' academic performance in childhood care and education.

Hypothesis 3.

H0- There is no significant relationship between family involvement and students'academic performance in childhood care and education.

H1- There is a significant relationship between family involvement and students 'academic performance in childhood care and education.

VII. METHODOLOGY

a)Sampling

 The researcher selects random sampling. The population chosen for this study is young parents who has 5-6 years old children, and enrolled in recognized educational institution at Gulbarga district. Total 140 parents who were a six year old child are acted as respondents. The study considered 120 teachers as sample respondents

b)Research tools and Stastics:

 Family involvement questionnaire Fantuzzo (2000)constructed a scale on family questionnaire. The scale comprises 43 items to construct validity, which is further divided into three sub-divisions **a. school-based involvement**, **b. home-based involvement**, and **c.home school conference.** School based involvement consists of 10 items, home based involvement consists of 13 items, and home school conferencing consists of 10 items. The questionnaire on family

involvement demonstrates good reliability and validity. The three-factor solution revealed through exploratory factor analysis is defined by the following constructs: school-based involvement, home-based involvement, and home-school conferencing. Each construct was found to be highly reliable, with Cronbach's alphas of .85, .85, and .81, respectively.

Students Academic Performance research tool constructed with 31 items. Likert scale followed by degree of agreement with three point scale (0-3). Strongly Disagree (SDA) (fail to capture the constructs)which has 0 values and Disagree (DA) (Capture the construct at least way) which has 1 mark and Agree (A) Capture the construct to some extent which has 2marks.and Strongly Agree (SA) (Fully capture the constructs) which has 3 marks. In total 50 items, 19 items were eliminated only 31 items were selected which have more than 2 mean values. The reliability checked with chronbacha alphas of 81 . Academic performance tool includes two sub sections **a. performance in class b. Test result.** The data analysed with the help of SPSS software. The calculation computed with T'-test to find differences and Karl pearson coefficient of correlation method used.

c) process of data collection:

The researcher prepared demographic file of parental education and their standard of life only urban and rural area parents are taken into consideration. The researcher collected data as per research tool sections. For 'Family involvement tool" as first indicator says that 'school based involvement' tries to collect data during parent meet which was organised in CBSE and STATE board schools every month (2021-22). For second indicator 'Home based involvement' researcher visited to children's house and observe the home environment and collected the data. For Third indicator 'home school conference' researcher collected data while video conference and zoom meeting and guiding parents with special lecture series etc. The researcher collected data of academic performance of children by class teacher through the indicator 'class performance' expresses that how child is interacted and performance in class test and unit test and final exam also included. One fine Sunday researcher visited to parents house colony, clinical interview was organized in colony hall.

VIII. EXCLUSIONS

1. The children with double disability or complete visually impaired deaf and dum are excluded from study.

2. The children who stays in hostel too far from parents not considered in the study.

3. The children who stay with guardian/orphan school.

4. Drop out children excluded.

5. The single parents are excluded.

6. Divorce parents or parents who are not stays with child are excluded from this study.

IX. DATA ANALYSIS

Hypothesis 1

H0- There is no significant difference between boys and girls with regard to family involvement in childhood care and education among girls and boys

H1- There is a significant difference between boys and girls with regard to family involvement in childhood care and education among girls and boys

I. Table: Comparison of girls and boys with respect to family involvement scores by t-test

Indictors for study	n	Mean	SD	t-value	p-value	Signi.
Girls	70	84.05	13.5	-3.2499	0.00001 <0.05	
Boys	70	94.76	11.5			S

A significant difference was observed between girls and boys students with respect to family involvement scores (t=-3.299, p<0.05) at 5% level of significance. Hence, Null hypothesis is rejected. The relative hypothesis is accepted. It means that, the family involvement scores are significantly higher in boy students as compared to girl students. This result reflects that girl child given less importance in urban and rural area and even educated above 10th pass parents scores are more for this question. Hindman & Morrison (2011) Family partnership with school helps the child in learning reading skills, vocabulary, positive behaviour.

Figure 1:Comparison between girls and boys with respect to family involvment
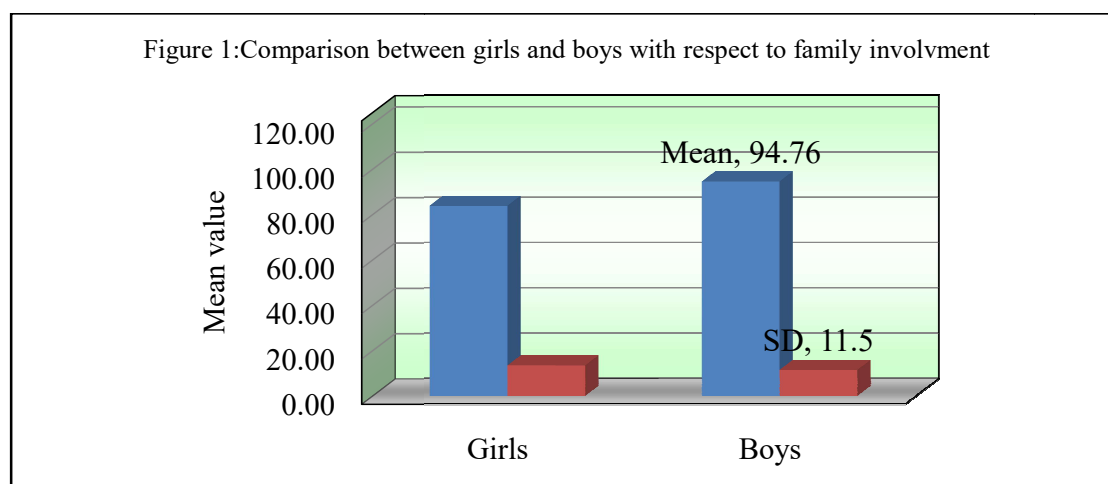
The above graph reveals that the boy students taken care by parents as compare to girls.The parents show better performance while taking care of boy child while responding question ' do you attend your child homework regularly'. Many of 95 % parents agreed strongly.

Hypothesis 2.

H0- There is no significant difference between girls and boys with regard to students'academic performance in childhood care and education

H1- There is a significant difference between girls and boys with regard to   students' academic performance in childhood care and education

Table 2: Comparison of girls and boys with respect to academic performance scores by t-test

Indicators for study	n	Mean	SD	t-value	p-value	Signi.
Girls	60	59.35	6.55	-6.4923	0.00001	
Boys	60	64.21	6.30		<0.05	S

A significant difference was observed between girls and boys with respect to academic performance scores (t=-6.4923, p<0.05) at 5% level of significance. Hence, null hypothesis is rejected. It means that, academic performance scores are significantly higher in boys as compared to girls. The teachers responded that boy students perform better in numerical skills and class room interaction as compare to girl students. The girl students shown better in test but lesser than boy students. The girl students shown better performance in listening skills. But failed to perform in mathematical operations. As academic performance scale includes the indicator that 'classroom performance' has sub items like 'answering in classroom, writing ,repeating rhymes and reading words and texts. These factors always influence on children academic performance. The teachers and parents support and coordination show better positive academic achievement and social and emotional behaviour(Joe & Davis, 2009).

Figure 2: Comparison between girls and boys with respect to academic performance scores
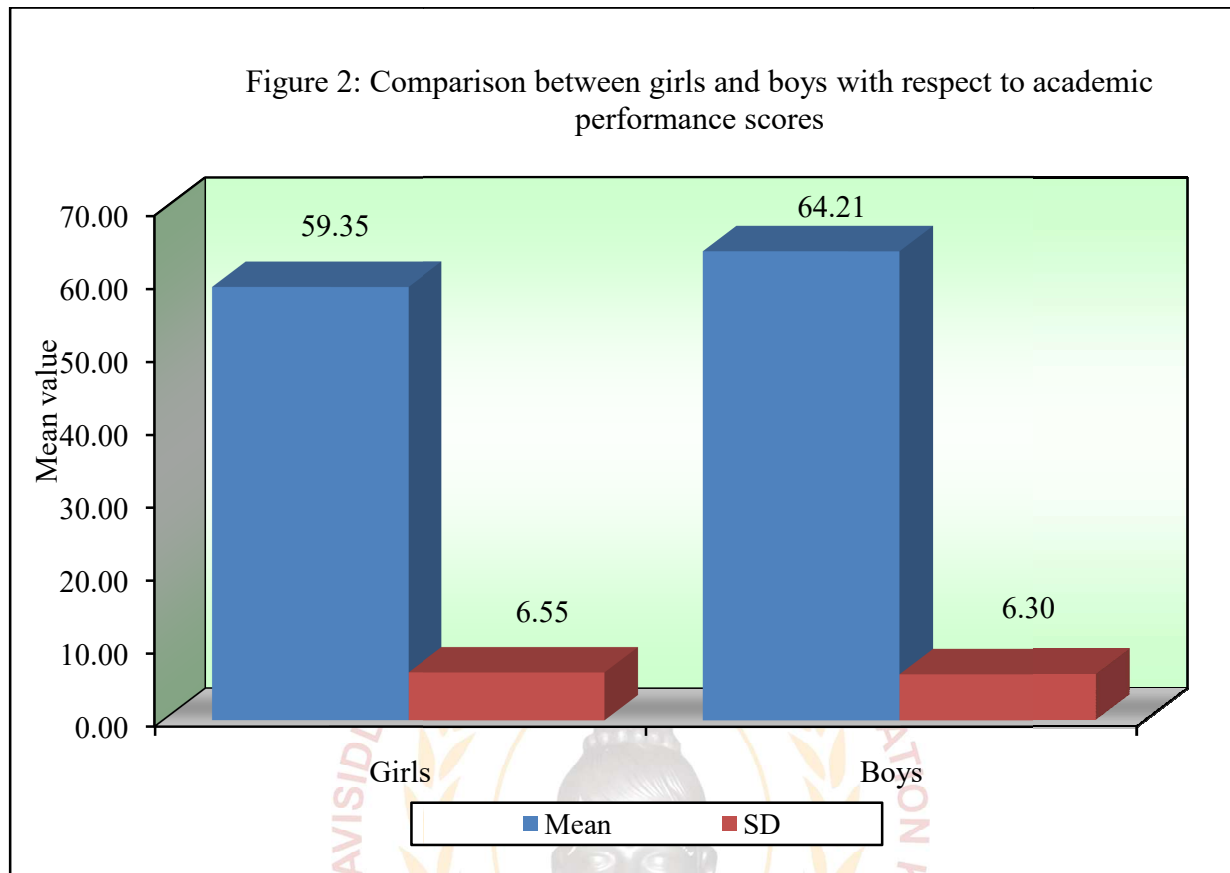
The above graph reflects not only students academic performance but also parents and teachers performance which directly and indirectly influence on the childrens mental status and academic performance. Here boy student shown better academic performance as compare to girl child. This result highlights the negligence towards girl child education at grass toot level. Which spoil our society and norms of values. The Educationsts, child specialists, Women empowerment cells. Girl child abiyanas, Girl child counseling centers, Women seva shakthi sanghas of Gulbarga districts need to carter this academic problems.

Investigations conducted to study the impact of family characteristics on children's academic

Out comes emphasize the role of parent as an important mediating factor in children's academic achievement, particularly for African American boys **(Boyd-Franklin &Franklin, 2000; Ferguson, 2000).**Parents' involvement is an essential element of the school climate. Parents' support and coordination show positive academic achievement and social and emotional behaviour(Joe & Davis, 2009).

Hypothesis 3.

H0- There is no significant relationship between family involvement and students'academic performance in childhood care and education.

H1- There is a significant relationship between family involvement and students'academic performance in childhood care and education.

Variables	Family Involvement	Academic Performance
Family Involvement	r=0.6540*	
Academic Performance	r=0.5553*	r=0.5731*

*p<0.05

A significant positive relationship was observed between family involvement and academic performance(r=0.6540, p<0.05) at 5% level of significance. Hence, null hypothesis is rejected. The relative hypothesis is accepted. It means that, the family involvement and academic performance scores are depending on each other. The family involvment and academic performance influence each other in students life. These show effects and defects in each subjects. If parents are taking interest in childrens study and supervising home work etc simultaneously childrens academic performance improves. Many educated parents feeding their childred with nutrious food but failing or lacking behind to motivate child to perform best in academics. It's very sad to say many parents unable to give time for their children also 75% percent of parents not aware about scaffolding child with academics.

X.FINDINGS AND RECOMMANDATIONS

1. The study reveals that s significant difference was observed between girls and boys students with respect to family involvement scores (t=-3.299, p<0.05) at 5% level of significance. Hence, Null hypothesis is rejected. It means that, the family involvement scores are significantly higher in boy students as compared to girl students. The result expresses hot buring issue of our current society ie. Gulbarga district girl students not catering with academic in ECCE.This reflects that in ECCE girld child needs to be taken care with regard to academics by parents and teachers and educationists.

2. The study also says that a significant difference was observed between girls and boys with respect to academic performance scores (t=-6.4923, p<0.05) at 5% level of significance. Hence, null hypothesis is rejected. It means that, academic performance scores are significantly higher in

boys as compared to girls. In ECCE girls need to be guided and nurtured properly. Its base and foundation stone for innocent girls. There is urgent need of effective counseling sessions for teacher and as well as parents to handle children

3. A significant positive relationship was observed between family involvement and academic performance($r=0.6540$, $p<0.05$) at 5% level of significance. Hence, null hypothesis is rejected. It means that, the family involvement and academic performance scores are depending on each other. So to develop awareness about parental involvement in academic performance of child, the Government Non government organizations should organize many programs for rural and urban parents.

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MEDIA AND EDUCATION

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ABSTRACT

The media of communication is the medium by which a piece of information or knowledge is communicated to the world. This medium of communication is of great importance because the same piece of information when conveyed on a printed page or over the telephone or radio or television will appear different and have entirely a different effect on us. Hence the effectiveness of a piece of information depends upon the medium through which it is imparted. Education of tomorrow will be able to play its role more effectively by making the individuals creative, active and efficient by using appropriate media. Success of education cannot be achieved merely by substituting mechanical methods for human beings, but by developing new patterns using both human beings and technological advancements in order to teach more people better and more rapidly. This paper is showing the relationship between the media and education. It contains the role and importance of media in providing education, rural education and for environmental awareness. It also talks about the use of media in classroom and in the teaching learning process. This paper is representing the extensive and extreme use of media in education content and its social impact upon society because of its inherent ability to reach large number of public.

Keywords: Communication & Technological Advancements

Introduction:

Education is the process of learning and knowing, which is not restricted to our school text-books. It is a holistic process and continues through our life. Even the regular happenings and events around us educate us, in one or the other way. It would not be an exaggeration to say that the existence of human beings is fruitless without education. An educated person has the ability to change the world, as he/she is brimming with confidence and assured of making the right moves. It Makes Better Citizens, Ensures A Productive Future, Opens New Vistas, Spreads Awareness, Helps In Decision-Making, Bolsters Confidence. The term media is derived from Medium, which means carrier or mode. Media denotes an item specifically designed to reach a large audience or viewers. The term was first used with the advent of newspapers and magazines.

However, with the passage of time, the term broadened by the inventions of radio, TV, cinemas and Internet. In the world of today, media has become almost as necessary as food and clothing. It is true that media is playing an outstanding role in strengthening the society. Its duty is to inform, educate and entertain the people. It helps us to know current situation around the world. The media has a strong social and cultural impact upon society. Because of its inherent ability to reach large number of public, it is widely used to convey message to build public opinion and awareness.

Impotance of Media

The mass media ,television programs,internet websites ,newspapers ,music ,tapes and CDs magazines ,Radio programmes specially a tool / technology which is used by someone to transmit the message to a large external audience. So ,it is becoming clear that mass media is a far greater source of information about the world rather than textbooks or academics .Children love to learn new things practically rather than theoretically ,so when they see many historical serials on TV ,they learn a lot from them ,rather than when they read from books .Thus we can say media plays a important role to create awareness ,knowledge and make people educated.

Appeal to Multiple Learning Styles

Media appeal to visual, auditory and kinesthetic learners. Students can watch a movie, listen to music or interact with digital media using top-notch teaching resources, such as individual touch screen tablets and SMART Boards which are essentially interactive chalkboards. The most effective teachers don't depend on one single teaching style but instead use a variety of methods to reach the greatest number of students. Providing a rich learning experience through classroom media keeps students focused and actively engaged in learning. Creates an Authentic Learning Experience

Using newspapers, brochures, job application forms and news broadcasts provides authentic opportunities for students to learn using real-world media. These mediums often simulate future educational and career experiences in which students must read, evaluate and interpret information based on items that they need in their daily lives. When students use objects from

the real world, they can see the connection between what they learn in school and how they can use the knowledge as a member of society.

Strengthens Critical-Thinking Skills

Educators can use media to hone critical-thinking skills in that students can write a song, analyze a movie or evaluate a news broadcast. Instructors can use the media to ask probing questions and facilitate discussions that extend beyond basic comprehension questions as well as asking students to create projects while actively engaged with classroom tools. These hands-on activities challenge students to use their creativity skills to make connections between ideas and concepts.

Teaches Students to Use Media

Using media in the classroom makes students aware of the ever-changing world of electronic communications; giving them a better understanding of such resources now will prepare them to be successful in the future. Students not only learn how to use the Internet to access educational videos or locate digital periodicals for information, but they also learn the value of respecting and protecting pricey media tools. In addition, they can learn how to determine the value of media and become familiar with methods to produce their own media.

The present day world is facing two general problems-"information explosions" and the "population explosion". Information explosion means an explosion of knowledge. Today, throughout the world, social and technological changes are taking place rapidly due to expanding world of information. So there is explosion of knowledge. New frontiers of knowledge are opening day by day and the horizon of human knowledge and understanding is expanding very fast. On the other hand, with the explosion of knowledge there is also population explosion. The student population is immensely increasing year by year due to the growth of population and democratisation of education with varying levels of motivation and aspiration. The problem of" population explosion" is more serious in the developing countries than the developed one. India is facing serious difficulties both from population as well as information explosion.

So the two general factors – "information explosion" and " Population explosion" have posed critical problems for education-more things to be learnt and more people to be taught. Today

there is a cry for "more education to more people in less time". For solving these problems successfully, educational technology consisting of various media of mass communication are essentially required. Both qualitative improvement and quantitative expansion of education can be facilitated and accelerated with the help of this mass media under educational technology. So the mass-media has come to our rescue to tackle this problem.

Education of tomorrow will be able to play its role more effectively by making the individuals creative, active and efficient. Success of education cannot be achieved merely by substituting mechanical methods for human beings, but by developing new patterns using both human beings and technological advancements in order to teach more people better and more rapidly.

There are a good number of media for mass communication such as radio, Television, newspapers and films etc. Previously, the mass media in the form of illustrative were only put to marginal and individualised use. There was neither any coherent thinking nor a scientific organisation of these materials in the educational process. But their increased use has been mainly due to interest and initiative of certain teachers.

The media of communication is the medium by which a piece of information or knowledge is communicated to us. This medium is the message, which is of greater importance. Because, the same piece of information when conveyed on a printed page or over the telephone by radio, or television will appear different and have entirely a different effect on us. Hence the effectiveness of a piece of information depends upon the medium through which it is imparted. Thus, the mass-media are not only the messages, but also the massage.

Because, it massages the sensory organs and stimulates them to respond actively. Hence, the mass media is very important for class room teaching as a part of the process of instruction. The sole objective is to improve the teaching- learning process with the use of various media. Therefore, the main purpose of mass-media in education is to benefit more students with fewer teachers or to obtain quality education.

In fact, the mass media have become a well of message around the world of today and have entered into all the structures of daily life, h can be used and in fact is being used as a means of education. So the role of mass media in education is gaining importance every day.

Importance of Mass Media:

1. Mass Media provide information to the mass within a less time.

2. It takes a wide coverage of information regarding anything that is happening in any comer of the world.

3. It brings the entire world to the individual or to the classroom. Children spend hours together sitting in front of the television and can visualize, hear and acquire knowledge about the world.

4. These media easily reach groups, allow repeated use, give more reality, influence attitudes, show cause and effect relationships and ultimately motivate the audience.

5. It sends information to remote places and helps in distant learning.

6. It helps in modification of attitudes, inculcation of desirable values and acquaintance with cultural heritage.

7. Mass media acts as an agency of social change.

8. Mass media are useful for reinforcing group dynamics and interpersonal communication.

9. Mass media as means of communication make ideas clear to children and help them to acquire correct knowledge. They help in simplifying and in giving vividness to explanation.

10. Mass Media make the instruction concrete and stimulate interest and excite curiosity in things.

"Education today, therefore, has a far greater responsibility than it had ever before. It has to meet the demands of a dynamic world which change its character every day. Contemporary education has to be more comprehensive and complete than it was ever before. The role of the various agencies of education like home, society, community etc. has consequently increased, so has the role of the mass media like television, radio, cinema, newspaper increased." So now-a-day, press, radio, cinema, television, etc. are becoming more and more important in an individual's life.

Mass media in education are press, radio, motion-picture, television, etc. So mass media are many and these are technically called passive agencies of education. They influence the attitude and behaviour of the people indirectly. These agencies cover entertainment, informatory propaganda, historical record, education and improvement of moral judgement and moral tone of the people.

The role of some important mass media are discussed below:

(a) Radio: Radio acts as the medium of mass-communication. It is used mainly to broadcast events to far and wide places of the world. It is also a very important source of entertainment. Every day, we listen various talks, discussions and debates from radio. These are extremely

important and useful for the students. Especially for the purpose of teaching, many programmes are broadcast over the radio. So radio acts as a great recreational and education force. It broadcasts scientific and cultural facts. It enlightens public opinion. It stimulates curiosity and interests.

The radio has proved a valuable supplement to class teaching and learning Educational broadcasting is comparatively a new experiment and is catching on well. Through school broadcasts, expert leaching in such diverse fields of science, social studies, art, music, languages, politics, current affairs and other areas, can provide information and enrichment for pupils and for the teacher.

The educational programmes are broadcasting by the expect teachers with effective methods which demonstrate new ideas and approaches to classroom procedures. Programmes are especially designed in-collaboration with the experts for different age groups in the schools

(b) Television:

Today, television has become an extremely popular source of entertainment among youngsters. We listen and see the instruction of the speaker from the television. So the whole personality of the child is engaged in the task. Hence, it has become the most important and powerful agency of mass communication. In television, news items are not only read out but the events are shown. As a result of which not only problems are discussed but practical remedies and solutions are also suggested.

So, educational television is the most recent audio-visual media for class instruction. There are programmes on the television especially for the school children. These programmes are aimed at educating the school children and they instill good moral values. Television can give a very good idea of the history of the country through dances, short-films on historical places, museums etc. Thus television plays a vital role as a means of mass media in educating the masses.

 (c) The Press:

The Press covers the entire printed matter. These printed matters are books, magazines, journals or newspapers. Reading matter has vast potentialities. It exerts good influence on the individuals. It acts on the intelligence and emotions of the individuals in shaping out attitudes and philosophies of life.

An educated individual one who has an open mind, a general awareness and knowledge of the world around him. His field of knowledge is vast and varied. Newspapers contribute very largely

in education for the above end. Press not only gathers events, they also present their own views on issues.

So the reader gets an opportunity to consider an issue from many angles. Press also contributes to the study of History, Geography, Science, Literature etc. The knowledge is supplemented to these subjects by the newspapers.

It is possible to link certain topics with everyday life by means of the press through newspapers and other journals. The child must be aware of what is happening in the world around him.

So the press is an important service that can render to education by imparting knowledge of current affairs to children. News regarding earthquakes, cyclones, new planets and political changes may be brought to the notice of the pupils by the press. It also gives a great deal of historical information.

The pupil's limited knowledge of history may be elaborated and enhanced by this press. So the press is to serve as one of the important medium of education and instruction.

(d) The motion Pictures:

The motion pictures exercise a great influence on human mind very skilfully. They help to create lasting values in the pupils. There is also wider use of films in education. Educational films are coming into the field to meet the challenge of commercial pictures, to supplement them and to explore new avenues of educating children and adults. These films can give more reality, influence attitudes, show cause and effect relation and motivate the students., Thus these motion pictures have great instructional force which can be used intelligently in the classroom.

There are many areas of learning which can be properly dealt with the help of films. For example, in teaching of geography or science, we can use these motion-pictures. Rivers of India, climate of India etc. can also be taught effectively with the help of the motion pictures.

Principles of using Mass Media:

The teacher should make all necessary arrangements for using the mass media very effectively. He should select the mass media according to the age level of the students. He must know some general principles of using the mass media.

1. Organisation:

Mass media should be organised as integral part of the educational programmes. They should not be separated from other curricular activities.

2. Selection:

Mass media should be properly selected and coordinated by the teacher. An experienced and trained teacher can select the mass media according to the needs of the students.

3. Planning:

Mass media should be available according to the need of the instructional programme. The teachers should possess skill in the use of mass media. They should have special training in their preparation. So they should be properly planned.

4. Experience:

Mass media should be related to pupil's experience.

5. Preparation:

There should be adequate preparation on the part of pupils. The teacher should prepare himself before using it. He should know what the mass media teach and where they fit into his plan of teaching. Adequate preparation should be followed by proper presentation and an adequate follow-up.

6. Evaluation:

Mass media should be evaluated at regular intervals in regards to their use, effect on learning and their functions.

Conclusion:

Mass media have proved to help in classifying concepts, stimulating group and individual activities, developing a collective critical awareness, changing attitudes, imposing a new structure or organisation on certain subjects and encouraging originality and creativeness. Therefore, teachers have to be properly motivated and made interested in the use of such materials. And they have also to be trained and oriented in the adequate use and maintenance of the materials.

As we know, good teachers are not born, they are made. Training in the methods, techniques, use of various means and media help a teacher to be good and efficient. All illustrative materials will be "aids" to his teaching. His educational outputs will be optimized through judicious uses of modem methods, techniques, means and mass media Educational research has also proved that instruction can be greatly improved through the wise selection and utilization of modem media of communication.

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TRADITIONAL ECOLOGICAL KNOWLEDGE (TEK) IN INDIA: INITIATIVES AND CHALLENGES:

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ABSTRACT:

India is a nation in progress. India is full of villages mainly. However it must combine scientific goals with good governmental management support with respect to management of traditional ecological knowledge (TEK). Traditional ecological knowledge (TEK) is age old practice. It is handed over generations. It cannot be taught in the class room. Nowadays it is under threat.

TEK is not documented and hence is not available in books. But it is scientific, systematic, stable, and is

→Acquired through observation and practice in situ, and not in the lasboratory by scientists and not through the internet;

→More holistic, that is, it takes into consideration all working interrelationships, and causes effects of different processes;

→Handed down through traditions, cultural practices and religious rituals;

→Includes traditions which prevent overexploitation of biodiversity and aims at conserving it.

INTRODUCTION:

This article explains the importance of TEK as most such conservation practices are under serious threat due to modernization and globalization. And its urgent need in Indian agriculture, so also in the conservation of biodiversity, its initiatives and its difficulties.

KEY WORDS: TEK, CHALLENGES, JUDICIAL, BIODIVERSITY, INITIATIVES

On the basis of TEK we can conserve the natural resources. TEK i.e., traditional ecological knowledge is the folk knowledge available with the people dealing with ecological problems such as loss of fertility of soil, damage of bunds, soil erosion, etc. This has been obtained through practical knowledge gathered through ages that has allowed sustainable exploitation of ecosystems without their degradation or disappearance, i.e., friendly and judicial use of natural resources.

Ecosystem is the unit of biosphere where there is an interaction between a biotic and biotic components in such a way that a flow of energy is mentioned. Ecosystem may be aquatic or terrestrial is always self sustained. Due to natural calamities like heavy rain and cyclones there is a chance of damage to the ecosystems and so also to the biodiversity.

OBJECTIVES OF THE STUDY:

a) Conservation of nature and natural resources

ii) Sustainability

TEK helps in conservation. Conservation is a safeguarding, maintaining, or protecting and a wise management of our natural resources. Natural resources are the sources available in the nature naturally. In other words conservation is a technique of ecosystem preservation and its development or just environmental management aimed at sustainability.

METHODOLOGY:

Overall survey and secondary data collection of information related to the study. Various authors opinion in this area related to the study.

RESULT AND DISCUSSION:

TEK (traditional ecological knowledge) – a great deal of biodiversity remains conserved because of traditional ecological knowledge. It has always stressed the oneness of man and nature. This is clear in many tribal rituals, particularly in rural areas where tradition still enjoys a place.

There are 3800 culturally distinct communities in India. There are 50 million tribals belonging to 6,000 ethnic groups. These traditional societies have utilized the biodiversity around them in a way that it is always a stable. Their practices have maintained soil fertility, soil moisture and water regimes. But today's life style of human is doubtful in utilization of biodiversity around them in a way that it is always stable.

Study of traditional ecological knowledge(TEK) is called ethnobiology. This TEK has been handed down from generations.

TEK is not documented and hence is not available in books. But it is scientific, systematic, stable, and is

→Acquired through observation and practice in situ, and not in the laboratory by scientists and not through the internet;

→More holistic, that is, it takes into consideration all working interrelationships, and causes effects of different processes;

→Handed down through traditions, cultural practices and religious rituals;

→Includes traditions which prevent overexploitation of biodiversity and aims at conserving it.

Most such conservation practices are under serious threat due to modernization and globalization.

Government has to think in this regard and some encouragements are needed to support TEK. Otherwise it may be totally deleted. It should not happen. Saving such TEK is responsibility of everyone.

TEK never allow unauthorized exploitation of a country's natural resources. TEK never allow secrecy in science. No ethical questions.

The aim of TEK is judicious use of biological and non biological resources available in the ecosystem and that is what ecosystem sustainability. Exploitation of non-renewable resources disturbs ecosystems.

CHALLENGES:

Modernization and globalization and advancement in technology.

Population: Because India has a large population executing the plans to protect TEK may be affected.

CONCLUSION:

In India people are still have some ethics. Reaching the awareness to all sectors is important. It is because TEK restricted to one group of people i.e., who are dealing with the environmental problems or ecological problems. It is because it is a folk knowledge. Public awareness is equally important and it must be addressed to all. This helps to judicial use of natural resources and biodiversity. The key issues that have prevented the successful adoption of such efforts in India are lack of awareness among the population who are not dealing ecological problems. The development of TEK in India can greatly benefit from public participation.

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"QUALITY PROCESS EDUCATION AT DIFFERENT LEVELS"

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ABSTRACT

Whatever progress our society has made over the centuries is because of education. Being the foundation stone of society, education brings reforms, helps in progress and paves way for innovation. The importance of quality education cannot be undermined in a society, which is why **great personalities** have extensively written on its need in a civilized society. It is because of education, that humans have been able to explore the vastness of the universe and the mystery of its existence in atoms. The concepts like gravity, cognitive dissonance, laser-guided surgical procedures and millions of more would not exist if education were not there to unleash our potential. In the 21st century, some countries are lagging in the race for **quality education**.

Key words: Quality, counselling, development, attitude, mentoring

INTRODUCTION:

During the past decade much has been done globally to provide quality basic education for children, an obligation for the Convention on the Rights of the Child.

Poor quality education is leading to poor learning outcomes in India, ultimately pushing children out of the education system and leaving them vulnerable to child labour, abuse and violence. Many classrooms continue to be characterized by teacher-centred rote learning, corporal punishment and discrimination.

Learning assessments show that many of those children who are in school are not learning the basics of literacy and numeracy or the additional knowledge and skills necessary for their all-round development as specified under the Right to Education Act.

While there is an understanding around the importance of life skills, there is a possible lack of alignment between traditional curricula and a life-skills learning agenda and a lack of understanding of how these can be developed across the education continuum. The NEP brings this focus stressing the importance of leaning by doing Irrespective of where they come from.

OBJECTIVES OF THE STUDY

☐ To equip an individual with knowledge a wisdom both.

☐ To enhance quality of life of an individual.

 To develop positive attitudes towards life and being (during formative years as these permit throughout life.)

 To acquaint the people with deride level of knowledge information.

 To promote universally shared values in children.

 To improve, their ability to think and equip them with specialized skills useful in different areas of trade, commerce, industries & services.

 To inculcate fundamental human values. (So that one may face the challenges of practical life and prove to be a worthy citizen of his family, society, country & the entire work).

Why is it Important?

We all are aware of how **technology changing the face of education**. Not only has the mode of receiving education changed but the methods of teaching students have also evolved. Earlier, education was more of a monologue, but nowadays, teachers encourage students to maintain a two-way flow of information in classrooms. United Nations has identified a multitude of problems at the global level that if not addressed can lead to serious problems. To tackle such issues, the need for leaders and experienced professionals who are adept in their respective fields has grown. To encourage leadership and power to influence among the students, it has become imperative to employ a refined way of teaching practices. In the age of technology, information can be accessed from anywhere in the world. Even though providing quality education demands great efforts to shape the personality of a student, with the advent of new technologies, a student is just a click away from requisite resources. While sitting hundreds of miles away from an educational institute, the students can take online classes from the institution, avail benefits of **online career counselling**, and access a great volume of resources from **free online libraries**.

The Targets of Quality Education

Everyone can participate in their ways to provide quality education around the world. Here are some of the targets that the UN has set for 2030 in this section:

- By 2030, ensure that there is free primary and secondary education for girls and boys for effective learning outcomes
- By 2030, ensure that both girls and boys have access to quality early development development and pre-primary education
- Ensure equal access to affordable and quality technical, vocational and tertiary education
- Increase the number of people, both youth and adults who have relevant skills for employment, jobs and entrepreneurship
- Eliminate all discrimination in education
- Ensure universal literacy and numeracy
- Ensure education for sustainable development and global citizenship
- Ensure building and upgrading inclusive and safe schools
- Expand higher education scholarships for developing countries
- Increase the supply of qualified teachers in developing countries

Here is how you can promote quality education around the world:

- Find a charity that works for quality education, donate or get involved in other ways
- Donate the books that you have used to those who need it
- Promote and take free online courses
- Visit local schools, see what school supplies they need and start a drive to provide it to them
- Mentor young children and help them with their homework or projects

Dimensions of a Quality Education

Here are some of the important dimensions of quality education that every organization should meet:

- Equity
- Sustainability
- Contextualization and Relevance
- Balanced Approach
- Child-friendly Teaching and Learning
- Learning Outcomes

Quality of a Good Teacher

A **good teacher should have several qualities** and some of them are:

- A good teacher should be a good communicator and must know not only how to communicate with the students but also with the other teachers and school authorities especially when it comes to sharing the problems of the students as well.
- A good teacher is a good listener and must know to listen to the students and know their needs
- Adaptability is a crucial value of a good teacher, especially in these times as schools are moving online
- Good teachers are empathetic and patient with their students and understand what they are feeling and need.

Characteristics of a Quality School

Attitude of the Principal

You will probably have the chance to meet with the principal before taking a job at a school. His attitude is extremely important for you and the school as a whole. An <u>effective principal</u> should be open, encouraging, and innovative. He should be student-centered in his decisions. The principal should also empower teachers while providing them with the necessary support and training to grow each year.

Principals who are never present or who are not open to innovation will be difficult to work for, resulting in disgruntled employees, including you, if you take a job at such a school.

Student-Centered

To be truly effective, a principal must create a system of core values that the entire staff shares. To do this, she needs to involve the teachers and staff. A common theme to each of the core values should be a student-centered view of education. When a decision is made in the school, the first thought should always be: "What's best for the students?" When everyone shares this belief, infighting will lessen and the school can focus on the business of teaching.

Mentoring Program

Most school districts provide new teachers with a mentor during their first year. Some have formal mentoring programs while others offer new teachers more informal tutelage. However, each school should provide new teachers with a mentor whether the incoming educator is fresh out of college or coming from another school district. Mentors can help new teachers understand the culture of the school and navigate its bureaucracy in areas as diverse as field trip procedures and purchasing classroom supplies.

Faculty Is Empowered and Involved

When the faculty is empowered to make decisions backed by the administration, a level of trust grows that allows for greater innovation and more effective teaching. A teacher who feels empowered and involved in the decision-making process will have greater job satisfaction and be more willing to accept decisions with which he might disagree. This, again, starts with the principal and shared core values that relate back to determining what's best for students.

Communication Is Honest and Frequent

School leadership in a quality school provides teachers, staff, students, and parents with frequent communication about what is happening. Rumors and gossip are usually rampant in schools where administrators do not promptly communicate the reasons for decisions or upcoming changes. School leadership should communicate frequently with staff; the principal and administrators should have an open-door policy so that teachers and staff can come forward with questions and concerns as they arise.

Parental Involvement

Many middle and high schools do not stress parental involvement; they should. It is the school's job to pull parents in and help them understand what they can do. The more a school involves parents, the better students will behave and perform. Many parents want to know what's going on in class but have no way of figuring out how to do this.

A school that stresses parental contact for both positive and negative reasons will grow more effective over time. Thankfully, this is something that each teacher can institute even if the school as a whole does not stress such involvement.

<u>CONCLUSION</u>

Every girl and boy in India has the fundamental right to quality education, an education one that helps them to acquire basic literacy and numeracy, enjoy learning without fear and feel valued and included i Successful performance in school is supported by a wide range of abilities, attitudes and socio-emotional competencies, beyond traditional literacy and numeracy skills –life skills significantly contribute to learning and are an aspect of quality education.

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IMPROVEMENT OF QUALITY IN EDUCATION THROUGH TECHNO-PEDAGOGY SKILLS

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Abstract:

The education system is now witnessing a paradigm shift from the traditional chalk and on-board teaching to digital inclusion methodology. The change will not only increase the capacity of teachers but will enhance the knowledge base of students to make them more aggressive in all international arena. Therefore, the technologies that are being promoted wish to develop that will equip them to deal with students of the visible generation and in addition to addressing the challenges within the modern classroom. Modern technology for teaching and learning in institutional instruction has now been transferred to Techno-Pedagogy Skills. It is a new concept in education. This offers smart thinking tools and techno based environment that can be read by students of all ages. Utilizing information technology in communications and different teaching technologies with teaching methods has a very positive impact. Techno Pedagogy Skill is a creative concept for both teachers and students.

Key words: Techno Pedagogy Skills, Quality, Education, Teaching, Learning

Introduction:

During last few decades the educational scenario is undergoing a paradigm shift in teaching techniques with the introduction of information and communication technologies. Teaching, hard to imagine theories with the help of simulations and other such ICT enabled methods is becoming very common. For inculcating such things in the classroom activities, teachers have to become techno-pedagogue. Imagine teachers teaching theories, by giving up the mechanical approach and making it interesting by simulating problems and finding solutions to such imaginary issues. Teachers with appropriate techno-pedagogical skills can make teaching a pleasurable experience without feeling much of pressure. Transformation from teachers to techno-pedagogue would not only increase the capability of the teachers but would also widen the knowledge base of students so as make them competitive in the international arena.

"Education is not the filling of a pail, but the lighting of a fire."

Education may be defined as a systematic process of determining the extent in which the objectives are achieved by the public. According to Tagore, "Education is that which does not merely give us information but makes our life in harmony with all existence." As the twenty-first century approaches, the literate citizen is increasingly expected to use computer technology to access and manipulate information. Knowing how to manage electronic information from an ever-widening array of resources and in proliferating formats is essential. The education system was now witnessing a paradigm shift from the traditional chalk and-board teaching methodology to digitizing the pedagogical approach through technical devices. A transformation would not only increase the capability of the teachers but would also widen the knowledge base of students so as make them competitive in the international arena. Therefore the technology orientation needs to improve in order to equip themselves to face the students belong to the digital era and also to face the challenges in the modern classroom.

TECHNO-PEDAGOGY

Techno-Pedagogy decides whether an Education media product is successful or not. Pedagogy refers 'Science and Arts of teaching'. Techno derived from Latin word 'Texere' means 'weave or construct'. Techno-Pedagogy refers to weaving the techniques of teaching into the learning environment itself. Education Technology provides approximate designing learning situations, holding in view the objectives of the teaching and learning bring the best practices/means of instructions which effect on learning.

QUALITY EDUCATION

Learners who are healthy, well-nourished, and eager to participate and learn, with their families and communities supporting them in their learning;...Outcomes that include knowledge, skills and attitudes and are related to national goals for education and good participation in society.

The Need for Techno-Pedagogy

Teaching plays a very important role and contributes to the success of any education program. The teacher is at the forefront of education and the arts in the pyramid building. Technology is a broad and flexible set of processes that requires intelligence, and choosing the right techno-pedagogical strategies to effectively engage students in content is a unique set of issues. Media texts contribute to student development, and the growing use of critical media is a critical skill

for students. In understanding how technology and media interact with learning, consider the correlation between technology concepts and education, and how that relates to the content. There may be a need for Instructors and an institutional level, to select and clarify work truths where technology and skills interact while understanding and communicating how technological resources and strategies can engage students and improve student learning (Saravanakumar AR, Paavizhi, K., and Palanisamy, P., 2019)

Importance of Techno-Pedagogical Skills for Teacher Educators and Training Graduates

The Teacher of Education holds the most important position and institution within the success of any education system. The teaching teacher is the highest student in education and the art of the pyramid of education that shapes the teachers of the future and the quality of the teacher and therefore depends on the teachers themselves. Technology is immense and constantly changing a shaped set of skills and in deciding on the right techno-pedagogical techniques to successfully engage students in content is a unique set of skills. Media literacy contributes to student development and the critical media assessment available is a valuable skill for students. To understand how technology and media interact with learning, one should not forget the correlation between technology ideas and education, and how that relates to content (Saravanakumar AR, 2016). There is a need for Graduate Teachers and Graduate Students, as well as the institution level, to discover and clarify practical realities in the workplace where technology and skills combine, while understanding and communication are about how resources and technology can interact with students and enhance student learning.

Techno-Pedagogical Skills Improve Quality of Education

Acquiring techno-pedagogical proficiencies will make teaching and learning a pleasurable exercise as it would lessen the pressure on the teachers and enable the students to delve deeper into domain of knowledge. Technology had made inroads into every sphere of human activity, including the field of education. It had totally transformed the face of didactic teaching and brought about far reaching changes in the way in which knowledge was being shared.

As the Teachers knew the significance of technology as it had made easier for students to understand. When it came to teaching theories, the Teachers should give up the mechanical approach and make it interesting by simulating problems and finding solutions to such imaginary issues.

In such a context, the terms "pleasure and pressure" should not get blurred and the distinction could be kept intact if the teachers with appropriate techno-pedagogical skills make teaching a "pleasurable" experience without feeling much of "pressure."

- ❖ Techno Pedagogy Skills assist teachers to cope with new challenges, to develop students skills and performance.
- ❖ It permit teachers access to interactive content and information that can be used
- ❖ It helps to teach effectively. Techno provides very rich audio and visually Curriculum resources.
- ❖ It enable teachers to clarify their ideas and ensure that each child is aware of the ideas that are being made will ultimately contribute to their achievement.
- ❖ Techno make the concepts more understandable. It make the abstract concept a reality.
- ❖ Techno skills have an interactive live tutorial to be more sophisticated and to compare specific features and ideas with specific concepts.
- ❖ Techno Pedagogy Skills create a class module that allows the student to visualize the concept of higher dimensions along with static images. The visuals and pictures that the students will never forget.
- ❖ Techno Pedagogy facilitate a developmental phase in highlighting student achievement.
- ❖ Techno Pedagogy make learning fun for learners.
- ❖ Techno Pedagogy make learning easier with activities and video games.
- ❖ Techno Pedagogy Skills create strong professional connections with the classroom, and informing teachers about classroom times.
- ❖ Techno Pedagogy improve creative thinking in the learning process to view ideas and actions through models and presentations.
- ❖ Techno Pedagogy Skills improve the use of smart e-books, e-books, protocols, lecture notes, texts and more.
- ❖ Techno Pedagogy Skills customize content that is relevant to the school work programme and providing the center to review content.
- ❖ Techno Pedagogy Enhance linguistic abilities.
- ❖ Techno support in Distance Education through e-learning.
- ❖ Techno Pedagogy Skills help full to Guide and Counsel for career choices.
- ❖ Techno Stimulate Self Learning ability.

❖ Techno enhance enrolment and examination process.

❖ Techno Pedagogy Skills are develops the life skills.

Challenges Of Using Techno-Pedagogy In Higher Education:

Higher education is responding to globalization. It can be acknowledged that techno-pedagogy enhances better education rather than simple education but there are numerous challenges such as:

❖ Destitute infrastructure of ICT for using Techno-pedagogical skills.

❖ Scarce competence on English language and online content

❖ Calamity of Teachers with Techno-pedagogical skills

❖ Lack of incentives of teachers

❖ Evils on Research and Development

❖ Lack of awareness of existing techno-pedagogical skill services.

❖ Hitch of using software.

❖ Limited techno-pedagogical resources

❖ Lack of coordination among the departments

❖ Frequent power outages and fluctuations.

❖ Solution on problem of using software

❖ Developing techno-pedagogical E-Content

Conclusion:

Education plays an important role in enriching society and human resources. Teacher educators and undergraduates can only do a good job if they are organized in a professional, creative, and efficient way to use technical skills to grow students in demand of changing times. Teacher educators and their graduates must also be adaptable to innovative technologies that can enhance student engagement. Teaching using modern technology tools improves students' knowledge and teaching and learning process in this fast-paced world. The use of this new term should be encouraged in the current education system.

However, in the next few decades, the rise of technology will undoubtedly reduce the cost of equipment to a certain extent. Besides, the latest innovations in the field of science and computing can make teaching and learning more efficient. Teaching and learning have really grown into an exciting and effective activity. The old method of chalk and board

is achieved by the construction of visual aids. Education with new technologies has made it easier for teachers to integrate lessons and students are more receptive.

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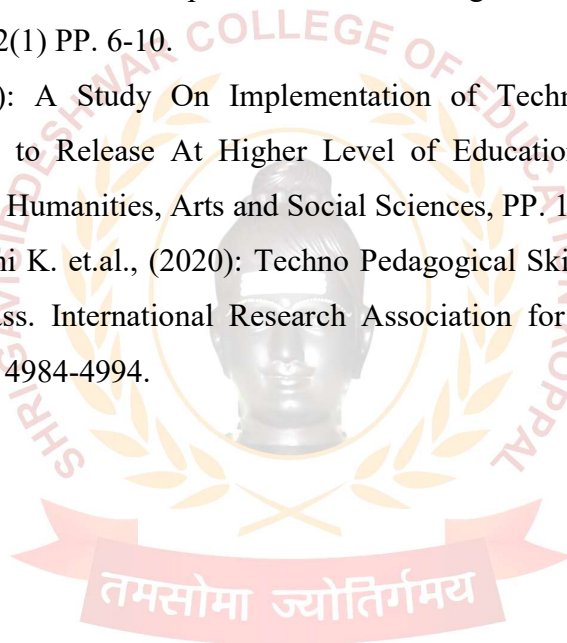
A STUDY OF EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS OF HAVERI DISTRICT

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ABSTRACT

In the present study, the Investigator selected the topic and find out the Emotional intelligence of secondary school teachers of Haveri District and compare the Emotional intelligence between urban and rural locality schools and Government and Private Management Schools. The objective of the present study is to Study the difference in Emotional intelligence, mean scores of Secondary School Teachers with respect to their Government, aided and unaided State Government secondary schools and Locality. Descriptive survey method was used for the present study. The sample for the present study consisted of 500 teachers was selected from different schools of Haveri Taluk, Karnataka State. The findings reveal that, State Government urban schools have significantly higher emotional intelligence as compared to teachers of State Government rural schools and Government, aided and unaided State Government secondary schools have similar emotional intelligence. State Government urban schools have significantly higher on dimension of emotional intelligence i.e., Self-awareness, Self-regulation, Motivation, Empathy and Social skills as compared to teachers of State Government rural schools. Government, aided and unaided State Government secondary schools have similar Self-awareness, Self-regulation, Motivation, Empathy and Social skills. The results of the study reveal that there is a positive correlation between emotional intelligence and emotional intelligence, teacher effectiveness, and other variables such as creativity of teachers.

Keywords: Emotional Intelligence, Secondary School, Education, Management

Introduction:

A good teacher sparks a child's desire to learn; a great teacher affects that spark to kindle a fire that burns forever. Teacher must possess the vital skills, personality characteristics and

behaviors that students perceive to impact their motivation to learn. Since it is a teachers job to connect with each student to foster the passion and excitement to learn. But with changing times priorities of the teachers have changed, it's not, just like going to classroom and giving the lecture. They want to achieve the best in their life. They also want to excel in their profession but in professional development, emotional intelligence plays a great role. If we see the today's classroom the teachers are not able to control their emotions. They get irritate don the small issue. The reason behind this is the work load on teaches. They not only have to prepare and deliver lecture, but also have other responsibilities of the school. Teachers are considered as the main pillar in the educational system. They are the moderators through which the knowledge can be transferred to the students who represent the foundation of the society. Teachers cannot be the effective source of knowledge unless they are possessed with the essential skills, knowledge and talents. Emotions give the way to present how we behave and feel in a situation. Emotional intelligence is the phenomenon under study during the last two decades. Goleman (1995) in his book stated that emotional intelligence matters twice than IQ in defining the success of an individual. The emotional intelligence base perception is that individuals should have a clear awareness of their feelings and can deal the emotions in a real way.

Emotion Concept:

The root of the word emotion is motere, the Latin verb "to move", plus the prefix "e" to connote "move away", suggesting that a tendency to act is implicit in every emotion. Emotion refers to a feeling and its attendant thoughts, psychological and biological states, and range of impulses to act. The Oxford English Dictionary defines emotion as "any agitation or disturbance of mind, feeling, passion; any vehement or excited mental state".

Emotional intelligence entails the appropriate awareness, management, and expression of the range of these emotions. In this sense, many psychiatric disorders in the fourth edition of Diagnostic and Statistical Manual of Mental Disorders (ESM-IV) such as the anxiety and mood disorder-bespeak a deficit in affective self-regulation, which is a key capacity of emotional intelligence. To the extent that emotional intelligence skills like affective self-regulation can be cultivated, particularly in young people, the risk of developing such psychiatric disorders should be diminished.

Emotional Intelligence includes traits like self-awareness, social deftness, the ability to delay gratification, to be optimistic in the face of adversity, to channel strong emotions and to show empathy towards others. Goleman (1995) identifies the five elements as the components of emotional intelligence: Self-awareness, Self-regulation, Motivation, Empathy and Social skills.

Need and Significance of the Present Study:

In order to survive and succeed in a competitive and fast-changing world, everybody needs to develop and nurture Emotional Intelligence. Teaching is the only profession where one human mind operates on other human minds with a human face. The teacher should be equipped with Emotional Intelligence and should know how to control and apply it in a particular situation. The secondary school teachers play an effective role in the educational success and personality development of students. Effective personalities of the teacher can generate brilliant students. Keeping in mind the role of secondary school teachers in the students' personality development, this research is aimed at investigating secondary school teacher's emotional intelligence in Haveri district.

Emotional intelligence contributes much more towards balance personality of the individual. A teacher because of his experience in varied situation dealing with students, community and teachers becomes emotionally balanced. Therefore, it is expected that experience may be a predicting variable to emotional intelligence. The present study has been thought of to be undertaken considering the psychological impact of emotional intelligence on individual development. The teachers as individual are required to shape the destiny of the nation. Therefore, it becomes obligatory to access the level of emotional intelligence of the teachers in relation to gender and experience variation to support the theoretical impact in the previous lines.

Review of Previous Studies:

The following studies highlight the importance of emotional intelligence in workplace and in life.

Praveen Kumar J. (2002) studied the functions of self-confidence and emotional-maturity in decision-making styles of the executives. Findings suggest that, A self-confident person is characterized as self-assured and forward moving, therefore the positive and significant relationship between the two variables indicates that self-confident executives are more vigilant and decisive in their decision making process. Self-confidence and emotional maturity have a

very poor relationship with decision making styles. It may be also concluded that in decision-making process only one aspect the vigilant has relationship with/self-confidence and emotional maturity.

Gakhar, S.C. (2003) studied the emotional maturity of students at secondary state (self-concept and academic achievement) After comparing their mean scores it is found that boys scores are less and hence their level of emotional maturity is more as compared to girls. The emotional maturity of students belonging to urban and rural areas and emotional maturity of students of rural areas is more as their mean scores on emotional maturity inventory is less. The emotional maturity of students of private schools is more as compared to their counterparts due to low mean score on emotional maturity.

Ashkanasy and Daus (2005) Emotional intelligence terminology was introduced inadvertently in literary criticism and psychoanalysis after two decades its more comprehensive use was introduced in a dissertation for serious understanding of concept of emotional intelligence one must have considerable knowledge of emotions and intelligence.

Shahzad and Bagum, (2012) discovered that in nuclear families, boys have better interpersonal management and intrapersonal management skills. The analysis showed that male participants demonstrated higher emotional intelligence than females.

From the review of related literature, it is found that there were hardly few studies conducted in the area of emotional intelligence and that too with higher secondary school teachers. As the concept of emotional intelligence is newly picked up in the area of education in India, since past one decade, there are very less number of studies. Many studies conducted on emotional intelligence are theoretical in nature and a very few are empirical. As it is a budding concept, a number on emotional intelligence with relevance to teacher effectiveness are rarely found. This shows that the role of emotional intelligence in teaching profession needs to be studied in detail. Thus the present study is a simple attempt towards filling up this research gap.

Objectives of the Study

Objectives of the study are as follows:

1. To study whether there is a significant difference between teachers of State Government rural and urban secondary schools with respect to emotional intelligence and its dimensions i.e., (Self-awareness, Self-regulation, Motivation, Empathy and Social skills).

2. To study whether there is a significant difference between teachers of Government, aided and unaided State Government secondary schools with respect to emotional intelligence and its dimensions i.e., (Self-awareness, Self-regulation, Motivation, Empathy and Social skills).

Research Design:

The present study is Descriptive Survey Method design. In the study, the investigator was used Emotional Intelligence Scale developed by the researcher. The research design specifies the questions to be investigated, the process of sample selection, methods of procedure to be followed, measurements to be obtained and comparison and other analyses to be made.

Hypothesis of the Study: In pursuance of above stated objectives the following hypotheses were formulated.

1. **Hypothesis:** There is no significant difference between teachers of State Government rural and urban secondary schools with respect to emotional intelligence and its dimensions i.e., (Self-awareness, Self-regulation, Motivation, Empathy and Social skills).

2. **Hypothesis:** There is no significant difference between teachers of Government, aided and unaided State Government secondary schools with respect to emotional intelligence and its dimensions i.e., (Self-awareness, Self-regulation, Motivation, Empathy and Social skills).

Tools Used:

The following tools were used for the Data collection.

Emotional Intelligence Scale - This scale is constructed and Developed by the Investigator by using steps of standardization and scale comprising 60 statements of negatively and positively. These are scored by 5, 4, 3, 2, 1 and 1, 2, 3, 4, and 5 negatively. Cronabach Alpha of the scale is 0.8563 and Split Half method is 0.7812 which are found to be highly significant. It consists of five dimensions such as self-awareness, self-regulation, motivation, empathy and social skills which are all significant related to each other at 0.01 level of significance.

Sample for the Study:

The present study involves 20 secondary schools from urban area and 20 secondary

schools from rural area of the Haveri taluk, Karnataka has been selected by using stratified random sampling technique. Sample of 500 teachers was selected from different schools of Haveri District.

Collection of Data:

Data were collected from secondary school teachers. The investigator personally visited secondary schools located in Haveri district and the prior permission of the higher authorities administered the tools to 500 teachers. A clear cut instruction was given to fill up the scale. The collected data were pooled for statistical analysis.

Statistical Technique:

To know the significant difference between teachers of government, aided and unaided state government secondary schools t with respect to emotional intelligence the following statistical technique such as differential analysis,'t'-test **and graphical representation procedures was used to analysis the data.**

Limitation of the Study:

1. The present study is restricted to areas the Emotional Intelligence of secondary school teachers who are rural, urban, government, aided and unaided only.

2. The present study is restricted to Haveri district and Kannada medium schools only.

Data Analysis and Results:

Table-1: **Results of 't' Test between Teachers of State Government Rural and Urban Secondary Schools with Respect to Emotional Intelligence and its Dimensions**

Variable	Location	Mean	SD	SE	t-value	P-value	Signi.
Emotional intelligence	Rural	253.86	45.46	3.24	-4.3652	0.0001	<0.05, S
	Urban	277.36	41.89	4.13			
Self-awareness	Rural	36.04	7.33	0.52	-4.1497	0.0001	<0.05, S
	Urban	39.66	6.89	0.68			
Self-regulation	Rural	39.57	8.66	0.62	-4.0036	0.0001	<0.05, S
	Urban	43.70	8.13	0.80			
Motivation	Rural	43.55	9.01	0.64	-3.4772	0.0006	<0.05, S

	Urban	47.20	7.90	0.78			
Empathy	Rural	61.91	11.18	0.80	-4.0413	0.0001	<0.05, S
	Urban	67.22	10.05	0.99			
Social skills	Rural	72.80	12.28	0.87	-4.6544	0.0001	<0.05, S
	Urban	79.57	11.36	1.12			

The results of the above table, it clearly shows that the followings:

- The teachers of State Government rural and urban secondary schools differ significantly with respect to emotional intelligence (t=-4.3652, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of State Government urban schools have significantly higher emotional intelligence as compared to teachers of State Government rural schools.

- The teachers of State Government rural and urban secondary schools differ significantly with respect to dimension of emotional intelligence i.e., self-awareness (t=-4.1497, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., self-awareness as compared to teachers of State Government rural schools.

- The teachers of State Government rural and urban secondary schools differ significantly with respect to dimension of emotional intelligence i.e., self-regulation (t=-4.0036, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., self-regulation as compared to teachers of State Government rural schools.

- The teachers of State Government rural and urban secondary schools differ significantly with respect to dimension of emotional intelligence i.e., motivation (t=-3.4772, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., motivation as compared to teachers of State Government rural schools.

- The teachers of State Government rural and urban secondary schools differ significantly with respect to dimension of emotional intelligence i.e., empathy (t=-4.0413, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., empathy as compared to teachers of State Government rural schools.

- The teachers of State Government rural and urban secondary schools differ significantly with respect to dimension of emotional intelligence i.e., social skills (t=-4.6544, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., social skills as compared to teachers of State Government rural schools.

Table-2: **Results of ANOVA Test between Teachers of Government, Aided and Unaided State Government Secondary Schools t with Respect to Emotional Intelligence and its Dimensions**

Variables	Summary	Government	Aided	Unaided	F-value	P-value	Signi.
Emotional intelligence	Mean	257.37	261.01	265.89	0.9258	0.3974	>0.05, NS
	SD	49.45	43.13	44.40			
Self-awareness	Mean	36.72	36.59	38.18	1.5606	0.2117	>0.05, NS
	SD	7.90	7.22	7.05			
Self-regulation	Mean	40.58	40.25	41.80	0.9553	0.3859	>0.05, NS
	SD	10.03	7.49	8.45			
Motivation	Mean	43.58	45.49	45.20	1.2433	0.2899	>0.05, NS
	SD	9.57	8.28	8.57			
Empathy	Mean	61.85	63.97	64.93	2.0376	0.1322	>0.05, NS
	SD	11.71	10.87	10.66			
Social skills	Mean	74.63	74.72	75.77	0.2862	0.7513	>0.05, NS
	SD	12.71	12.25	12.30			

The results of the above table, it clearly shows that the followings:

- The teachers of Government, aided and unaided State Government secondary schools do not differ significantly with respect to emotional intelligence (F=0.9258, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It

means that, the teachers of Government, aided and unaided State Government secondary schools have similar emotional intelligence.

- The teachers of Government, aided and unaided State Government secondary schools do not differ significantly with respect to dimension of emotional intelligence i.e., self-awareness (F=1.5606, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teachers of Government, aided and unaided State Government secondary schools have similar self-awareness.

- The teachers of Government, aided and unaided State Government secondary schools do not differ significantly with respect to dimension of emotional intelligence i.e., self-regulation (F=0.9553, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teachers of Government, aided and unaided State Government secondary schools have similar self-regulation.

- The teachers of Government, aided and unaided State Government secondary schools do not differ significantly with respect to dimension of emotional intelligence i.e., motivation (F=1.2433, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teachers of Government, aided and unaided State Government secondary schools have similar motivation.

- The teachers of Government, aided and unaided State Government secondary schools do not differ significantly with respect to dimension of emotional intelligence i.e., empathy (F=2.0376, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teachers of Government, aided and unaided State Government secondary schools have similar empathy.

- The teachers of Government, aided and unaided State Government secondary schools do not differ significantly with respect to dimension of emotional intelligence i.e., social skills (F=0.2862, p>0.05) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teachers of Government, aided and unaided State Government secondary schools have similar social skills.

Major Findings of the Study:

- The teachers of State Government urban schools have significantly higher emotional intelligence as compared to teachers of State Government rural schools.

- The teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., self-awareness as compared to teachers of State Government rural schools.

Self-awareness, Self-regulation, Motivation, Empathy and Social skills)

- The teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., self-regulation as compared to teachers of State Government rural schools.
- The teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., motivation as compared to teachers of State Government rural schools.
- The teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., empathy as compared to teachers of State Government rural schools.
- The teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., social skills as compared to teachers of State Government rural schools.
- The teachers of Government, aided and unaided State Government secondary schools have similar emotional intelligence.
- The teachers of Government, aided and unaided State Government secondary schools have similar self-awareness.
- The teachers of Government, aided and unaided State Government secondary schools have similar self-regulation.
- The teachers of Government, aided and unaided State Government secondary schools have similar motivation.
- The teachers of Government, aided and unaided State Government secondary schools have similar empathy.
- The teachers of Government, aided and unaided State Government secondary schools have similar social skills.

Implication of the Study:

This investigation shows that emotional intelligence plays an important role in teaching motivation. Whole teaching profession is based on emotions. When a teacher feels emotional attachment to their duties, then he or she can perform it at its best. If teacher is emotionally strong or stable, then he or she can handle their class room problems very well. Any research effort becomes worthwhile only when it specifies some of the important educational implications. The findings of the present study have certain significant and meaningful educational implications for teachers, teacher educators, parents, school guidance and counselors and educational administrators. It is scientifically proved that the success of individuals work is 80 percent dependent on emotional intelligence and only 20 percent on IQ.

Measures should be taken up to improve and sustain the level of intelligence of secondary science teachers by providing congenial and conducive atmosphere for teaching autonomy and independence in teaching as the results of the study reveal that there is a positive correlation between emotional intelligence and teacher effectiveness, emotional intelligence and other variables such as creativity of teachers.

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WOMEN EMPOWERMENT THROUGH HIGHER EDUCATION: DEGREE, P.G AND P.HD/M.PHIL'S PERSPECTIVE IN KARNATAKA

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Abstract:

Women are part of the development. Women's empowerment forward women's feel self-respect, their capacity to resolve their possibilities, and their fair impact on the social modification of their identity and others' identities. So if we want to achieve women's empowerment effectively, need to provide them with accessibility to higher education. In the process of women's empowerment women face some difficulties like poverty, sexual harassment, child marriage, and lack of knowledge. Due to some constitutional provisions and scholarships for women to participate in higher education is higher than male students' enrollment instead of these difficulties women enrolled 50.50% in Under Graduation, 56.16% in Post-Graduation, and 54.58% in MPhil.

Kay Words: Higher Education, Women Empowerment, Importance, Factors, and Constitutional Provisions.

1. Introduction:

Women are the most important part of society. Her contribution brings positive changes to the development of the country. In this way, all women need to be educated to empower in all sectors. Empowerment of women wouldn't indicate that she is extremely educated along with employment or business; it means women need to be brilliant, skilled, self-confident, and self-dependent. According to Jawaharlal Nehru ', if a man gets educated an individual is educated, if a woman is educated, she is capable to make her family and surroundings educated. In India's Patriarchal system women are restricted to some aspects. Earlier she was getting fewer opportunities to participate in various activities in family and society due to some cultural practices and bailiffs. By providing higher education for women we can make changes in their positions them also achieve women's empowerment. The Women's Empowerment concept was introduced in the year of 1985. And this is a worldwide matter and debate.

2. History of Women's Education in India:

During the Vedic period, women had the opportunity to get an education but in the medieval period, they lost their right to get an education and were restricted themselves by cultural and social barriers. In the British role again women got access to education and employment through some social reformers such as Raja Ram Mohan Roy and Swamy Dayanand Saraswati. After Independence, the Indian Government has come up with several plans, programs, and policies to provide education and employment opportunities for all Indian women. Through these all policies and programs, women's literacy rate is increased.

In this way, higher education helps women to acquire skills, knowledge, self-confidence, and self-dependency. Through these different aspects, women could make empower themselves and be independent. At the same time, women can contribute to the country's development.

3. Importance of Higher Education:

"Education is the most powerful weapon, which you can use to change the world."

Nelson Mandela-

Higher education provides lots of opportunities for women to improve their Social, Economic, Health & Hygiene, Self-Reliance, and Living conditions in their future. Higher education creates more and more employability and healthcare services for women. Without the higher education of women, a nation cannot develop. Also, the knowledge of higher education plays a vital role in eliminating the gender gap, gender discrimination, child marriage, child labor, and inequality in access to resources. It helps to make a success of Democratic system in the country.

4. Meaning of Women empowerment:

Women's Empowerment means showing respect and bringing them to the mainstream of society as men.

5. Constitutional Provisions for women's empowerment:

Indian constitution not only provided equality for women but also it provided empowers them to acquire an estimate of constructive intolerance in sanction of women to offset the increasing social, economic, educational, and political drawbacks faced by them. Articles 14, 15 (3), 16, 39 (A), 39 (B), and Article 42 of our Indian Constitution are provided special attention to women's equality and empowerment. Instead of these articles government provided some other social-co-educational higher education and employment like Working Women Hostels, Prevention of

Sexual Harassment at the Workplace, Fundamental Rights, equalities ty for all in front of the law, and prohibition of discrimination against any Indian citizen, etc.

6. Factors affecting women's empowerment:

i. Sexual harassment

ii. Poverty

iii. Child marriage

iv. Lack of opportunities

v. Gender discrimination

vi. Lack of awareness

vii. Fewer opportunities to make decisions (women do not openly share their opinion about anything.

viii. Patriarchal system:

    a. Women are restricted from some work and opportunities because of their weakness and male-controlled system, they are considered more powerless than men.

ix. Equal Rights:

x. Several barriers hinder the progress of women

xi. Discrimination among men and women in family, workplace, and community.

xii. Safety risks in the workplace

xiii. People's mentality

xiv. Family Responsibility

xv. Traditions and custom

7. Objectives:

1. To analyze the importance of higher education for women's empowerment.

2. To know the factors affecting women's empowerment.

3. To critically analyze the relationship between women empowerment and higher education.

8. Methodology:

The study is entitled "Women Empowerment through Higher Education: Degree, P.G and Ph.D./M.Phil. perspective". This study has been done based on Secondary sources of data. This

study used a **"Descriptive"** type design. It included the importance of higher education for empowering women and being independent and skillful.

9. Results and Discussion:

Table: 1.1: Women's Enrollment in Degree at Karnataka:

S.No	Graduation	Male	Female	Total
1	UG	49.49%	50.50%	100%
2	PG	43.83%	56.16%	100%

Source: Higher Education Profile 2019-2020

Chart: 1.1: Women Enrollment in Degree at Karnataka:
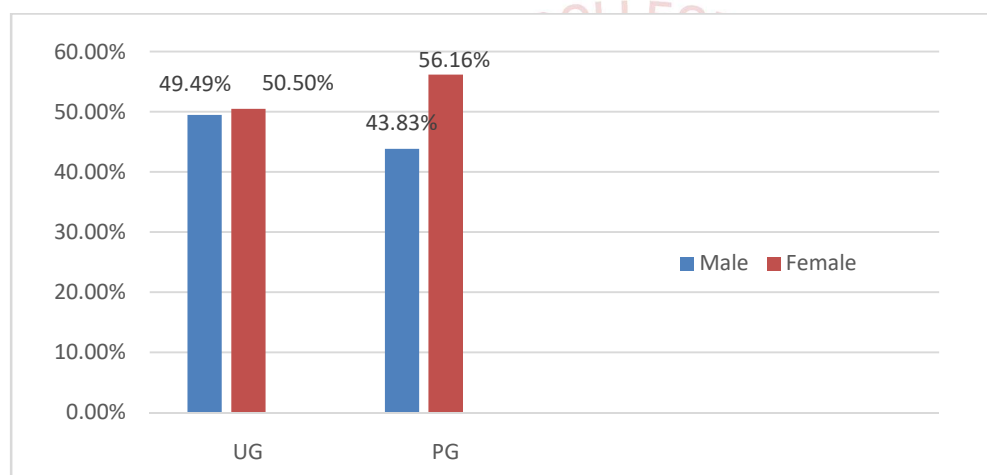
As shown in the above graph out of the total enrolled students, female students studying in Under Graduation 50.50%. Female participation in under graduation has increased maybe due to some scholarship schemes which were introduced during the period namely Pragati Scholarship for female students, Post-Metric Scholarship for minority students, and Vidyashiri scholarship for SC, ST, and OBC students, etc. The total number of enrolled female students in Post-Graduation is56.16% more than male students.

Table: 1.2: Enrolment in different subjects in higher education in Karnataka:

S. No	Name of the different subjects	Percentage%
1	Agriculture and Allied	4%
2	Commerce	28%
3	IT & Computer	22%
4	Engineering & Technology	28%

5	Foreign Language	3%
6	Home Science	23%
7	Indian Language	6%
8	Law	31%
9	Management	6%
10	Medical Science	8%

Source: India.stat.com

Chart: 1.2: Enrolment in different subjects in higher education in Karnataka:
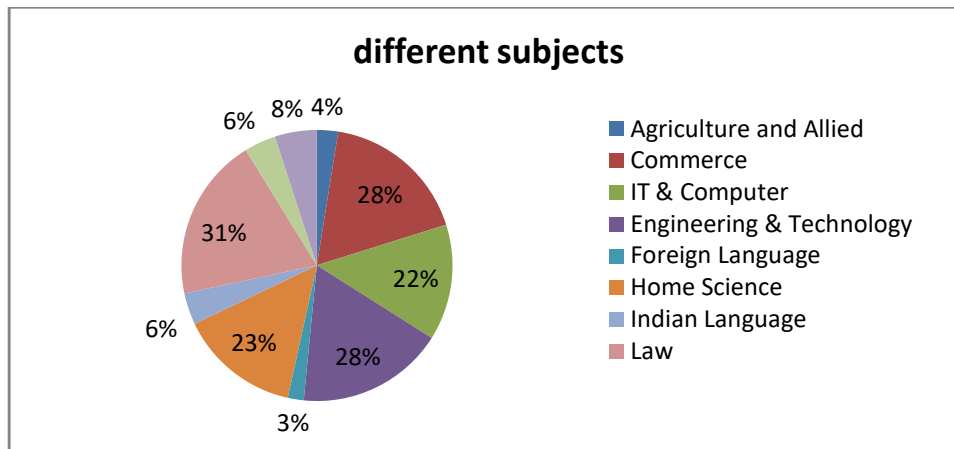
According to the above graph women's participation has increasedin different subjects in higher education likely, with around 31% of female candidates enrolled in Law subject, 28% of candidates enrolled in Commerce and Engineering and Technology, 23% of candidates enrolled in Home-science subject and 22% of candidates have enrolled in IT & Computer subjects in higher education.

Table: 1.3: Enrollment for Ph.D./MPHIL in Karnataka:

S. NO	Gender	MPHIL	PHD
1	Male	45.42%	62.82%
2	Female	54.58%	37.18%
Total		**100%**	**100%**

Chart: 1.3: Enrollment for Ph.D./ MPHIL in Karnataka:
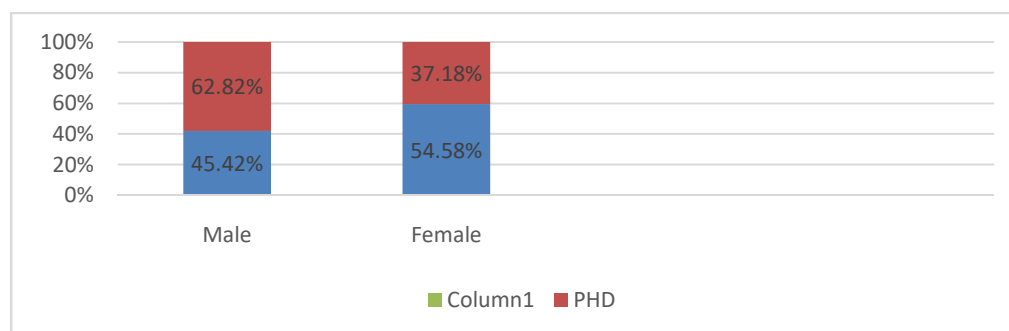
As shown in the above graph highest number of female students 54.58% enrolled in MPhil due to and registered female students for Ph.D.37.18% has decreased than MPhil registration of female students. due to Poverty, marriage, and some other family-related responsibilities female enrolment is decreased.

10. Conclusion:

Education is a powerful instrument for the development of the nation. Both males and females play a significant role in economic development. From this perspective participation of women in higher education is most important to achieve women's empowerment. In this way, the Government has introduced some schemes, programs, and policies for encouraging women's participation in higher education which directly influence the empowerment of women. But Government needs to implement some schemes and programs based on the requirement and to effectively evaluate the benefits and other sides of the implementing schemes and programs.

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POSTMODERNIST CONCERNS IN THE NARRATIVES OF AMIT CHOUDHURI-A STUDY

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Abstract

The present paper discusses and delineates the postmodernist trends in the select works of Amit Choudhuri. The paper confines itself to the postmodernist studies in literature without stretching into other areas like culture and arts. Although Amit Choudhuri denies any theoretical labeling of his works, it is evident in his narratives that the postmodernist traits are predominant both at the level of narrative techniques employed and the thematic concerns exploited. The same is true of the stylistic devices interspersing his works. Furthermore, the strains of the modernist postmodernist literary theories are so intimately interwoven in his works that it is hard to segregate them into watertight compartments. An attempt has been made in this paper to make a general survey of his four early works of fiction in the light of literary postmodernism so that a reader can locate him precisely in the tradition of writers from India. The significance of the present study also lies in appreciating the literary output of Amit Choudhuri in the Diasporic tradition as most of his works were written when he lived in different parts of the world away from India. However, it is worthy of notice that India is invariably the setting of his most novels.

Key words: literary postmodernism, intertextuality, pastiche, paranoia, metafiction, parody, Alienation, loss, dislocation etc.

Introduction

It is very hard to arrive at a precise definition of postmodernism as a literary theory and it is even harder to pin it down to a school of thought in general. It is so on account of its branching out into myriad offshoots of thought unwilling to be clubbed together by any common and reliable pattern. This very trait is at the heart of the postmodernist thought as it defies a systematic arrangement denying any kind of alignment with any other notion. It is partly because of the postmodernist belief that there can never exist something called absolute truth and perfect order. Although it is quite challenging to understand literary postmodernism, a few recurring features that stand out in the works labeled as the postmodernist texts can be used in the process of postmodernist reading of the works. With this in view, the texts that entail intertextuality, pastiche, paranoia, metafiction, parody etc. can be said to fall under the broad category of

postmodernist texts. Alienation, loss, dislocation and a state of perplexity where nothing seems reliable are some of the dominant themes that are common in postmodernist fiction. Innovation in style, experimentation in narrative techniques and the freedom enjoyed in plot construction mark the postmodernist approach in creative writing. To study Amit Choudhuri as a writer with postmodernist sensibility is challenging as he is such an intellectually gifted writer that it is quite daunting to classify him under any tradition of writers. Denying any such canons, he is basically concerned with human nature and passionately in love with life busy in taking his readers through the exciting lanes of the mundane everydays. After all is said and done, there are enough vistas in his works that can be discerned to hold him as postmodernist writer.

Amit Choudhuri is a multi-faceted personality from Kolkata. He is an acclaimed writer excelling in other fields like singing and music composition. He has authored seven novels marked for their unique appeal. He has also carved out a niche for himself as a poet, essayist, literary critic and editor. He was a Professor of Contemporary Literature at the University of East Anglia from 2006 to 2021. Since 2020, he has been at Ashoka University, India as a Professor of Creative Writing and is also since 2021, Director of the Centre for the Creative and the Critical, Ashoka University. Chaudhuri's first novel '**A Strange and Sublime Address'** was published. His third novel titled '**Freedom Song'** was published in 2000 followed by '**A New World'** which was published in 2001. **'The Immortals'**, his fifth novel, was published in 2009. **'Odysseus Abroad'**, Chaudhuri's sixth novel was published in 2014-15. **'Friend of My Youth'** is Chaudhuri's seventh novel in 2017. Amit Choudhuri is a renowned name in the modernist and postmodernist tradition of writers in India and abroad.

'A Strange and Sublime Address' is the first novel of Amit Choudhuri which is an account of the prtagonist's visit to Mumbai. Sandeep, who is ten years old, is the protagonist and he hails basically from Calcutta but is shaped in Bombay. He visits Calcutta during summer vacations and stays with Chhotomama, his maternal uncle. The novel is centered upon the themes of loss and dislocation which mark the postmodernist concerns. The novel is replete with fine lyrical quality and abounds in the language that vivifies the sounds and sights of Calcutta. The language of 'now and here' is the hallmark of postmodernist way of handling language and this trait is conspicuous in most narratives of Amit Choudhuri. Differing descriptions of Calcutta as 'a city of joy', 'a city of confusion' amply convey the differing moods n states of mind that one goes through during the course of the day. Choudhuri stands out in projecting subtle nuances of

varying moods and juxtaposes the same with material objects and places to make them glaring. Such collaging is deftly done in postmodernist literary pieces. Since the novel is narrated by Sandeep, a young boy, it is full of simple joys of life. Holding mirror to everything in its true light is so obvious that simple everyday chores gain ritualistic stature in the novel.

The novel is crowded with the childhood curiosities of Sandeep. His encounter with Chhotamama, his maternal uncle is presented in vivid description. The movement of plot is very sluggish with nothing remarkable happening. The only incident of any great magnitude is that of Chhotamama's cardiac arrest. The inns and outs of a Bengali household find a very subtle mention throughout the novel. The story moves very slowly without much focus on the art of storytelling where the background to the incidents and well-crafted characterization are missing. One can notice, throughout the novel, a tendency to reject the tradition of storytelling with a well-defined art dictated by a pre-determined frame of narration. This is one of narrative techniques of postmodernist literature where the plot or the storyline is of least importance. Since the narrative has not much of action, it lacks a hero or a protagonist figure. Although the boy Sandeep figures and dominates all through the narrative, it is difficult to decipher or label any character as the focal point that contributes for the movement of the plot. This is yet another feature that marks the modernist and postmodernist works.

Amit Choudhuri's second novel, **'Afternoon Raag'**, is acclaimed as a 'felicitous prose poem'. It is a lyrical feast that narrates the life of a Bengali man on the campus of Oxford University. The story grows gripping as the love relations of Sharma, the protagonist get complicated. He is haunted by the memories of his childhood days in Calcutta. The story takes up the themes of dislocation and the anguish resulting out of it. The kind of alienation that he goes through and how he becomes reconciled to the feelings of loneliness and nostalgia form the soul of the narrative. Since the movement in time and space-that is from the past to the present and from Calcutta to London and vice-versa- is rampant, the novel lends itself for postmodernist reading. The sense of alienation runs through the narrative which holds mirror to the postmodernist condition of man.It is not just marked with the protagonist's sense of loneliness, nostalgia and loss but also sheds light on how he falls in terms with these emotions. This is a strong point in the plot where the lament for the loss in modernist literature can be contrasted with the postmodernist world view of coming in terms with the reality. The protagonist is the first person narrator who reflects- "Oxford is such a lonely place!" .Such a feeling of rootlessness can also be

analysed in the light of diasporic dilemma which is yet another concern of the postmodernist studies in literature.

The work is devoid of any plot and systematic characterization in the conventional sense of the novel. It is hard to categorize the book under any genre as it takes the reader through varied passages of poetry and prose packed with fact and fiction. He mixes his observations on a host of things giving the work the traits of a personal memoir. The blurring of genres is one of the striking features of postmodernist literature and it can be located with ease in Choudhuri's book. Specifically speaking, it is hard, on the whole, to label the book as a fiction. Nothing remarkable happens throughout the novel but every minute detail of the mundane catches one's attention. Since the protagonist studies English literature on the campus of Oxford University, the reader comes across the references of the makers of English literature like D.H. Lawrence. This is inter textuality of the literary postmodernism where other works of literature are pointed to in a playful manner. There are a number of instances of inter textuality throughout the novel.

'Freedom Song' is the third novel by Choudhuri that tells the story of the lives of two families- one of Khukhu and the other of her brother Bhola Biswas. The slow moving plot without much action reflects the author's careful description of the mundane things and events encompassing life and motives of the characters. Such a narration affects the reader so much that he/she will gradually and unconsciously become one among the characters. Bengali sensibility is pronounced throughout the story. As one enters and advances through the novel, one is readily greeted with Bengali dishes and rituals. Confused identity and quest for identity which is a feature of modernist and postmodernist works finds an ample representation in the novel. In this too the plot is very thin and inconsequential. The elaborate details of the routine of the characters involve the readers into their atmosphere without creating the slightest desire on their part for the ensuing events in the story. Each section can be read as a separate elucidation of middle class Bengali life's mundane chores. Like his other novels the plot is non-linear which leads the reader nowhere. This is a very important feature of literary postmodernism. The novel presents a great deal of paradoxes in the backdrop of political tensions arising out of communal violence. Paradoxes in the external world and juxtaposing the same with the internal paradoxes of the characters lend the novel a profound magnitude and this is one of the narrative techniques of postmodern literature.

.**'The Immortals'** is a narrative surrounding the life of Mallika Sengupta, a singer from Kolkata. She is married to Apurva Sengupta and blessed with a son named Nirmalya who is interested in music and philosophy. The story also narrates about his classical music master Shyam Lal who deliberately turned away from music for minting money. Postmodern narrative techniques and thematic concerns like postmodern irony pervade throughout the novel. 'The Immortals' is hailed as the comedy of manners. The critics have identified it to be autobiographical as there are glaring symmetries between the protagonist and Amit Choudhuri himself. Both are ardent lovers of music, suffer the same ailment and share the cosmopolitan identity. As usual with Choudhuri's novels, the plot is sparse but it is made exciting by the use of poetic language in sharing the everyday happenings with utmost narrative skill. As in his other novels nothing much happens in the story but he crafts the portraits in such a way that they assume life and instill life in the reader. He is rightly regarded as the most skilful miniaturist.

Conclusion

Amit Choudhuri is one of the finest writers from India who has earned global recognition on account of his tremendous literary output. This prolificacy of his writing falling across different trends and genres makes it difficult to club him under any particular literary movement. However, a discerning study of his works with postmodernist lenses would be beneficial in locating him in the postmodernist canon of writers. He portrays life in all its subtleties without any cognizable plot and solid story line. There are instances of inter textuality, pastiche and playfulness in most of his works. His characters suffer from loss and dislocation but exhibit a tendency to cope with the tumultuous circumstances in which they are placed. Blurring of genres is a common trait that is invariably confronted in his fictional world giving an impression, at times, that he is more a poet than a novelist. He is a postmodernist writer and there is an ample scope to study him under other emerging literary currents. He is still an active academician and a writer and there remain lots more to expect from his pen.

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ಶಿಕ್ಷಣದಲ್ಲಿವ್ಯಕ್ತಿ ಅಧ್ಯಯನದ ಪಾತ್ರ

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ಸಾರಲೇಖ (Abstract):–

ಬಿ ಎಫ್ ಡಿ ಬುಕ್ಸ್ ಎಂಬ ತಜ್ಞನಿಂದ ವ್ಯಕ್ತಿ ಅಧ್ಯಯನ ವಿಧಾನವು ಅವಿಷ್ಕಾರಗೊಂಡಿದ್ದು ಆರಂಭದಲ್ಲಿ ಒಬ್ಬ ರೋಗಿಯ ರೋಗವನ್ನು ಪತ್ತೆ ಹಚ್ಚಿ ಆರೋಗ್ಯಕ್ಕೆ ಸೂಕ್ತ ಕಾರಣಗಳನ್ನು ಕಂಡುಹಿಡಿದು ಸೂಕ್ತವಾದ ಚಿಕಿತ್ಸೆಯನ್ನು ಸೂಚಿಸಲು ಬಳಸಲಾಯಿತು ಇಲ್ಲಿಯಾದ ಪ್ರಯೋಜನಗಳನ್ನು ಅಧ್ಯಯನ ಮಾಡಿದ ನಂತರ ಒಬ್ಬ ಸಮಸ್ಯಾತ್ಮಕ ವ್ಯಕ್ತಿಯ ಸಮಸ್ಯೆಗೆ ಕಾರಣಗಳನ್ನು ಪತ್ತೆ ಹಚ್ಚಿ ಸೂಕ್ತ ನಿವಾರಣೋಪಾಯಗಳನ್ನು ಅನುಸರಿಸಲು ಅಳವಡಿಸಿಕೊಳ್ಳಲಾಯಿತು ಪ್ರಸ್ತುತ ಸಂದರ್ಭದಲ್ಲಿ ವ್ಯಕ್ತಿ ಅಧ್ಯಯನ ವಿಧಾನವನ್ನು ಒಂದು ಪ್ರಾದೇಶಿಕ ಅಭಿವೃದ್ಧಿ ಹಿಂದುಳವಿಕೆ ಶಾಲಾ ಪ್ರಗತಿ ಅವನತಿ ಒಂದು ಜನಾಂಗದ ಅಭಿವೃದ್ಧಿ ಹಿಂದುಳದಿರುವಿಕೆ ಮುಂತಾದವುಗಳನ್ನು ಕುರಿತು ವ್ಯಕ್ತಿ ಅಧ್ಯಯನ ಮಾಡಬಹುದಾಗಿದೆ.

ಉದ್ದೇಶಗಳು (Objectives):–

∗ ಹೆಚ್ಚು ವಿಶ್ವಾಸ ನೀಯ ವಾದದ್ದು

∗ ಸಾಧನೆಯನ್ನು ಅಳೆಯಲು ಮೌಲ್ಯಮಾಪನದ ಸಲಕರಣೆಯನ್ನು ಒದಗಿಸಬಹುದು

∗ ಈ ವಿಧಾನದಲ್ಲಿ ಸಮಸ್ಯೆಗೆ ಪರಿಹಾರ ಸೂಚಿಸುವುದು ಹೆಚ್ಚು ಸೂಕ್ತವಾಗಿರುತ್ತದೆ

∗ ಮಾಹಿತಿಯನ್ನು ಹೆಚ್ಚು ವೈಜ್ಞಾನಿಕ ಸಾಧನೆಗಳ ಮೂಲಕ ಸಂಗ್ರಹಿಸಲು ಸಾಧ್ಯ

∗ ವ್ಯಕ್ತಿ ಅಧ್ಯಯನ ವಿಧಾನವು ಪ್ರಶ್ನಾವಳಿ. ಸಂದರ್ಶನ. ಪ್ರಮಾಣ ಬದ್ಧಗೊಳಸುವ ಪರೀಕ್ಷೆಗಳು ಮುಂತಾದವುಗಳನ್ನು ಬಳಸಲಾಗುತ್ತದೆ.

ಈ ಮೇಲಿನಂತೆ ವ್ಯಕ್ತಿ ಅಧ್ಯಯನ ವಿಧಾನವನ್ನು ಇಂದು ಆಧುನಿಕ ಕಾಲಘಟ್ಟದಲ್ಲಿ ವ್ಯಕ್ತಿ ಒಬ್ಬನ ಸಮಸ್ಯೆಗೆ ಕಾರಣ ಕಂಡುಹಿಡಿದು ಪರಿಹಾರ ಸೂಚಿಸಿದಂತೆ ಜನಾಂಗೀಯ ಪ್ರಾದೇಶಿಕತೆ ಬಗ್ಗೆಯೂ ಹೆಚ್ಚು ಹೆಚ್ಚು ಈ ವಿಧಾನವನ್ನು ಅನುಸರಿಸಲಾಗುತ್ತದೆ

Introduction:–

ಇಂದಿನ ಅಂತರ್ಜಾಲ ಯುಗದ ಮಾನವನು ಅನ್ವೇಷಣೆಯ ಮಾರ್ಗದಲ್ಲಿ ಅದ್ಭುತವಾದ ಪ್ರಗತಿಯನ್ನು ಸಾಧಿಸುತ್ತಾ ಮುನ್ನಡೆದಿದ್ದಾನೆ. ಆಡು ಮುಟ್ಟದ ಸೊಪ್ಪಿಲ್ಲ ಇಂದಿನ ಮಾನವನ ಕೈ ಹಾಕಿದ ಕ್ಷೇತ್ರವಿಲ್ಲ. ಅವನು ಪ್ರಪಂಚವನ್ನು ಅತಿ ಸಣ್ಣದಾಗಿ ಸಿದ್ದಾನೆ. ಚಂದ್ರ ಗ್ರಹದ ಮೇಲೆ ಕಾಲೂರಿ ವಿಕ್ರಮವನ್ನು ಸಾಧಿಸಿದ್ದಾನೆ. ಇದೆಲ್ಲವನ್ನು ಗಮನಿಸಿದಾಗ ಮಾನವನ ಪ್ರಗತಿಯಲ್ಲಿ ಎಷ್ಟೊಂದು ಪ್ರಗತಿಯನ್ನು ಸಾಧಿಸಿದ್ದ ಎಂಬುದು ತಿಳದು ಬಂದಿರುವುದು ಇವುಗಳನ್ನು ಮಾನವನ ವರ್ತನೆಯ ವಿವಿಧ ಮುಖಗಳು ಎಂದು ಪರಿಗಣಿಸಲಾಗುತ್ತದೆ. ಇಂತಹ ವರ್ತನೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಅಧ್ಯಯನ ಮಾಡುವ ವಿಧಾನಗಳಲ್ಲಿ ವ್ಯಕ್ತಿ ಅಧ್ಯಯನ ಒಂದು ಪ್ರಮುಖವಾದ ವಿಧಾನವಾಗಿದೆ

D F D:– ಬುಕ್ಸ್ ಎಂಬ ತಜ್ಞನು ಪ್ರವರ್ತಕ ಅಧ್ಯಯನಕ್ಕೆ ಚಿಕಿತ್ಸಾ ವಿಧಾನವೆಂತಲೂ ಕರೆಯುವರು. ಯಾಕಂದರೆ ಈ ವಿಧಾನವನ್ನು ಕೇವಲ ಒಬ್ಬ ವ್ಯಕ್ತಿಯ ಮೇಲೆ ಅಷ್ಟೆ ಬಳಸಲಾಗುವುದು. ಇದರ ಮುಖ್ಯ ಗುರಿಯು ರೋಗ ಪರೀಕ್ಷೆ

ಮಾಡುವುದು ಹಾಗೂ ಚಿಕಿತ್ಸೆ ನೀಡುವುದಾಗಿದೆ. ಒಬ್ಬ ವ್ಯಕ್ತಿಯ ಅಪರಾಧಿಯಾದರೆ ಅವನಲ್ಲ ಯಾವುದಾದರೂ ಲೋಪ ದೋಷಗಳದ್ದರೆ ಈ ಅಧ್ಯಯನದ ಸಹಾಯದಿಂದ ಗುರುತಿಸಿ ಅವುಗಳಿಗೆ ಪರಿಹಾರ ಸೂಚಿಸುವುದಾಗಿದೆ. ಪ್ರಸ್ತುತ ಶಿಕ್ಷಣದಲ್ಲಿ ವ್ಯಕ್ತಿಯ ಕಲಿಕೆಯ ಲೋಪ ದೋಷ ಕಲಿಕೆಯಲ್ಲಿ ಸಾಧನೆ ಒಂದು ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಯ ಪ್ರಗತಿ ಅವನತಿ ಒಂದು ಪ್ರಾದೇಶಿಕ ಅಭಿವೃದ್ಧಿ ಅನಾಭಿವೃದ್ಧಿ ಯನ್ನು ಚಹ ಕುರಿತು ವ್ಯಕ್ತಿ ಅಧ್ಯಯನದ ಮೂಲಕ ಮಾಡುವ ಮೂಲಕ ಅರ್ಥಮಾಡಿಕೊಳ್ಳಲು ಸಾಧ್ಯ

ವ್ಯಾಖ್ಯೆಗಳು (Definition):–

ಶಫಾರ್ ಹಾಗೂ ರೋಬಿನ್:–

"ವ್ಯಕ್ತಿ ಅಧ್ಯಯನವು ಕೇವಲ ವರದಿಗಳ ಹಾಗೂ ನಿರೀಕ್ಷೆಗಳ ವಿಷಯ ಸಂಗ್ರಹ ಅಲ್ಲ ಇದರಲ್ಲಿ ಕೆಲವು ಪ್ರಮಾಣದ ವಿವರಣೆಯನ್ನು ವ್ಯಕ್ತಿಯ ಚರಿತ್ರೆಗೆ ವಿಶೇಷತೆಯನ್ನು ನೀಡಲಾಗುವುದು"

 ರೈಟ್ ಸ್ಟೋನ್ :–

"ವ್ಯಕ್ತಿಯ ನಡತೆ ಅಥವಾ ವರ್ತನೆಗಳನ್ನು ವಿಶ್ಲೇಷಿಸಲು ಮತ್ತು ವ್ಯಾಖ್ಯಾನಿಸಲು ಈ ವಿಧಾನವನ್ನು ಅನುಸರಿಸುತ್ತಾರೆ"

"ನಿರ್ದಿಷ್ಟ ವ್ಯಕ್ತಿಗಳ ನಿರ್ದಿಷ್ಟ ಸಮಸ್ಯೆಗಳನ್ನು ಅಧ್ಯಯನ ಮಾಡಿ ಅವರ ವರ್ತನಾ ದೋಷಗಳಿಗೆ ಕಾರಣ ಪತ್ತೆ ಹಚ್ಚಿ ನಿವಾರಣಪಾಯಗಳನ್ನು ಸೂಚಿಸುವ ಅನುಸರಿಸುವ ವಿಶಿಷ್ಟ ವಿಧಾನ ವೈದ್ಯಕೀಯ ವಿಧಾನ ನಿರ್ದಿಷ್ಟ ವ್ಯಕ್ತಿಗಳ ವರ್ತನಾದೋಷಗಳ ಕಾರಣ ಮತ್ತು ನಿವಾರಣೆ ನಿಧಾನಕ್ಕೆ ವ್ಯತ್ಯಜ್ಞಾನ ವಿಧಾನವೆಂದು ಕರೆಯಬಹುದಾಗಿದೆ."

"ಸಾಮಾನ್ಯವಾಗಿ ವ್ಯಕ್ತಿ ಅಧ್ಯಯನವನ್ನು ಎರಡು ಹಂತಗಳಲ್ಲಿ ಮಾಡಲಾಗುತ್ತದೆ ಮೊದಲನೆಯ ಹಂತದಲ್ಲಿ ವ್ಯಕ್ತಿಯ ಜೀವನದ ಎಲ್ಲಾ ಮುಖಗಳ ಬಗ್ಗೆ ಪೂರ್ಣ ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸಿ ಆತನ ಜೀವನ ಚರಿತ್ರೆ ಬರೆಯುವುದು ಎರಡನೇ ಹಂತದಲ್ಲಿ ಸಂಗ್ರಹಿಸಿದ ಮಾಹಿತಿಯನ್ನು ವಿಶ್ಲೇಷಣೆ ಸಮಸ್ಯೆಯನ್ನು ನಿಖರವಾಗಿ ಗುರುತಿಸಿ ಕಾರಣ ಪತ್ತೆ ಹಚ್ಚಿ ನಿವಾರಣೋಪಾಯಗಳನ್ನು ಸೂಚಿಸುವುದು."

 ವೈಕ್ತಿ ಅಧ್ಯಯನದ ಹಂತಗಳು (Stages of Case Study):–

1 ಸಮಸ್ಯಾತ್ಮಕ ವ್ಯಕ್ತಿಯ ಆಯ್ಕೆ

೨ ಮೂಲ ಸಮಸ್ಯೆ ನಿರೂಪಣೆ

೩ ವ್ಯಕ್ತಿಯ ಬಗೆಗೆ ಸುಸಂಗತ ಮಾಹಿತಿನ ಸಂಗ್ರಹಣೆ

೪ ಸಂಗ್ರಹಿಸಿದ ಮಾಹಿತಿಯನ್ನು ಸುಸಂಗತಗೊಳಿಸುವುದು

೫ಮಾಹಿತಿಗೆ ಅರ್ಥ ಕಲ್ಪಿಸುವುದು

೬ಅರ್ಥಪೂರ್ಣ ಮಾಹಿತಿ ಗಳಿಂದ ಸಮಸ್ಯೆ ಕಾರಣಗಳನ್ನು ವಿಶ್ಲೇಷಿಸುವುದು

7 ಸೂಕ್ತವಾದನಿವಾರಣಪಾಯಗಳನ್ನು ನಿರ್ಧರಿಸುವುದು

೮ನಿವಾರಣೋಪಾಯಗಳನ್ನು ಕಾರ್ಯಗತಗೊಳಿಸುವುದು

೯ನಿವಾರಣಪಾಯದ ಮೌಲ್ಯ ನಿರ್ಧಾರ

ವ್ಯಕ್ತಿ ಅಧ್ಯಯನದಲ್ಲಿ ಈ ಕೆಳಗಿನ ಮೂಲಗಳಿಂದ ಮಾಹಿತಿಯನ್ನು ಸಂಗ್ರಹಿಸಲಾಗುವುದು(Collecting information from source)

1 ಪರಿಚಯಾತ್ಮಕ ಮಾಹಿತಿ (Preliminary Information):– ವ್ಯಕ್ತಿಯ ಹೆಸರು. ವಿಲಾಸ. ಶಾಲೆ. ತರಗತಿ. ಲಿಂಗ. ವಯಸ್ಸು. ಜಾತಿ. ಮತ ದೈಹಿಕ ವರ್ಣ ಮತ್ತು ವರ್ಣನೆ ಊರಿಗೆ ತೊಡಗಿಗಳು ವರ್ತನ ವೈಶಿಷ್ಟಗಳ ಕುರಿತು ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸುವುದು

2ವ್ಯಕ್ತಿತ್ವ(Personality) :–ಸಂವೇಗಾತ್ಮಕ ಲಕ್ಷಣ ಕುಟುಂಬದ ಸದಸ್ಯರ ಬಗ್ಗೆ ಶಾಲೆಯ ಬಗ್ಗೆ ಮಿತ್ರರ ಬಗ್ಗೆ ತಿಳಿದಿರುವ ಮನೋ ಧೋರಣೆಗಳು ಶೈಕ್ಷಣಿಕ ವೃತ್ತಿ ಸಂಬಂಧಿತ ಆಕಾಂಕ್ಷೆಗಳು ಅಸಹಜವಾದ ಭಯಗಳು ವ್ಯಕ್ತಿಯ ಪರೀಕ್ಷೆಗಳು ಫಲಿತಾಂಶಗಳು ಹವ್ಯಾಸಗಳು ಕ್ರೀಡಾಪಟುತ್ವ ಸಾಮಾಜಿಕ ವರ್ತನೆ ಮೊದಲಾದವುಗಳ ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸುವುದು.

3 ಗತಕಾಲದ ಇತಿಹಾಸ (Past History):–

ಇದರ ಸಹಾಯದಿಂದ ಮಗು ಗರ್ಭವಸ್ಥೆಯಲ್ಲಿ ತಾಯಿಯ ಸ್ಥಿತಿ ಮರು ಜನಿಸಿದ ನಂತರ ಘಟಿಸಿದ ಯಾವುದೇ ಸಂಗತಿ ರೋಗಗಳು ಪಾಲಕರ ಹಾಗೂ ಕುಟುಂಬದ ಇತರರ ನಡುವಿನ ಸಂಬಂಧ ಮಗುವಿನ ಸಾಧನೆ ಪಾಲಕರ ಸಾವು ಜನನದ ಕ್ರಮ ಮುಂತಾದವುಗಳಿಂದ ವ್ಯಕ್ತಿಯ ಬಗ್ಗೆ ಮಾಹಿತಿಯನ್ನು ಸಂಗ್ರಹಿಸುವುದು.

4 ಸಾಮಾಜಿಕ ಸ್ಥಿತಿ (Social Status):-

ಇದರ ಸಹಾಯದಿಂದ ಮನೆಯ ಪರಿಸರ ಸ್ನೇಹಿತರು ಶಾಲೆಯ ಸಮಾಜಕ ಪರಿಸರ ಮನೆಯ ಜನರು ಹಾಗೂ ನೆರೆಯವರಿಂದ ವ್ಯಕ್ತಿಯ ಬಗೆಗೆ ಮಾಹಿತಿಯನ್ನು ಸಂಗ್ರಹಿಸುವುದು.

5 ಬೌದ್ಧಿಕ ಸ್ಥಿತಿ (Intellectual Status):–

ಇದರ ಸಹಾಯದಿಂದ ವ್ಯಕ್ತಿಯ ಬುದ್ಧಿ ಮತ್ತು ವಿಶೇಷವಾದ ಸಾಮರ್ಥ್ಯಗಳು ಸಾಮಾನ್ಯ ಜ್ಞಾನ ಇದೆ ಮುಂತಾದ ಸಂಗತಿಗಳನ್ನು ಮಾಹಿತಿಗಳನ್ನು ಸಂಗ್ರಹಿಸಬಹುದು.

6 ಆರೋಗ್ಯ ಸ್ಥಿತಿ (Health Status):-

ವ್ಯಕ್ತಿಯ ಹಿಂದಿನ ರೋಗಗಳ ಚರಿತ್ರೆ, ದೈಹಿಕ ನ್ಯೂನತೆಗಳು ವೈದ್ಯಕೀಯ ಪರೀಕ್ಷೆ ಯಿಂದ ಲಭ್ಯವಾದ ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸುವುದು

7 ಶಾಲಾ ಸಾಧನೆ (School Achievement):–

ಇದರ ಸಹಾಯದಿಂದ ಶಾಲಾ ಪ್ರಗತಿಯಲ್ಲಿ ಸ್ಥಾನ ಪರೀಕ್ಷೆಯಲ್ಲಿ ಅನುಭವಿಸಿದ ಸೋಲು ಗೆಲುವುಗಳ ವಿಶೇಷ ಸಾಮರ್ಥ್ಯಗಳು ದೌರ್ಬಲ್ಯಗಳು ಶಿಕ್ಷಕರ ಅಭಿಪ್ರಾಯ ಇತ್ಯಾದಿ ಸಂಗ್ರಹಿಸುವುದು.

ವ್ಯಕ್ತಿ ಅಧ್ಯಯನದ ಗುಣಗಳು (Merits of Case Study):–

* ಈ ವಿಧಾನವು ವಿಶ್ವಾಸನೀಯವಾದದು

* ಇದನ್ನು ಶಿಕ್ಷಕನು ಮೌಲ್ಯಮಾಪನದ ಸಲಕರಣೆಯನ್ನಾಗಿ ಬಳಸಬಹುದು * ಈ ವಿಧಾನದ ಮೂಲಕ ಒಬ್ಬ ವ್ಯಕ್ತಿ ಬಗೆಗೆ ಸಾಧ್ಯವಾದಷ್ಟು ಮಾಹಿತಿಯನ್ನು ಸಂಗ್ರಹಿಸಬಹುದು *ಈ ವಿಧಾನವನ್ನು ಬಳಸಿ ಸಮಸ್ಯೆಗಳನ್ನು ಕಂಡುಹಿಡಿಯಬಹುದಾಗಿದೆ *ಇದರ ಸಹಾಯದಿಂದ ಮಕ್ಕಳ ಸಾಮಾನ್ಯ ವರ್ತನೆಯ ಬಗ್ಗೆ ಚೆನ್ನಾಗಿ ಅರಿತುಕೊಳ್ಳುವುದಾಗಿದೆ * ಈ ವಿಧಾನಗಳಲ್ಲಿ ಸಮಸ್ಯೆಗೆ ಪರಿಹಾರ ಸೂಚಿಸುವ ದೃಷ್ಟಿಯಿಂದ ವ್ಯಕ್ತಿಯನ್ನು ಸಂಪೂರ್ಣವಾಗಿ ಅಧ್ಯಯನ ಮಾಡಲಾಗುತ್ತದೆ

∗ಮಾಹಿತಿ ಸಂಗ್ರಹಣೆ ವೈಜ್ಞಾನಿಕ ಸಾಧನಗಳಾದ ಪ್ರಶ್ನಾವಳಿ ಸಂದರ್ಶನ ಪ್ರಭ ಗೊಳಿಸುವ ಪರೀಕ್ಷೆಗಳು ಮೊದಲಾದವುಗಳನ್ನು ಬಳಸಿಕೊಳ್ಳಲಾಗುತ್ತದೆ.

ವ್ಯಕ್ತಿ ಅಧ್ಯಯನದ ಅವಗುಣಗಳು (Demerits of Case Study):–

∗ಈ ವಿಧಾನದಿಂದ ಸಮಯ ಅಪವೇಯವಾಗುತ್ತದೆ

∗ಇದು ಹೆಚ್ಚು ವ್ಯಕ್ತಿಗತವಾಗಿದೆ ವಿಧಾನವಾಗಿದೆ

∗ಈ ವಿಧಾನದಿಂದ ಸಂಗ್ರಹಿಸಿದ ಮಾಹಿತಿಗಳನ್ನು ಪ್ರಮಾಣೀಕರಿಸಲು ಸಾಧ್ಯವಿಲ್ಲ

∗ಎರಡು ವ್ಯಕ್ತಿಗಳ ವ್ಯತ್ಯಾಸ ಒಂದೇ ಪರಿಣಾಮಗಳನ್ನು ಹೊಂದಿರುವ ಹೊಂದಿರಲು ಸಾಧ್ಯವಿಲ್ಲ.

∗ಈ ವಿಧಾನದ ದತ್ತಾಂಶಗಳನ್ನು ಸಂಗ್ರಹಿಸುವಲ್ಲಿ ಶಿಕ್ಷಕನಿಗೆ ಕೌಶಲವಿಲ್ಲದೆ ಇರಬಹುದು

ತರಗತಿಯಲ್ಲಿ ವ್ಯಕ್ತಿ ಅಧ್ಯಯನದ ಉಪಯೋಗ (Uses of Case Study in Class Room):-

ಶಾಲಾ ತರಗತಿಯಲ್ಲಿ ಸಮಾಶಾತ್ಮಕ ಮಕ್ಕಳನ್ನು ಪತ್ತೆ ಹಚ್ಚಿ ಅವರನ್ನು ಉತ್ತಮ ದಾರಿಗೆ ತರಲು ಇದು ಅತ್ಯುತ್ತಮ ಸಾಧನ. ಕಲಿಕೆಯಲ್ಲಿ ಹಿಂದುಳಿಕೆ. ಆಲಪರಾದತನ. ಸಂವೇಗಾತ್ಮಕ ಸಮಸ್ಯೆ. ಕಲಿಕೆಯಲ್ಲಿ ನಿರಾಸಕ್ತಿ ಇತರರಿಗೆ ಕಿರುಕುಳ ಕೊಡುವುದು ಕದೀವಿಕೆ ಒಂಟಿತನ ಅಂಜ ಬುರುಕತನ ಮುಂತಾದ ದೌರ್ಬಲ್ಯ ವಿರುವ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಪತ್ತೆ ಹಚ್ಚಿ ವರ್ತನೆಗೆ ಮೂಲಕ ಕಾರಣಗಳನ್ನು ಕಂಡುಹಿಡಿದು ನಿವಾರಣಪಾಯಗಳನ್ನು ಶಿಕ್ಷಕ ಸೂಚಿಸಬಹುದು.

ಉಪಸಂಹಾರ (Conclusion):–

ವ್ಯಕ್ತಿ ಅಧ್ಯಯನ ವಿಧಾನವು ಸಮಯೋಜನೆಗೆ ಒಳನೋಟ ವನ್ನು ಒದಗಿಸುವುದು ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನದಲ್ಲಿ ಸಮಸ್ಯೆಗಳನ್ನು ಅಥವಾ ಅಪರಾಧದ ವರ್ತನೆಯನ್ನು ತಿಳಿದುಕೊಳ್ಳಲು ಈ ವಿಧಾನವು ಹೆಚ್ಚು ಬಳಕೆಯಲ್ಲಿದೆ. ಮಗುವಿನ ವ್ಯಕ್ತಿತ್ವದ ಬೆಳವಣಿಗೆ ಮೇಲೆ ಪ್ರಭಾವ ಬೀರುವ ಅನುವಂಶೀಯತೆ ಮತ್ತು ಪರಿಸರದ ಕುರಿತು ಮಾಹಿತಿಯನ್ನು ಸಂಗ್ರಹಿಸಲು ಇದು ಸಹಾಯಕವಾಗುತ್ತದೆ.

ವ್ಯಕ್ತಿ ಅಧ್ಯಯನ (Case Study)

ಅ. ಗುರುತಿಸುವುದು (Identification):–

1) ಹೆಸರು:

2) ತಂದೆಯ ಹೆಸರು:

3) ವಿಳಾಸ:

4) ಜನನ ದಿನಾಂಕ:

5) ಶಾಲೆಯ ಹೆಸರು:

6) ತರಗತಿ ಮತ್ತು ವಿಭಾಗ:

7) ಜಾತಿ ಧರ್ಮ:

8) ಅಪರಾಧದ ವಿಧ:

9) ಇತರೆ:

ಬ. ಕುಟುಂಬದ ಹಿನ್ನೆಲೆ (Family Background) :–

1) ತಂದೆಯ ವಯಸ್ಸು (ಜೀವಿಸಿರುವರೂ ಇಲ್ಲವೋ?):

2) ತಾಯಿಯ ವಯಸ್ಸು :(ಜೀವಿಸಿರುವರು ಇಲ್ಲವೋ?)

3) ಮಲತಾಯಿ ತಂದೆ ಇದ್ದರೆ ವಯಸ್ಸು :

4)ಸಹೋದರರ ಸಂಖ್ಯೆ ವಯಸ್ಸು:

5) ಕುಟುಂಬದಲ್ಲಿ ಸ್ಥಾನ (ಹಿರಿಯ ಮಧ್ಯಮ ಕಿರಿಯ):

6) ಸಹೋದರಿಯರ ಸಂಖ್ಯೆ ವಯಸ್ಸು:

7) ಅವಿಭಕ್ತ ಕುಟುಂಬವೋ :

8) ಸಂತ ಮನೆ ಅಥವಾ ಬಾಡಿಗೆ ಮನೆಯೋ :

9) ಮನೆಯಲ್ಲಿ ಕೊಠಡಿಗಳ ಸಂಖ್ಯೆ:

10) ಕಳೆದ ಐದು ವರ್ಷಗಳಲ್ಲಿ ಮನೆ ಬದಲಾವಣೆ:

11) ಮನೆಯಲ್ಲಿ ಸ್ವಚ್ಛತೆ:

12) ಮಗುವಿನ ಬಗ್ಗೆ ಕುಟುಂಬದ ಸಾಮಾನ್ಯ ಮನೋಭಾವನೆ:

ಕ. ಸಾಮಾಜಿಕ ಮತ್ತು ಆರ್ಥಿಕ ಹಿನ್ನೆಲೆ (Socio-Economic Background):–

1) ತಂದೆಯ ಶಿಕ್ಷಣ ಮತ್ತು ವೃತ್ತಿ:

2) ತಾಯಿಯ ಶಿಕ್ಷಣ ಮತ್ತು ವೃತ್ತಿ:

3) ಕುಟುಂಬದ ತಿಂಗಳ ವಾರ್ಷಿಕ ಉತ್ಪನ್ನ:

4) ಸಾಮಾಜಿಕ ಮಟ್ಟ(ಉನ್ನತ ಸರಾಸರಿ ಕಡಿಮೆ)

ಡ) ಆರೋಗ್ಯದ ಚರಿತ್ರೆ (Health History):–

1) ಸಾಮಾನ್ಯ ಆರೋಗ್ಯ (ಸಶಕ್ತ ಸರಾಸರಿ ಅಶಕ್ತ)

2) ಯಾವುದಾದರೂ ದ್ಯೆಹಿಕ ತೊಂದರೆ ಇದೆಯೇ:

3) ಕಣ್ಣುಗಳು (ಸಾಮಾನ್ಯ ಅಥವಾ ದೋಷ ಪೂರ್ಣ):

4) ಕಿವಿಗಳು (ಸಾಮಾನ್ಯ/ ದೋಷ ಪೂರ್ಣ)

5) ಧ್ವನಿ(ಸಾಮಾನ್ಯ/ ದೋಷ ಪೂರ್ಣ)

ಇ)ಮನೆ ಮತ್ತು ನೆರೆಹೊರೆಯ ಪರಿಸರ(Environment of Home and Surroundings)

1) ಮನೆಯಲ್ಲಿ ಗಂಡಸರ ಸಂಖ್ಯೆ:

2) ಮನೆಯಲ್ಲಿ ಹೆಣ್ಣು ಮಕ್ಕಳ ಸಂಖ್ಯೆ:

3) ತಂದೆ ತಾಯಿಗಳು ಪರಸ್ಪರ ಅನೋಲ್ನ್ಯವಾಗಿ ಇರುವರೆ?:

4) ನೆರೆಹೊರೆಯವರ ಮಟ್ಟ (ಉಚ್ಚ / ಸರಾಸರಿ/ ಕೆಳಮಟ್ಟ):

ಬೌದ್ಧಿಕ ಮಟ್ಟ (Intellectual Status):-

∗ ಬುದ್ಧಿ ಶಕ್ತಿ ಸರಾಸರಿಗಿಂತ ಮೇಲೆ ಸರಾಸರಿ ಸರಾಸರಿಗಿಂತ ಕೆಳಗೆ

∗ ಬೌದ್ಧಿಕ ದಕ್ಷತೆ ಶಿಕ್ಷಕರ

ವರದಿಯಂತೆ

ಶಾಲಾ ಪ್ರಗತಿ (Progress in School):-

∗ಹಾಜರಿ ತೃಪ್ತಿಕರ ತೃಪ್ತಿಕರ ತೃಪ್ತಿಕರವಿಲ್ಲ

∗ ಅವನು ಅವಳು ಎಂದಾದರೂ ಅನುತ್ತೀರ್ಣರಾಗಿವರೆ

∗ ಓದು ಅಥವಾ ಆಟಗಳಲ್ಲಿ ಹೆಗ್ಗಳಿಕೆ ಇದೆಯೇ

∗ ಇಷ್ಟವಾದ ಶಾಲಾ ವಿಷಯಗಳು

∗ ಇಷ್ಟಪಡದ ಶಾಲಾ ವಿಷಯ

∗ ತರಗತಿ ಶಿಕ್ಷಕರ ವರದಿಗಳು ಉತ್ತಮ ಸರಾಸರಿ ಸರಾಸರಿಗಿಂತ ಕೆಳಗೆ ಅಶಕ್ತ

ಚಟುವಟಿಕೆಗಳ ಚರಿತ್ರೆ (History of Activities):-

∗ಇಷ್ಟಪಡುವ ಚಟುವಟಿಕೆಗಳು

 ∗ಆಟಗಳು

∗ಯಾವುದರಲ್ಲಿ ಹೆಚ್ಚು ಕಳೆಯುತ್ತಾನೆ ಓದು. ಆಟ. ನಿದ್ರೆ. ಹರಟೆ.

ಸಾಮಾಜಿಕ ವರ್ತನೆ ಮತ್ತು ಅಭಿರುಚಿ (Social Behaviour of Interest)

1 ಅವಳು ಅವನು ಸಮಾಜ ಜೀವಿಯೇ

2 ಸಮಸ್ತ ರೋಡಲ್ಲಿ ಮುಕ್ತವಾಗಿ ಬೆಳೆಯುತ್ತಾರೆ

3 ಅವಳು ಅವನು ನಾಚಿಕೆ ಸ್ವಭಾವ ಧೈರ್ಯ ಹೇಳದ್ದನ್ನು ಹೊಂದಿದ್ದಾಳಿ/ನೆ

4 ಅಭ್ಯಾಸದಲ್ಲಿ ವಿಶೇಷ ಅಭಿರುಚಿ

d) ಲೈಂಗಿಕ ಬೆಳವಣಿಗೆ (Sexual Development):– (ಸಾಮಾನ್ಯ/ ಅಸಾಮಾನ್ಯ)

1) ಪೋಷಕರು / ಶಿಕ್ಷಕರ ವರದಿಯ ಪ್ರಕಾರ ಅಪರಾಧಗಳ ಚರಿತ್ರೆ..........

2) ಮಾನಸಿಕ ಅಥವಾ ವೈಕಲ್ಯ ಇದ್ದರೆ:

3) ರಚನಾತ್ಮಕ ಚಿಕಿತ್ಸಾ ರೀತಿ:

4) ಅಪರಾಧಗಳ ಕಾರಣಗಳ ಸಂಭವನೀಯತೆ..........

Types of Case Study

- ➢ Individual Case Study
- ➢ Studies of organizations and institutions
- ➢ Studies of events roles and relationships
- ➢ Community studies
- ➢ Social group studies - SHG

ROLE OF MEDIA IN THE DEVELOPMENT OF EDUCATION

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Abstract

The media has played a crucial part in the advancement of education. It has been essential in helping the impoverished and socioeconomically disadvantaged segments of society understand the value of education. The message that people should concentrate on improving their basic literacy abilities of reading, writing, and arithmetic in order to lead productive lives has been widely disseminated via a variety of media, including newspapers, television, radio, the internet, and so on. People who lack education and fail to understand its importance suffer severe consequences. The use of media and technology in education has expanded beyond the classroom; it now provides equal learning opportunities and is so ingrained in daily life that restricting its usage in the classroom would also restrict students' capacity to compete on a global scale. Understanding the role of media in the advancement of education is the main goal of this research paper. The main areas that have been considered are the importance of mass media, media tools, learning with media and technologies, media in development communication, the impact of media on motivation, and the favourable impact of media on societies. Not just in the growth of education, but also in other areas like communication, motivation, social welfare, employment prospects, and learning how to use technology effectively, the media's importance has been emphasised.

Keywords: Media, Education, Technology, Communication

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1. Introduction

In the modern world, media play a significant role in helping young people socialise, a phenomenon that has been gaining momentum. They are granted access to a significant portion of the world's cultural capital using a variety of techniques that they are accustomed to. This calls for a change in strategy on the part of all the people who support children and adolescents as they

grow. Such changes ought to enable them to use self-education to make this phenomenon appropriate. In order to cope with the methods of educating others about media and educating oneself about media as part of lifelong learning, it is important to understand the role of media in the development of education. It encourages the user to have the option of a dual approach, sometimes as a student and sometimes as a teacher (Frau-Meigs, 2006). The importance of media education in teacher preparation has increased, but teachers working in the field of education shouldn't stop there. The requirements of children must also be taken into consideration in other fields, such as those of caretakers, journalists, producers, broadcasters, and all other media professionals. When seen as a whole, the media provides people with the opportunity to learn about other people's cultures, media cultures, family cultures, and school cultures in a spirit of discourse (Frau-Meigs, 2006). The most essential aspect of the media's function in the advancement of education is that it helps people understand one another's cultures, attitudes, castes, creeds, ethnicities, and socioeconomic backgrounds so that they can interact and collaborate effectively.

2. The Significance of Mass Media

According to Nasir et al2013.'s presentation, the importance of the media has been highlighted in a variety of contexts, and this has helped to improve people's access to education: *Entertainment* -The primary intention behind the development of various forms of media was to provide the general public withentertainment. The majority of the resources used by radio, television, movies, and periodicals are directed on entertaining content and programming. They watch movies, television shows, radio shows, and other programmes to pass the time and learn things while having fun. The desire for additional entertainment is rising as a result of the expanding population and changing lifestyle. The people who enjoy reading the most can also find information and fun in magazines, newspapers, and articles. The entertainment sector transacts in billions of dollars annually. News and Current Affairs: One of the main responsibilities of the media is to educate the public and instil information about news and current affairs in their minds. The ability to stay current on news and events is crucial for success in higher education programmes. All significant topics are covered by news and current events, including the environment, politics, war, health, finances, science, technology, fashion, diet and nutrition, crime and violence, industry, business, management, job possibilities, and so on. Some

people are interested in learning about multiple subjects, thus they mostly access radio, television, and various periodicals and articles, which are the three primary forms of media.

Political Awareness–The media is seen as the leader of the political system. Honesty is a crucial quality that needs to exist; if the media plays its job honestly, it will undoubtedly make a significant contribution to the development of the country. It is very important for fostering communication between the general populace and the ruling class. The media informs the public of all relevant information and facts pertaining to significant political circumstances, choices, developments, and scenarios. Individuals are better equipped to grasp their rights and obligations as a result, and they are also able to make better judgments.

Education- The influence of the media is thought to be vast and pervasive; it can be effectively used to teach people at a low cost. In order to improve education, it is critical that classrooms have an adequate number of students who can be managed by the teacher, that teaching and learning materials are available, and that technology is used effectively. This is because technology stimulates students' interest in and enthusiasm for learning. As a result, the media play a crucial role in the advancement of education.

Public Announcements - Various governments, institutions, and agencies use the power of the media to disseminate educational messages to the general public. This could involve a storm or an epidemic warning, a delay in the arrival or departure of planes or trains, and so on. In various circumstances, such as tenders, changes in property ownership, and so on, publishing notices in newspapers is required by law. As a result, the media is crucial in educating the public about various messages and alerts.

Tools of Media

The various tools of media have been stated as follows: (Nasir, 2013).

Newspaper and Magazine–Newspapers and magazines are thought to be the main sources that offer information and knowledge to people on a variety of topics and issues. They cover topics such as news, notices, advertisements for goods and services, fashion, health, diet, and nutrition, as well as information on education, employment opportunities, current events, technology, business, management, and administration. There are many different types of newspapers and magazines, and they offer a wealth of information on a range of topics and situations. People who cannot access the internet can still get information by reading newspapers and periodicals.

Television–Television is regarded as the main entertainment source. People watch movies, serials, and other television programmes to learn things. There are many different types of television programmes that help spread knowledge about a variety of topics, including education, interpersonal relationships, communication skills, and respect for the elderly. They also help children grow and develop properly, create appropriate workplace and community norms, and learn how to present themselves appropriately through television shows and movies.

Internet– The impact of the internet on people's life is widespread, not just in India but throughout the world. People can access information on any topic they are interested in via the internet at any moment. The internet's resources play a significant role in supplying people with information, including when they are buying and selling goods and services. People rely heavily on the internet to do all different kinds of daily tasks and activities.

Advertisements –It is seen as a form of mass communication. The primary goal of advertisements is to raise public awareness of a variety of goods and services. One can watch an advertising for one minute now because the market for advertisements has expanded to that point. In the modern world, commercials for various goods and services have been created for radio, television, magazines, newspapers, and even books.

Learning with Media and Technologies

Computer-based cognitive tools have been developed and established with the specific intent of serving as informed partners to support and facilitate higher order learning and critical thinking. Databases, spreadsheets, semantic networks, expert systems, teleconferencing applications, online collaborative knowledge production environments, software for creating multimedia or hypermedia, and programming languages are a few examples of cognitive tools. In the cognitive tools approach, learners are given media and technology directly to use for symbolising and communicating all the knowledge they have. When using media and technology to analyse the world, acquire and interpret information, organise their own knowledge, and convey what they know about others, learners themselves act as designers. The foundations for making use of software tools for development of education have been stated as follows (Reeves, 1998).

An encouraging and friendly learning environment is crucial when teaching individuals how to use the software. People who are experienced with many media and technology may find the concepts difficult, but by providing a helpful learning environment, they are assisted in fully

understanding the concepts. Cognitive tools give students the ability to develop their own knowledge representations rather than simply absorbing given ones. Students create their own learning environments to increase their comprehension and abilities once they have mastered the use of media technologies. Cognitive tools aid in the development of reflective thinking, which is necessary for meaningful learning. The significant cognitive effects of cognitive tools fall into two categories: those that are logically related with the technology and those that are logically associated with the cognitive residue that remains after the tools have been used. Cognitive tools promote awareness, consciousness, response, and learning rather than basic learning, yet they are the ones that are rarely acknowledged by other educational advancements.

The tasks or barriers that require the use of cognitive skills should be created by the students, under the direction of the teachers and other learning materials. Teachers working in a learning environment are the ones who need to have extensive and practical knowledge on how to use media technologies to enhance learning. They serve as the students' guides when employing media technology to hasten learning.

When using multimedia building programmes as cognitive tools, learners are frequently encouraged to acquire a wide range of skills and abilities, including project management, research, organisation and representation, presenting, writing, and reflection. In order to perform effectively in their courses and programmes and to earn good grades, individuals are expected to develop these talents in any educational institution or training facility. Although reading and comprehending the concepts does help with academic knowledge, it's also important to use that information when organising, presenting, researching, writing, and reflecting.

Media in Development Communication

The media plays a significant role in the growth of communication through the dissemination of information, the provision of a forum for the discussion of issues, the dissemination of concepts and skills for a better way of life, and the creation of a base of consensus for the constancy of the state. Numerous attempts were made to utilise the media's potential for development from the very beginning of its debut in India. India's history of development communication dates back to the 1940s, when programmes like Programs for Rural Audience, Educational Programs, and Family Welfare Programs began to promote development communication through radio broadcasts in a variety of languages. Through various programmes like Educational Television (ETV), Countrywide Classroom (CWC), Teleconferencing, and so

on, television is currently employed throughout the nation as a medium for social education, defence against ignorance, and responsiveness among the people. In recent years, satellite technology experiments have been focused on bringing about transformation and progress (Chaudhary, 2011). Additionally, new technologies have been thoughtfully implemented for the aim of development communication. Interactive new technologies include websites, mobile devices, and the internet. Individuals from all backgrounds are included in the growth process via interaction, immediate feedback, and encouragement skills. The government now offers a variety of websites and phone centres where citizens can get fast information or get answers to inquiries about development. All forms of media, both traditional and new, have pursued development communication since its inception; nevertheless, it had been used more theoretically. Its potential, people's shifting demands, and opportunities haven't been fully utilised to achieve total success. To achieve accomplishment in the actual intellect and go beyond just writing things down on paper, it is necessary to measure both the strengths and weaknesses of the media, message, and accessibility of people to various channels (Chaudhary, 2011).

The Effect of Media on Motivation

CD-ROMs, the internet, remote learning, and virtual reality are all examples of media-based learning. It demands less inner drive and category memory. The pupils had to overcome a number of obstacles in order for the conventional style of learning to succeed in the old educational systems, which before the widespread use of media. When computers and the internet were not widely used, people had to slog through libraries and other locations in search of books to advance their understanding. Children from marginalised groups and socioeconomically disadvantaged areas of society typically go to computer centres to access the internet. The internet is regarded as the primary medium for disseminating knowledge across all topic areas (The Importance of Media in the Classroom, 2003). People from underprivileged communities typically struggle with English language difficulties. For English language learners to process and remember the information that comes from words, they need visual stimuli. They frequently lack the language acquisition skills in English needed to gather a lot of conversation in a form that can be easily retrieved when needed. The semantic memory system, the least active of the brain's memory systems, stores semantic information, such as words, facts, and names (The Importance of Media in the Classroom, 2003). There are people who don't have strong English language abilities, and since it's considered important for people to learn how to

speak and understand English in today's world, the media helps to inspire people to develop their English language abilities.

The Positive Effect of Media upon the Societies

The following are the three key areas where media can benefit societies: (Media Development's Role in Social, Economic and Political Progress, n.d.) Impact on Governance: Corruption, dishonesty, and exploitation have a bad effect on society. These issues are the root cause of both poverty and income inequality. The media has had a role in lessening the issues of exploitation, dishonesty, and corruption. A free press analyses the exploitation that occurs in both the public and private sectors. It keeps track of the public servants and increases voter education, empowering citizens to hold public servants accountable for encouraging exploitation and putting pressure on politicians to reduce corruption. Economic Impact - Equal distribution of the resources is necessary. Resources must be distributed equally across regions and to people in order for the nation to thrive as intended. This will ensure that all regions of the nation experience growth and development. A free and independent press can offer knowledge and oversight to the process of developing economic policy, resulting in more effective economic policies. Additionally, it can lower political risk and improve governance. Strong economic growth must be accompanied by effective government. Social Impact - Citizens must significantly contribute to the decisions that shape their lives for development to be equitable and manageable. An informed public is necessary for participation. When citizens have access to relevant and suitable information, they are better equipped to change their own behaviour and demand higher social standards for the community. This is made possible by free and independent media.

Conclusion

The importance of mass media has been acknowledged in a number of contexts, including entertainment, news and current affairs, political awareness, education, and public announcements. Since the media disseminates information to the general public, it is crucial that it play a significant role in improving all of these areas. Newspapers and magazines, television, radio, the internet, and adverts are crucial media instruments. These resources help people become more aware of the many programmes and educational institutions available. For instance, adverts in newspapers and magazines inform readers about all the institutions and programmes. Radio and television are thought to be the main channels via which people might

learn about instructional programming. The internet is regarded as one of the most important resources for information because it not only offers details about educational institutions, their locations, programmes, and other types of related information, but it also offers details about the ideas and other details needed in any field or area. Governance, economics, and social issues have been the three main areas where media has affected society. The media is crucial in reducing the issues of corruption and dishonesty in the proper governance of any company, institution, society, or entire nation. Economic development is seen as a crucial aspect of the individual, and to improve it, a person must put in significant effort and have a thorough understanding of current events, their areas of interest, the employment prospects available to them in society, and so forth. To achieve significant social influence, the persons must have the necessary moral character characteristics and decency. Many people who are members of the underprivileged, disadvantaged, marginalised, and socioeconomically backward portions of society have weak literacy abilities. These people do have access to other media, including television and radio, and they can typically read newspapers and periodicals as well as gather information to advance their position and wellbeing. As a result, it can be said that the media significantly contributes to the improvement of knowledge and consciousness among people from all backgrounds and categories.

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FACILITATING FACTORS FACED WHILE IMPLEMENTING THE WOMEN EMPOWERMENT PROGRAM

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ABSTRACT

Women empowerment is very much essential in the nation's growth be it socially, economically or politically. In India this is yet to meet the requirements despite reforms. Little has been reached in the area of women empowering, but for this to happen, this sector must experience a chain of reforms. In recent years, the empowerment of women has been recognized as the core issue in determining the status of women in the society. Drawing the strength from the constitutional commitments, the government has been engaged in the continuous endeavour of concretely translating all the rights, commitments and safe guards incorporated in the Indian Constitution for women from *de jure* to *de facto* status. Women education plays a very vital role in the overall development of the nation. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside in the society. Educated women not only tend to promote education of their girl children, but also can provide better guidance to the society. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population. The persistent low educational participation of girls till recently had adverse impact on women's quality of life and empowerment. The National Policy for *Empowerment of Women-2001* has as its goal bringing about advancement, development and empowerment of women in all spheres of life through creation of a more responsive judicial and legal system sensitive to women and mainstreaming a gender perspective in the development process. The present paper will describe the facilitating factors faced while implementing the women empowerment programs.

Keywords :   Empowerment, Women Empowerment, Education and Women Empowerment, Facilitating Factors for women empowerment

INTRODUCTION

The concept of empowerment of women means psychological sense of personal control in the domestic, social, persons and political realms. It is an approach by which one is authorized to think, act and control resources in an autonomous way. The most critical component of women's empowerment is found to be education. It leads to improved economic growth, low fertility rate, health and sanitation and an awareness of factors that disempowered women. Work participation rate and political participation also grows in women's education. Women constitute almost half of the population in the world. But the hegemonic masculine ideology made them suffer a lot as they were denied equal opportunities in different parts of the world. The rise of feminist ideas has, however, led to the tremendous improvement of women's condition throughout the world in recent times. Women education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. India is poised to emerge as one of the most developed nations by 2020, more literate, knowledgeable and economically at the forefront. No doubt, women will play a vital role in contributing to the country's development. Women power is crucial to the economic growth of any country. In India this is yet to meet the requirements despite reforms. Little has been achieved in the area of women empowerment, but for this to happen, this sector must experience a chain of reforms. Though India could well become one of the largest economies in the world, it is being hindered due to a lack of women's participation. The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. The constitution not only grants equality to women, but also empowers the state to adopt measures of positive discrimination in favour of women. Plans and programmes have aimed at women's advancement in different spheres. From the Fifth Five Year Plan (1974-78) onwards has been a marked shift in the approach to women's issues from welfare to development. In recent years, the empowerment of women has been recognized as the central issue in determining the status of women. The National Commission for Women was set up by an Act of Parliament in 1990 to safeguard the rights and legal entitlements of women. The 73rd and 74th Amendments (1993) to the constitution of India have provided for reservation of seats in the local bodies of Panchayats and Municipalities for women, laying a strong

foundation for their participation in decision making at the local levels. Among the many development indexes used as a yardstick for measuring societal growth, the most important is education. Even today, 68% of girls are still illiterate as discrimination against them plagues the country and extreme patriarchy has robbed women of justice and equality, which only education and enlightenment can secure. Society's history of denying opportunities for women to seek knowledge has obstructed their path to empowerment. The National and International Community, having realized the importance of education for individual and collective well being, organized an International Conference on Population Development (ICPD - 1994) to eliminate gender any bias in educational materials that enforces or reinforces inequalities between men and women. The World Conferences culminated in the Fourth Summit at Beijing (1995) to reaffirm Governments' commitments to intensify efforts guaranteeing gender free education and universal access to the tools of knowledge. The Convention on the Elimination of all Forms of Discrimination against Women (CEDAW, 1979); The Copenhagen Declaration (1995) and The Millennium Goals (2000) have formulated Action Programs to establish gender equality in education to empower women for social justice and to accelerate better social transformation.

EMPOWERMENT

There was consensus among the participants that "empowerment" has become one of the most widely used development terms. Yet it is one of the least understood in terms of how it is to be measured or observed. It is precisely because this word has now been one of the fashionable concepts to include in policies/programmes/projects that there is a need to clarify and come up with tentative definitions.

Empowerment is the process of increasing the capacity of individual of groups of making choices and to transform those choices into desired actions and outcomes (World Bank, 2006).

It can be viewed as means of creating a social environment in which one can make decisions and make choices either individually or collectively for social transformation. It strengthens the innate ability by way of acquiring knowledge, power and experience (Hashemi Schuler and Riley, 1996).

Empowerment is the process of enabling or authorizing individual to think, take action and control work in an autonomous way. It is the process by which one can gain control over one's destiny and the circumstances of one's lives. Empowerment includes control over

resources (physical, human, intellectual and financial) and over ideology (beliefs, values and attitudes) (Baltiwala, 1994).

It is not merely a feel of greater extrinsic control, but also grows intrinsic capacity, greater self-confidence and an internal transformation of one's consciousness which enables one to overcome external barriers to accessing resources or changing traditional ideology (Pinto, 2001).

Empowerment means individuals acquiring the power to think and act freely, exercises choice and fulfill their potential as full and equal members of society. As per the *United National Development Fund for women (UNIFEM),* the term empowerment means:

- *Acquiring knowledge and understanding of gender relations and the ways in which these relations may be changed.*
- *Developing a sense of self-worth, a belief in one's ability to secure desired changes and the right to control one's life.*
- *Gaining the ability to generate choices exercise bargaining power.*
- *Developing the ability to organize and influence the direction of social change, to create a more just social and economic order, nationally and internationally.*

Thus, empowerment means a psychological sense of personal control or influence and a concern with actual social influence, political power and legal rights. It is a multi level construct referring to individuals, organizations and community. It is an international, ongoing process centered in the local community, involving mutual respect, critical reflection, caring and group participation, through which people lacking an equal share of valued resources gain greater access to the control over these resources.

WOMEN'S EMPOWERMENT

The concept of women's empowerment was introduced at the International Women's Conference in Nairobi in 1985 where Empowerment was stated to be '*a distribution of social power and center of resources in favour of women'*. Women empowerment is very much necessary in the nation's growth be it economically, politically or socially. The term **'empowerment of women'** refers to the process of strengthening the hands of women who have been suffering from various disabilities, inequalities and gender discrimination. The term of "empowerment of women" could also be understood as the process of providing equal rights,

opportunities, responsibilities and power positions to women so that they are able to play a role on par with men in society. ***"Women's empowerment is defined as the process in which their spiritual, political, social or economic status is raised".*** This also includes the right to raise their level of confidence regarding their own capabilities. The National Policy on Education-NEP (1986) has laid a Programme of Action-POA (1992) for its implementation. This POA spells out the meaning of women empowerment by saying "women become empowered through collective reflection and decision making". The POA has clearly declared the following parameters of empowerment, namely.

- *Building a positive self image and self confidence*
- *Developing ability to think critically*
- *Building up group cohesion and fostering decision making action*
- *Ensuring equal action in order to bring about change in the society.*
- *Encouraging group action in order to bring about change in the society.*
- *Providing the wherewithal for economic independence.*

According to Ms. Stromquist, ***The cognitive component*** would include the *"women's understanding of their conditions of subordination and the causes of such conditions at both micro and macro levels of society. It involves acquiring new knowledge to create a different understanding of gender relations as well as destroying old beliefs that structure powerful gender ideologies".* ***The psychological component,*** on the other hand, would include the *"development of feelings that women can act upon to improve their condition. This means formation of the belief that they can succeed in change efforts".* ***The economic component*** would include *"requires that women be able to engage in a productive activity that will allow them some degree of autonomy, no matter how small and hard to obtain at the beginning".* ***The political component*** would encompass the *"ability to organize and mobilize for change. Consequently, an empowerment process must involve not only individual awareness but collective awareness and collective action. The notion of collective action is fundamental to the aim of attaining social transformation".*

It follows from the above components that empowerment allows women to have choices, which in turn means relative strength and bargaining power for them. While it is clear that women can be empowered individually, the feminist vision is one where women are able to articulate a collective voice and demonstrate collective strength. It was also stressed that

incorporating the feminist perspective in the concept of empowerment implies a long-term redesigning of societies that will be based on democratic relationships. Understanding that women empowerment is a complex issue with varying interpretations in different societal, national and cultural contexts the participants also came out with a tentative listing of indicators.

At the level of the individual woman and her household*:*

- participation in crucial decision-making processes;
- extent of sharing of domestic work by men;
- extent to which a woman takes control of her reproductive functions and decides on family size;
- extent to which a woman is able to decide where the income she has earned will be chanelled to;
- feeling and expression of pride and value in her work;
- self-confidence and self-esteem;
- and ability to prevent violence.

At the community and/or organizational:

- existence of women's organisations;
- allocation of funds to women and women's projects;
- increased number of women leaders at village, district, provincial and national levels;
- involvement of women in the design, development and application of technology;
- participation in community programmes, productive enterprises, politics and arts;
- involvement of women in non-traditional tasks; and
- increased training programmes for women; and
- exercising her legal rights when necessary.

At the national level:

- Awareness of her social and political rights;
- Integration of women in the general national development plan;
- Existence of women's networks and publications;
- Extent to which women are officially visible and recognized; and
- The degree to which the media take heed of women's issues.

EDUCATION AND WOMEN EMPOWERMENT

Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population. The persistent low educational participation of girls till recently has had adverse impact on women's quality of life and empowerment. This educational backwardness has cost both the individual and national advancement, producing a skewed national progress. Education will lead to empowerment securing the means of creating a social environment in which one can make decisions for social and individual transformation. It strengthens innate ability through knowledge, power and experience enabling an individual to think, act and control human, intellectual and financial resources. It develops intrinsic capacity, inner transformation of one's consciousness to overcome barriers, access resources and change traditional ideologies. Empowerment therefore is possible only with access to education as a fundamental right. It would be important to reorient the teachers on gender issues so that overall gender sensitization in the educational system could be brought about. In concrete terms, this would mean:

- reorienting and reeducating policy makers;
- securing equal access for boys and girls in education;
- holding workshops/seminars for teachers;
- revising teaching materials;
- producing materials in local languages;
- implementing special programmes for women in the field of Adult Education;
- incorporating issues such as tradition, race, ethnicity, gender sensitization, urban and rural contexts in the programmes;
- raising awareness on the necessity for health care;
- politicizing women to show them how macro level mismanagement is responsible for their loss of jobs; and
- Focusing on parents as role models.

The constitutional provisions and the *National Policy of Education (NEP) -1986 and Program on Action (POA) -1992* act as the guiding force to influence both the qualitative and quantitative indicators regarding the need for empowerment of women. The NPE 1986 states that

"Education will be used as agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past; there will be a well conceived edge in favour of women. The National Education system will plays positive, interventional role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbook, the training and orientation of teachers, decision makers and administrator, and the active involvement of educational institutions. This will be an act of faith and social; engineering Women's studies will be promoted as a part of various courses and educational institutions encouraged taking up active programmes to further women's development".

Women's empowerment is not limited only for the Indian society. If we consider the global aspect in this regard, we see that women are being given equal treatment in developed nations. In fact, if we take a retrospect of history, we come to know that women have always been given secondary position in society, but the difference between men and women created by the Nature is but natural. It is education through which we realize this fact. When American women realized this, they opposed this injustice which was meted out to them by way of a huge movement, through which they asked for equal rights. For eradicating this injustice, the UNO (United Nations' Organization) framed a Convention/Charter which is called 'The Convention on the Elimination of all Forms of Discrimination against Women' (CEDAW), which further led to the formation of Women's Commission. Taking an account of this background, we come to know that women's empowerment has now become a topic of global discussion. Education as means of empowerment of women can bring about a positive attitudinal change. It is therefore, crucial for the socio-economic and political progress of India. The Constitution of India empowers the state to adopt affirmative measures for prompting ways and means to empower women. Education significantly makes difference in the lives of women. The situation faced by women in India is one of the bleakest in the world. Of all the discrimination and denial of opportunity that these women suffer, the most damaging is the denial of the right and opportunity to education. Widespread poverty and discriminatory cultural practices are frequently cited as prime reasons for the persistence of their gender gap in education. Education is one of the most critical factors responsible for the development of a human person. Right to education, therefore,

is held as a very important human right. It is the very foundation of good citizenship. Today it is the principal instrument in awakening the child to cultural values, in preparing him for later professional training and in helping him to adjust normally to his environment. In these days, it is doubtful any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. The international community has realized the importance of education for individual and collective well being made explicit provisions in several human rights instruments on the rights to education. The Constitution of India was recently amended to provide for the right to compulsory elementary education to children falling between the age group of 6-14 years. Among the world's 900 million literacy people, women outnumber men two to one. Education, in a broad sense, essentially involves penning the mind, enhancing self-esteem and self-confidence, building a sense of positive self-worth, accessing information and tools of knowledge and acquiring the ability to negotiate this unequal and unjust world from a position of strength. No society has ever liberated itself - economically, politically or socially –without a sound base of educated women. Many countries experiences around the world have demonstrated that investment in educating women is the most precious investment a society can ever make. Seeing all the aspects of this discussion, we will realize that education is the only means for empowerment of women. Therefore, literacy should spread amongst women. We, as a nation, dream of becoming a Super Power by 2020. For becoming a Super Power, each element of our society/ nation should contribute in the nation building process. But women, who are a major factor of this society, aren't literate then we can't expect to become a Super Power. Therefore, it is urgent for us to know the importance of women's education, which would, in turn, give an impetus to the process of women's empowerment. However women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. As a result women's literacy rate has grown over the six decades and the growth of female literacy has in fact been higher than that of male literacy rate. While in 2001 only 54.16% of Indian women were literate, by the end of 2011 65.46% female were literate. The growth of female literacy rate is 11.30% as compared to 6.29 % of that of male literacy rate.

Year	Persons	Males	Females
1901	5.3	9.8	0.7

1911	5.9	10.6	1.1
1921	7.2	12.2	1.8
1931	9.5	15.6	2.9
1941	16.1	24.9	7.3
1951	16.7	24.9	7.3
1961	16.7	24.9	7.3
1971	29.5	39.5	18.7
1981	36.2	46.9	24.8
1991	52.1	63.9	39.2
2001	62.38	76.0	54.16
2011	74.4	82.14	65.46

Table No. 1 : Literacy rate in India

While the country has grown from leaps and bounds since its independence where education is concerned, the gap between women and men is severe. While 82.14% of adult men are educated, only 65.46% of adult women are known to be literate in India.
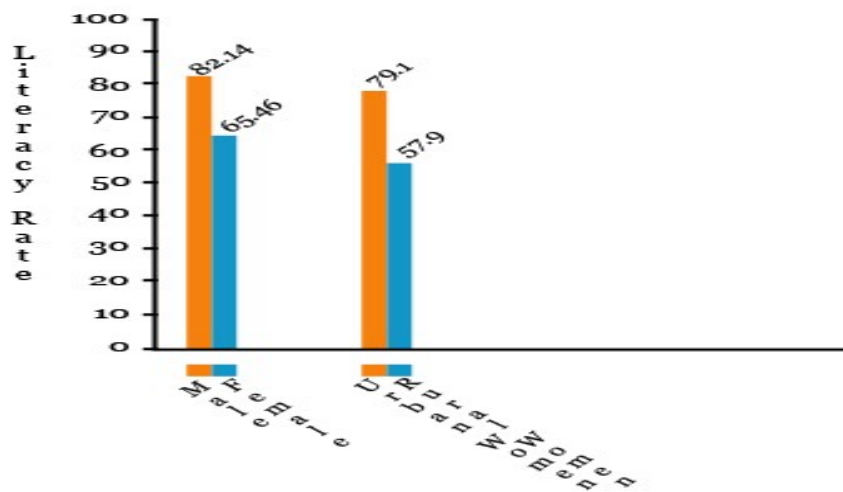
Fig No. 1 : Literacy rate in India in 2011 census according to gender and locality

Data Source: Census of India 2011

In spite of the UN Charter of Human Rights and the provisions of the Indian Constitution, women continue to be victims of exploitation. The view that the future generation of a family is carried on and preserved by boys-only has degraded the position of women in society. Similarly,

it is noticed that majority of the women are lacking in the spirit of rebellion. If careful attention is not paid and major steps are not taken, the situation will become extremely critical. Eradicating this gap and educating women about their real place in the world is a step that will largely set this entire movement rolling down the hill to crash and break the wall of intolerance, negligence and exploitation. On observing the literacy rate table, we come to know that at no point could the literacy rate of women match that of men. As a result, even after 65 years of independence, women occupy a secondary position in our social hierarchy. Inspire of being aware of her position, women can't transform the situation due to lack of education. Therefore, women's empowerment can't be effected unless we persuade the importance of women's education.

FACILITATING FACTORS FOR WOMEN EMPOWERMENT PROGRAM

A big nation like India which consists of more than 50 corers women cannot afford to ignore the role of women in the national development. It is in this context the process of empowerment of women has assumed importance. Women cannot be empowered in a marginal manner. It is not an automatic or spontaneous process but requires deliberate and consistent efforts. It is through the combined and coordinate efforts of the Government, NGOs people and the women the task can be fulfilled. Women cannot be effectively empowered by statutory provisions or governmental efforts alone. 'Women are empowered through women emancipation movement, education, communication, media, political parties and general awakening" (Doshi and Jain, 2001). Various socio-economic and political factors facilitate the empowerment of women. Some factor facilitating empowerment of women may be noted here (Rao 2007 : 847). Empowerment through education is ideally seen as a continuous holistic process with cognitive, psychological, economic and political dimensions in order to achieve emancipation. Given the complexity of political, societal and international interrelations, one has to systematically think about the strategies and concrete proposals for future action if one hopes to achieve such a goal. The following are the list of facilitating factors faced while implementing the women empowerment program.

- **Access to education and employment:** Women can become stronger only with educational and economic power. Mere expectations cannot help. Conditions must be created in such a way that women get easy access to education and later on become

employed. Sufficient economic freedom is a must for women to lessen their dependence on men.

- **Acknowledging Women's Rights:** Society should recognize that like men, women are also entitled to equal rights.

- **Freedom to take decision and make choices:** Women should have freedom to decide whether to marry or not to marry; and after marriage, the freedom to decide as to how many children that they should have and so on.

- **Opportunities for political participation:** If women's voice is to carry more weight they must be given political power. They must be free to take part in the administrative process.

- **Existence of women's organizations and Networking:** Giving opportunity to frame group of likeminded women for upliftment under privileged women. Allowing the groups to interconnect for establishing the network.

- **Availability of funds:** The special provision of funds has to be made for the implement of projects related to women empowerment.

- **Availability of support systems for women:** Establishing the support system for giving guidance and counseling to women. The support may be from government or private sector.

- **Availability of women-specific data and other relevant information:** Always we have to kept ready the present status of women empowerment in particular area with the help of survey.

- **Favorable policy climate:** The government or NGO should develop or frame the policy implementing for women empowering programs.

- **Education for all:** The government or NGO has to provide the opportunity for all to get the education from pre-primary level.

- **Dignity of labour:** In working environment the society has to treat equally men and women in giving wages and workload.

CONCLUSION

Mahatma Gandhi very aptly said "if you educate a man you educate an individual, but if you educate a woman you educate an entire family". So education is also one of the prime needs of women towards its development and empowerment in the society. Equal access to education

for women and girls will be ensured. Special measures will be taken to eliminate discrimination, universalize education, eradicate illiteracy, create a gender-sensitive educational system, increase enrolment and retention rates of girls and improve the quality of education to facilitate life-long learning as well as development of occupation/vocation/ technical skills by women. Education is a potent tool in the emancipation and empowerment of women. The greatest single factor which can incredibly improve the status of women in any society is education. It is indispensable that education enable women not only to gain more knowledge about the world outside her hearth and home but helps her to get status, positive self esteem and self confidence, necessary courage and inner strength to face challenges in life. Apparently it also facilitates them to procure a job and supplement the income of family and achieve social status. Education especially of women has a major impact on health and nutrition as an instrument of developing a sustainable strategy for population control. Women cannot be empowered in a marginal manner. It is not an automatic or spontaneous process but requires deliberate and consistent efforts. It is through the combined and coordinate efforts of the Government, NGOs people and the women the task can be fulfilled. Women cannot be effectively empowered by statutory provisions or governmental efforts alone. If we follow the list of facilitating factors which were stated in the above article will helps in implementing the women empowerment program effectively.

Moreover educated women can play an equally important role as men in nation building. Thus, there is not denying fact that education empowers women.

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MULTIDISCIPLINARY APPROACH TO ENHANCE QUALITY EDUCATION FOR MARGINALISED STUDENTS

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Abstract

Multidisciplinary means combining or involving several academic disciplines or professional specializations in an approach to a topic or problem. A multidisciplinary approach is focused to redefine problems outside normal boundaries supported by different approaches from various academic disciplines and reach solutions based on a new understanding of complex situations. Students who are relegated to, confined to, a lower or outer limit of society due to reasons such as; violence at home, mental health issues, being parentless, behavioural issues, learning difficulties, substance abuse, cultural discrimination, sexual identity, material poverty etc., are referred as marginalised students. The marginalised students are facing different problems which are not adequately addressed by mono disciplinary approach because it requires expertise from various fields. In this paper, a brief description has been made about the multidisciplinary approach to provide quality education for the students at margin.

Key words: Multidisciplinary approach, Marginalised students, Mono disciplinary approach, Quality Education.

Introduction

Multidisciplinary approach involves drawing appropriately from multiple academic disciplines to redefine problems outside normal boundaries and reach appropriate solutions and encourages cross-disciplinary collaboration, enables learners to develop critical thinking skills, and presents many "real world" opportunities for growth. Multidisciplinary research involves a coordinated effort that brings together several disciplines to provide complementary

contributions in the service of a common goal. It provides opportunity to bridge disciplines and one can able to combine multiple disciplines and pursue different ways of thinking about the same problem.

Students who are relegated to, confined to, a lower or outer limit of society due to reasons such as; violence at home, mental health issues, being parentless, behavioural issues, learning difficulties, substance abuse, cultural discrimination, sexual identity, material poverty etc., are referred as marginalised students. Access to basic education is still a problem for the marginalized students as they are hampered by many factors such as income differentiation, social status etc. They have only limited opportunities to make social contribution and have low confidence along with low self esteem. Growth of any society will not be attained its full form without these marginalized sectors.The marginalised students are facing multiple issues which are not fully addressed by monodisciplinary approach because it requires expertise from different fields. In the following sub headings a brief description has been presented about multidisciplinary approach in order to enhance quality education for the students at margin.

Multidisciplinary Approach

Multidisciplinary Approach needs collaboration with different professionals in different disciplines with various backgrounds and skills to find a solution in a multidimensional way which is especially useful in the era of global competition to create innovative values. The different backgrounds of a multidisciplinary-team could provide different viewpoints and experience for better brainstorming across cultures. Multidisciplinary design project is regarded as a wonderful and worthwhile experience, giving students a new way of thinking and the potential to create innovative products (Joachim & Petra, 2004). For instance, the collaboration between art and computer science provided a very diverse disciplinary environment where students were often forced to explore the boundaries of their own practice, exposed to the work of other disciplines, and better understood their own role and value in team-based collaboration.

In general mono disciplinary Approach does not foster creativity. Whereas a multidisciplinary Approach can combine the expertise of a particular field with other fields and create a varied team of combination and there by lead to creativity and high impact research. For example, we consider research work on Assistive Technology for Cognition (ATC)which refers to the devices that use computer technology and are specifically designed to help people compensate for cognitive impairments. ATC also refers to a range of tools that includes low-tech

and mainstream devices as well as specialized technology. ATC is the use of technology (usually high tech) to augment and assist cognitive processes such as attention, memory, self-regulation, navigation, emotion recognition and management, planning, and sequencing activity. Systematic reviews of the field have found that the number of ATC are growing rapidly, but have focused on memory and planning, that there is emerging evidence for efficacy, that a lot of scope exists to develop new ATC (LoPresti, Mihailidis, & Kirsch,2004). The research works in this area obviously indicates the need of expertise from different field like Cognitive Science, Special Education, General Education and from Educational Psychology. To explore new avenues in Assistive Technology for Cognition a multidisciplinary focus is indispensable.

Jack Leeming (2017) emphasises that Multidisciplinary research can also leads to unusual scientific inventions. A lot of great science has come from the robust interactions of researchers from different fields. A good example of this is the discovery of "Magnetic resonance imaging" by Paul Lauterbur (a chemist) and Peter Mansfield (a physicist) — for this they were awarded the 2003 Nobel prize in Physiology or Medicine. An independent researcher designing and conducting their own separate experiments would never have had these opportunities (Jack Leeming2017).Hence, it is essential to bring a group of researchers in different fields to investigate various issues and challenges faced by the marginalised students.

One of the important advantages of multidisciplinary collaboration is that all collaborators are forced to communicate either to keep their ideas or to avoid complex programming efforts and hence it improves communication ability. The process of multidisciplinary collaboration is hard to learn without real experience, so the advantage of having such multidisciplinary collaboration is to become acquainted with the complex process in industry. Thus, it gets acquainted with the collaborative process of product development. Similarly, multidisciplinary collaboration fosters collaboration skills especially with partners of different backgrounds. The lack of shared common language and knowledge requires better collaboration skills. Executing the multidisciplinary project through ideation to implementation for the betterment of marginalised students provides sense of reality and prepares them for all round development. At the same time, the process gives them the self-confidence to cope with their future career.

All the participants learned things from the other participants with different backgrounds. In industry or in monodisciplinary research, it is not usual to work in a heterogeneous group for a

whole year. However, this experience gives everyone an opportunity to observe different ways of development and to learn how to work as a team by complementing each other. Moreover, it improves sense of achievement and professional abilities.

Advantages of a multidisciplinary Approach.

1. Holistic understanding

One of the benefits of a multidisciplinary approach in education is you get a more holistic understanding of the world. Rather than looking at individual departments and their subject matters separately, a multidisciplinary approach integrates parts of each department into the study programs of the other

2. Different perspectives

Have you ever been trying to solve a puzzle by yourself and have one section that totally defeats you? You stare at it for hours, but can't figure it out for the life of you. Then, one day, a friend saunters by and picks up that pivotal piece and places it perfectly. Ah, the magic of different perspectives!

A multidisciplinary approach is kind of like that. With different professors integrating subject matters, you get Dr. Cortez's perspective on organic chemistry one day, and Dr. Sahib's the next. It opens the doors to different ideas and ways of understanding.

3. Real world approach

Multidisciplinary learning isn't just an educational philosophy—it's a tangible way of understanding the world. When you graduate, you'll be working with people from across disciplines IRL, so why should school be different? Being able to compile and collaborate with people from across the spectrum will help you function in the professional world.

4. **Collaboration skills**

Hopefully, any education route you take emphasizes the importance of collaboration. However, one of the most important advantages of multidisciplinary curriculum is the idea of coming together to create a better whole.

Being able to communicate effectively with people across disciplines is integral to multidisciplinary learning. You learn the same vocabulary, you understand their values, and you know what motivates them. These skills will help you make connections, solve big problems, and work synergistically with your peers.

Through a multidisciplinary approach, a student gains an arsenal of skills—problem-solving, critical thinking, time-management, self-management, communication and writing, analysis and research methodologies, team work, and much more—that are easily transferable across work

Otto Muskens (2013) listed the following advantages of multidisciplinary Approach;

1. The specific approach and knowledge may be standard for a discipline but novel in other fields. Applying the knowledge in this new field can give a leading advantage and a unique angle to solving outstanding problems.

2. Monodisciplinary fields can become crowded with specialists and the number of distinct topics to be studied is limited. Often a certain school or professor produces a number of postgraduates who wish to establish themselves in a scientific career. They cannot all keep doing exactly the same things in the same field.

3. By teaming up with complementary research groups one can combine the collective expertise and gain synergy. This results in increased chances in original (high-impact) research and potential to get more output with less work (Otto Muskens 2013).

Applying the knowledge from numerous field provide advantage and a unique angle to solving outstanding problems faced by the marginalised students. The collective expertise and synergy form multi field would foster quality education for the students at margin.

Challenges

Though multi-disciplinary approach is an effective approach to provide quality education for marginalised students, it has some limitation. Haydee Maria Cuevas et al., (2012) noted that the primary challenge in conducting multidisciplinary research is meeting the constraints of

different stakeholders with different agendas. Thus, a potential disadvantage of multidisciplinary research is that conflicting data collection requirements may hinder the project team's ability to meet all their members' different research objectives. Mitigating this issue requires establishing a systematic process by which the project team can objectively agree to a primary goal while still permitting stakeholders to determine their specific research objectives and carefully prioritize their data collection requirements for meeting this goal.

Hsien-Hui Tang,& Emily Hsiao (2013) mentioned that one of the major challenges was the time constraint. Multidisciplinary researcher have to read more and invest more time in order to learn about the new disciplines. Therefore multidisciplinary research implies more investment of researchers in learning new disciplines.

They further emphasised that for a multidisciplinary team, researchers need to not only finish their own work, but also spend time communicating and responding to the modifications given by their counterparts. The latter two elements do not exist in a non-collaborative process. The differences in the backgrounds of the multidisciplinary research collaborators are another constrains. The first difference was in the level of their careers. The working schedule of a research scholar was very different to the working schedule of an engineer, being a full-time programmer at a company. Therefore, they had very little mutually convenient time to discuss the details of the project.

A varied training path is trickier to navigate than traditional specialized routes — but can be more rewarding (Myrna Watanabe, 2003).The shift towards broader multidisciplinary training is relatively new. In monodisciplinary, one collaborator would handle, say, the mathematics, and the other the biology. Where as in multidisciplinary experts form mathematics, Statistics, bioinformatics ,biology and other field should work together in order to get a holistic approach to find a solution. However, Myrna Watanabe (2003) quotes that Charles DeLisi, Metcalf Professor of Science and Engineering at Boston University, cautions that mixing disciplines is not for everyone. People who prefer to be highly specialized should take a more traditional route to their scientific career, whereas people who like to see relationships and enjoy breadth would benefit from a multidisciplinary route. Multidisciplinary research is a pursuit of truth with the help of numerous specialized branches of learning which aims at achieving a common aim with the aid of knowledge of other disciplines. However, achieving common aim with divergent knowledge based professionals is a tough task as everyone has different approaches and strategies towards a

problem. Multidisciplinary approach is very much in vogue in developing countries to solve the problem. It represents a progressive scholarly method.

The weaknesses of multidisciplinary research are mainly linked to problems of communication between people from different disciplines. These problems require more time to be settled down than conventional research projects would require(Lawrence A. Baker, 2006).Ayush Choudhary(2015) maintains that for these reasons, most people said that in multidisciplinary projects there is a high initial cost to pay to reach a good level of comprehension between the partners. Also physical proximity of partners is primordial via frequent meetings or exchange of students. It is more important than in the case of mono disciplinary projects because people have to learn more about the other disciplines, not only in terms of knowledge but also in terms of methodologies, tools and constraints. In fundamental research it is considered as vital to reach a good level of interaction. Therefore costs of travelling are more important than in the case of mono disciplinary projects.

Multidisciplinary researchers have to be more patient and sometimes, they have to explain things several times. They should be trained to communicate efficiently the basic of their discipline and make themselves understand. They should also be able to adapt to the custom of other disciplines. Hence, while adapting the multidisciplinary approach to provide quality education for marginalised students the researchers should carefully consider these limitations.

Conclusion

Multidisciplinary research is an investigation or inquiry to a problem for ascertaining the hypothesis combining many academic approaches, fields or methods. Further, it can be defined as a search for knowledge through objective and systemic method for an original contribution to the existing stock of knowledge involving a combination of several disciplines and methods. Molteberg and Bergstrom (2000) have argued that "Multidisciplinary Studies addresses current, actual problems, focusing on solving them – it tends to be applied and action or policy-orientated" But they have to work with different competencies. Different competencies mean also different approaches to problems, which can generate conflicts. Therefore the management of such projects is crucial (Ayush Choudhary,2015).Though the multidisciplinary approaches has certain limitations it has many advantages like promoting synergy among various professionals and providing various solutions for a problem faced by the students at margin.As the

marginalised students are having multidimensional problems this multidimensional approach addresses various issues faced by them.

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A STUDY OF ANXIETY IN LEARNING MATHEMATICS OF SECONDARY SCHOOL STUDENTS OF BAGALKOT TALUK

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"Mathematics as an expression of the human mind reflects the active will, the contemplative reason, and the desire for aesthetic perfection. Its basic elements are logic and intuition, analysis and construction, generality and individuality".

-Richard Courant

Abstract

Mathematics plays very important role in student life. In any system of Education and also need for day today life. Mathematics basic and mandatory subject at Primary and Secondary level.The investigator is conducted Anxiety in Learning Mathematics of Secondary School Students 250 Secondary School Students out of which 105 boys and 145 girls were selected by using random sampling technique. "t" test was used. This study can provide an alternative or guidance for teachers to improve students to know the Mathematics anxiety.

Introduction

The current research focuses on Mathematics anxiety in Secondary School Students with different main subjects of study, or majors, at the Bagalkote Taluk. Karnataka. The questions that frame this researcher. Math anxiety is a real problem facing students and teachers today. The mathematics teacher especially needs to understand the causes and effects of Mathematics anxiety as well as ways to help students overcome it. There are many symptoms of math anxiety including unwillingness to attempt mathematics problems, a fear of taking advanced mathematics classes, and being unusually nervous when in mathematics class. Math anxiety hinders students' working memory (Perina, 2002). It occurs at different ages in different people for different reasons. The main cause of math anxiety is the teacher himself It has been shown that students tend to internalize their instructor's interest in and enthusiasm for teaching math (Jackson and Leffingwell, 1999). If the teacher has a bad attitude about mathematics, his students

most likely will as well. However, the teacher can take many steps to reduce math anxiety including reviewing basic mathematics skills, by making sure students understand the mathematical Mathematics, and by providing a support system for their students (Schwartz, 2000). The more a teacher understands math anxiety the more he will be able to prevent it and help students overcome it.

The Some studies such as those of Faust, Ashcraft and Fleck (1996), Ashcraft (2002), Aschraft and Kirk (2001), and Brady and Bowd (2005) defined Mathematics anxiety as a form of state anxiety as it is manifested in certain situations. The range of descriptions mentioned above comes about because Mathematics anxiety is a broad term used by many individuals to cover a wide range of observed characteristics in students. For example, some use it to describe the supposed cause of physiological symptoms when encountering Mathematics, such as sweaty palms, nausea, heart palpitations, a hot tingling feeling, stomach aches or stomach cramps, and/or tightening muscles (Godbey, 1997; Perry, 2004). Others use this term to classify the psychological symptoms that manifest themselves in situations involving mathematical tasks.

Causes of Mathematics Anxiety Mathematics anxiety is usually linked to prior negative Mathematics experience. This could include being punished by present or past teachers for failing to solve or understand mathematical concepts, having a bad grade in Mathematics at school, a lack of encouragement from parents or teachers, and/or a lack of positive role models. These prior negative experiences with Mathematics are often transferred and result in a lack of understanding of mathematics. Sheila (1981) suggested that millions of adults are blocked from professional and personal opportunities because they fear or perform poorly in mathematics. For many, these negative experiences remain throughout their adult lives.

Some students do not like mathematics simply for the reason that they are scared of it and do not feel like they are able to understand the concepts. The same students who have this fear of mathematics do not try as hard to understand and finish their homework as students who do not have this fear. The students who have a fear of mathematics assume that if they do not understand the homework the first time, they will never understand it. They set themselves up for failure before they even attempt to succeed. Knowing this, teachers face many questions: At what age does math anxiety begin? What causes Mathematics anxiety? How can I, as the mathematics teacher, help the students overcome their math anxiety? How can I prevent students from ever experiencing math anxiety?

Review of Literature

Ahmed Helal (2018): "Math anxiety in Secondary School Students across majors: across culture study. This study used survey data collected from two countries, Egypt and The United States of America (USA). There were 330 participants (162 males and 168 females), all of whom were undergraduate students. 169 participants were studying at Tanta University, Egypt, and 161 participants at the University of Arkansas, USA. The study aimed to investigate Mathematics anxiety in undergraduates with different main subjects of study and across cultures. A 4x2 ANOVA was conducted to evaluate the effects of the student's country and main subject of study (major) on Mathematics anxiety. The results of the 4x2 ANOVA indicated a significant main effect for country, a non-significant effect for major, and a non-significant interaction effect between country and major. Furthermore, the study used a two-way ANOVA between two factors (gender and country and Mathematics anxiety). The analysis revealed a significant main effect for country, a significant effect for gender, and a non-significant interaction effect between country and gender.

Shehayeb Sanaa (2019): "The Effect of Math Anxiety on Students' Performance in the Intermediate and Secondary Classes" This research study aims at examining the relationship between math anxiety and students' performance, through their overall grade averages in mathematics, in the intermediate and secondary classes excluding grade twelve. For this research study, the researchers were not interested in determining the cause and effect between students' math anxiety, the independent variable, and their performance, the dependent variable, so they have remained observers during the process. The sample of the study has consisted of 124 participants out of 1620 students, 84 in classes of the intermediate level and 40 in the first and second year secondary, from two different private schools. First, the researchers have determined students' overall mathematical grade averages based on grade cards delivered by the administrations of both private schools at the end of the academic year. After that, the researchers have employed a standardized five point likert scale survey questionnaire for math anxiety self-test as the research instrument. Through the quantitative approach, the researchers have adopted the correlation design to explore the possible relationship between students' math anxiety and their performance, through their overall mathematical grade averages. For statistics, the researchers have used the bar diagram and the scatter plot to represent the data collected, the correlation coefficient and the one way ANOVA test for analysis. Results of the study have

revealed that anxiety has a strong negative correlation and a significant effect on the overall mathematical grade averages of the sample of students in the intermediate and secondary levels excluding grade twelve. The researchers recommend teachers to detect if math anxiety is negatively affecting students' performance and adopt the students-centered approach to support the learning and performance of the highly anxious students. In addition, future researches should be dedicated to examining the impact of math exams anxiety in grade 12 and primary classes, and determining math chapters that trigger students' math anxiety the most.

Statement of the Problem

A study of anxiety in learning Mathematics of Secondary School Students of Bagalkot taluk.

Objective of the Study

1. To know the extent of Mathematics Anxiety among Secondary School Students.
2. To compare the difference between the government and private Secondary School Students anxiety in learning Mathematics.
3. To compare the difference between Rural and Urban Secondary School Students anxiety towards learning Mathematics.
4. To compare the difference between Boys and Girls in respect of their anxiety in learning Mathematics.

Sample of the study

For present study a total number of 250 Secondary School Students out of which 105 boys and 145 girls were selected by using random sampling technique.

Design of the study

Methodology of the Study

Normative method is a scientific method of describing and analyzing the present condition. Generally with a view to establish norms J.W. Best says that the normative survey method is concerned with the condition or relationship that exists, practices that prevail, views or attitudes that are held, procedures that are going on effects that are being felt or trends that are developing.

Tools used

For present study Questionnaire was the tool, which developed by the researcher.

Statistical technique used

For the testing hypothesis set up in the present study the data were subjected to a parametric statistical treatment i.e. 't' text.

Tools Developed for the study

Tools are the most appropriate piece of equipments of the collection of certain type of evidence or information, in this study the researcher adopted the questionnaire.

Statistical Technique used

The collected data were tabulated for the purpose of analysis; for testing the hypothesis set up in the present study the data were subjected to a parametric statistical treatment i.e. "t" Test and Differential and Correlation analysis were used.

Result and Discussion

Hypothesis: There is no significant difference between Boys and Girls students with respect to their anxiety scores in learning Mathematics.

Table.1: The results of t Test between Boys and Girls students with respect to their anxiety scores in learning Mathematics.

Gender	N	Mean	SD	t-value	p-value	Significance
Boys	105	29.9619	8.8164	2.8127	>0.05	S
Girls	145	26.9448	8.0336			

From the above results table observed that, Boys and Girls students of the Secondary School Students differ significantly with respect to their anxiety scores in learning Mathematics (t=2.8127, p>0.05) level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, Boys and girls students of the Secondary School Students have different anxiety scores in learning Mathematics.

Hypothesis: There is no significant difference between Boys and Girls students with respect to their academic achievement scores

Table.2: The result of t test between Boys and girls students with respect to their academic achievement scores.

Gender	N	Mean	SD	t-value	p-value	Significance
Boys	105	62.1524	8.7649	-10466	>0.05	NS
Girls	145	63.2069	7.1404			

From the above results table observed that, Boys and Girls students of the Secondary School Students do not differ significantly with respect to their academic achievement Scores (t=1.0466, p>0.05) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, Boys and girls students of the Secondary School Students have similar academic achievement Scores.

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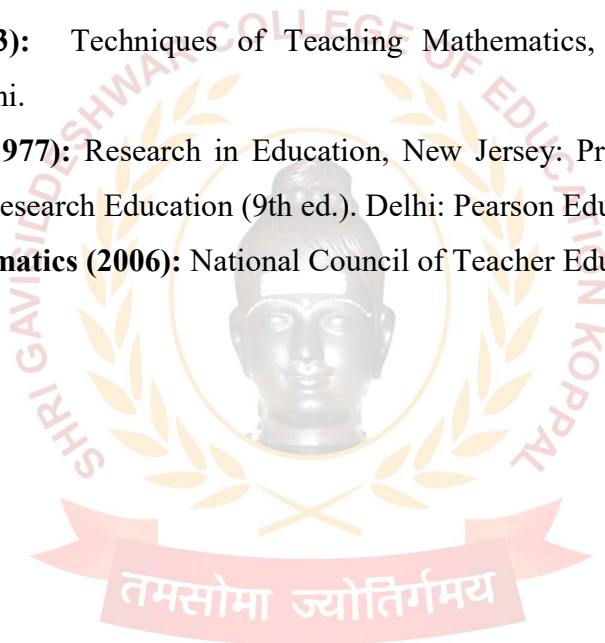
IMPACT OF DIGITALISATION ON ACTIVITY BASED TEACHING METHOD IN SCIENCE AT DIFFERENT LEVELS

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Abstract: Due to the accelerated pace with which developments in information and communications technology are taking place, digital society and the digital economy have become real and, in turn, are generating specific challenges. In this environment, digital skills and competencies are essential in order to achieve professional success and the personal development of any individual. Through this paper, we aim to bring to light the basic concepts in the field of digital technology and at the same time, the topical implications on the educational processes. The main objective of the paper is to reflect the impact of digitalization on the education sector. The importance of the topic under consideration can be justified with many arguments, but we will mainly appeal to the need to meet the objectives proposed by the 2020 Strategy in the field of education,

Key words: Digitalisation, Activity based learning, Education institutions, Advanced techniques, Online resources, Digital skills.

Introduction:

We are running into the 21st century where technology knows no bounds. This is the phase of radical development where technology is taking over every position/job and corner. Smartphones, laptops, and tablets are no more unknown words. During this phase the education system is evolving for the sake of betterment, as this generation's students are not born to be confined by the limits of simple learning; their curiosity is vast and cannot be catered with educational systems that were designed earlier. If we kept on teaching our children the way we taught them yesterday, we would deprive them of their tomorrow. Our old educational system

lacks the capability to stand a chance in the 21st century. So we are compelled to use digitization in our educational system.

OBJECTIVE

1. To have an insight regarding basic components required for promotion of digital education.

2. To know about the important online learning applications available to students

3. To understand the factors that have enabled the growth of digital education in India

4. To appraise oneself with the benefits of digital education over traditional way of imparting education.

5. To analyse the adverse impact of digitization of education on the students' attitude and culture.

Digitization is the term

"Digitization is the integration of digital technologies into everyday life by the digitization of everything that can be digitized."

Yes! Digitization is the trending term, describing the 21st century in the most precise manner as possible. We are in the era where unprecedented ideas are unfolding in our education industry and creating the advancement that can't be matched by lagging behind in terms of technology.

BASIC COMPONENTS OF DIGITAL EDUCATION

Use of information and communication technology in education is based on certain pre-requisite and only after meeting out these basic infrastructural requirements we can move towards digitization of education. Some of the important peripheral components towards digital bound class rooms are expressed below:

1) Smart Boards

SMART Board is an interactive whiteboard developed by SMART Technologies. It is a large touch-sensitive whiteboard that uses a sensor for detecting user input (e.g. scrolling interaction) that are equivalent to normal PC input devices, such as mice or keyboards. A projector is used to display a computer's video output onto the whiteboard, which then acts as a huge touchscreen.

2) Class Room PC

Most classes require students to prepare lot of reports and assignments followed by presentations. Thus the basic requirement of digital class is availability of personal computers/

laptops/ tablets wherein large amount Of educational information and data be stored and retrieves as and when required. This allows students to be more in tune with their learning by allowing them to have their own personal computers.

3) Projectors

Projectors are the basic requirement for digital class as it helps in displaying on board the presentations both be teachers and students for imparting broad based learning. Projectors are hooked with the laptop and acts as a reflector of information from laptop to large screen on the whiteboard for visual presentation before class

4) Internet Connectivity

For successful implementation of ICT in education uninterrupted internet connectivity is the basic requirement. Thus, good internet connectivity should be ensured so that information can be shared with others without any delay and so also e-mails and browsing of study material, research reports, world bank and other national and international reports can easily be assessed.

The impact of using activity based learning strategies instead of traditional strategies in the class room by implementation of digitalisation to this increase students motivation and attainment. The purpose of this study therefore is to determine the impact of digitalisation on activity based learning on students achievement in compression to passive learning and detect students's views towards activities.

One of the most important challenges that face educations globally is how to qualify competitive passionate students to be ready for job market. There are many ways that teacher can implement in the class rom to ensure that students gain the digitalised target skills and knowledge which predicted to prepare person fort real life world. On of the best kind of these ways is impact of digitalisation on activity based learning. According to Bhalli, Sattar and Asif (2016) best teaching and learning method are those which make students active contributions in the class room.

This distinction between the two concepts is necessary because their usefulness and effects differ. Depending on what we aim to achieve, we will resort to the implementation of one of the two processes, either digitization or digitalization. The correct understanding of the two processes is necessary for the general public knowledge but especially for those who are going to be involved in such a transformation that involves the innovations in the digital domain. The implementation of the two processes captures different aspects in terms of resources,

technologies and the nonlinear integrators of the organizational capital *(Bloomberg, 2018; Bratianu, 2013, 2018)*.

Today, more than ever, the efficient use of digital technologies and learning resources in education and training is considered a key factor in achieving the educational objectives. The role of digital technologies and resources is to improve and add more value to the learning and teaching processes. To this end, teachers and students can access an increasing number of digital technologies and resources and use collaborative platforms to improve teaching and learning practices.
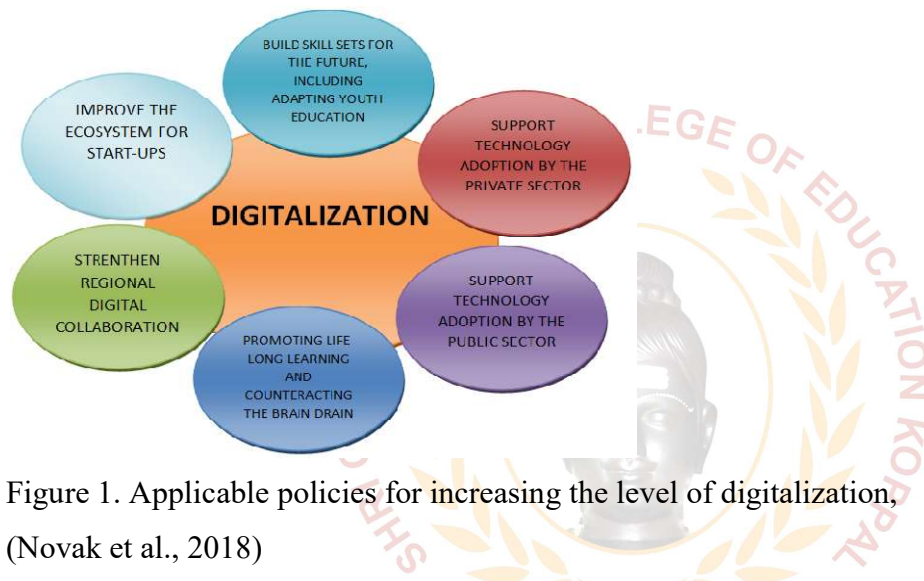
Figure 1. Applicable policies for increasing the level of digitalization,
(Novak et al., 2018)

The new phase of learning has begun and involves **various advanced techniques like:**

- **Online course:** Want to learn a new language or maybe to get trained in some specific course, but have no time to cover the distance? Online courses are developed by experts who have unmatched proficiency in their specific field and can give you the experience of real-time learning by designing their own online course.

- **Onlineexams**

  Digitization gave way to the online exam, making the examination process convenient for both teachers and students.

- **Digital   textbooks**

  Also prevalent with other names like e-textbooks and e-texts, digital textbooks provide an interactive interface in which the students have access to multimedia content such as videos, interactive presentations, and hyperlinks.

- **Animation**

  This is a captivating approach in which students learn in a better manner. By offering a visual representation of the topic, students grasp the concept in a more understandable manner. Even the toughest topics can be presented in a simplified way with the help of animation.

Accumulation of Students on the Same Platform

With students coming in from various regions, schools and colleges are finding ways to develop an integrated solution to meet the educational needs of all students. By converting the whole of the educational system to digitization, the use of various techniques like online courses, online exams, digital textbooks, quizzes, and e-notes are improving the quality of education for the students.

Online Resources: Connecting Students with Their Educators

With a high increase in the student population in recent times, pedagogy is being compromised. Because of that, online resources are being developed in a way that makes them always available to teachers to educate the masses. Which, in turn, improves the quality of education and increases the number of literate students.

Internet: Making Digitization Possible

After the United States and China, India has been rated as the third largest internet consumer. The core existence of online education platforms is being possible with the internet. Most schools and colleges in India make use of the internet and they basically use it for conducting online exams and quizzes.

Administrative Activities: An Integral Part of The Education Industry

With digital systems being prevalent in education we are experiencing different levels of ease in online education, but the administrative part is not off the table. Keeping the records of students and maintaining their attendance and roll number is a big headache, that too when the students are outnumbering the administrative heads. So colleges and schools are adopting more hassle-free computerized methods and avoiding the old manual methods of maintaining the records.

ADVERSE IMPACT OF DIGITIZATION OF EDUCATION ON STUDENTS

There is no doubt that the introduction of ICT in the field of education there digitizing it has helped students and teachers by promoting better flow of information any time at any place at the convenience of teacher and taught by just clicking a button. The digitization has also helped in availability of huge information related to any topic of interest thereby expanding the knowledge horizon and better learning. However, there is flip side of ICT enabled education system which is hampering the mental toughness and analytical skills of students and also has been resulting in attitudinal problems among the learners. Some of the important impacts of digitization of education on students are highlighted below

1) Addiction

Due to continuous dependence on electronic modes like laptops, mobile phones and other gadgets for seeking information and completing of assignments, projects and even for preparing study notes and completing homework online and submitting to the evaluator in softcopy has proved to be harmful. As a result, young vulnerable teens often get attached to computers for several hours. This often leads to their health being impacted, especially their vision.

2) Obesity

Obesity is a global killer and one of the main reasons for underage children to become obese at a young age happens to be the fact that they spend their maximum time on studies via computer devices and also in free times they stuck themselves to online games than engaging themselves to outdoor and physical activities. This lack of physical activity on their part leads them to obesity, fatness, heart disease, diabetes, repetitive strain injury or eyestrain, wrong posture/position, neck pain, physical and mental stress.

3) Social disconnect

Although the internet has reduced physical distances between people, but that doesn't mean they brought all closer together and emotional distance is increased in some aspects. People always busy with their own virtual world and passing a day. They forget the real world with family and friends and they becoming a formality. Children too are spending more time in virtual world and they adopt wrong thoughts thus rising cyber-crimes and extra marital affairs with the use of ICT gadgets.

4) Reduced face-to-face interaction

In traditional teaching system there was direct face-to-face conversation between teacher and student which use to develop a web of understanding and confidence on each other. Now days, people mostly like online communication rather than real conversations so people tend to become more individualistic and introvert. Other limitation is that we are not able express our feeling or what we are actually want to say by the use of e-mail or social networking sites. Thus we required face to face communication with them to express our real feeling.

5) Unwarranted information at tender age:

Since the introduction of ICT and that too in education students are being provided with tablets, laptops, smart mobile phones with high speed internet connectivity so that they can browse the required information without delay. The dark side of this vast sweeping information technology is that students are viewing unwarranted websites and prohibited content at the tender age which pollutes their tender minds and forces them to unnecessary activities and sometimes even result in promotion of criminalization.

6) Lack of concentration

SMS and text messaging has become a favourite pastime of many students. Students are seen playing with their cell phones day and night and also during lectures. Being over connected to the on-line world has resulted in lack of focus and concentration in academics and to some extent even in sports and extracurricular activities.

7) Declining writing skills

Due to excessive usage of online chatting and use of keyboard for typing text along with use of shortcuts in texting the writing skills of today's young generation have declined quite tremendously. These days, students are relying more and more on digital communication that they have totally forgot about improving their writing skills. They don't know the spelling of different words, how to use grammar properly and how to do cursive writing.

Conclusion

Digitization has no doubt changed our education system, but we cannot say that it has diminished the value of our old time classroom learning. Neither do we want something so priceless to turn into dust. The best part about the digitization of education in the 21st century is that it is combined with the aspects of both; classroom learning and online learning methods. Walking hand in hand both act as a support system to each other, which gives a stronghold to our

modern students. Digitization in education has also proved to be the right method for saving resources. Online examination platforms have restricted the frivolous usage of paper, directly confining the cutting down of trees. This way the digitisation of education industry in the 21st century proves to be a boon to our society.

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QUALITY PROCESS EDUCATION AT DIFFERENT LEVELS

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Introduction

"Quality and education" are commonly and carelessly used in every day situation. Everyone promises to provide quality education. Every girl and boy in India has the fundamental right to quality education, an education one that helps them to acquire basic literacy and numeracy, enjoy learning without fear and feel valued and included irrespective of where they come from. Students' retention and their academic performance are influenced by the service quality provided by the educational institutions. Education quality control usually begins with the formation of school standards. These may be institution, district, state, or national guidelines that determine what a student should know by the end of each grade. For instance, a quality control standard might require all students to have taken and passed geometry by the tenth grade. Quality control standards also lay out guidelines for the education requirements for teachers, such as possession of a valid teaching credential. Once school standards are set, the overseeing board can implement a cycle of investigation, policy changes and additions, and implementation that ensures that a school meets its standards. Quality means efficiency.

When we deal with quality education we mean: A standard education must be given to all. The syllabus must be same for all, the quality of the educational process experienced by students.

Definition

According to Green Sahney - Quality of education is based on the criteria that stakeholders used to judge quality, and also to consider the competing views when assessing the education quality.

A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.

- Quality depend upon characteristics of; learners (healthy, motivated students) - Learners who are healthy, well-nourished and ready to participate and learn, andsupported in learning by their families and communities;

- Process (competent teachers using active methodologies); the method which is used by the teacher for effective teaching.

- Content (relevant curricula) and Content that is reflected in relevant curricular and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life and knowledge in such areas as gender, health, nutrition and peace.
- Systems (good governance and educationist) good governance is required to improve the quality.

To create a system of quality education in schools, we need

- Adequate resources and budget
- Educational practices
- Research and discussions

Factors at which quality of education depends:

- Language factor
- Religious factor
- The geographical factor
- Economic factor
- Historical factor
- Political factor
- Social factor

Examples of quality indicators:

- Instructional leadership
- Teacher quality
- Parent and community involvement
- Effective instructional programs
- Orderly learning environment

Physical elements

- Quality of school facilities
- Interaction between school infrastructure and other quality dimensions
- Class size

Psychological elements

- Peaceful, safe environments
- Teacher's behaviors that affect safety
- Effective school discipline policies

- Non-violence

Approaches to quality education:

- Humanistic approach
- Behaviorist approaches
- Critical approaches
- Adult education approaches
- Indigenous approaches

Humanistic Approach:

According to humanistic approach: Every human is unique and have equal rights. Based on "meaning making" by acquiring knowledge. All human need quality education there must be no discrimination between rich and poor or male and female. Education is for all.

Behaviorist approaches: Behaviorist approach based on: change behavior via specific stimuli. Learners are not intrinsically motivated or able to construct meaning for them. Human behavior can be predicted and controlled through reward and punishment.

Critical Approach:

Critical approach is about: education tends to reproduce the structures and inequalities of the society.

According to critical theorists: education that promotes social change; a curriculum and teaching methods that encourage critical analysis of social power relations and of ways in which formal knowledge is produced and transmitted.

Adult education approaches:

In the adult education tradition, experience and critical reflection in learning is an important aspect of quality.

Indigenous approaches:

- Learner has rich sources of prior knowledge, accumulated through a variety of experiences.
- Learners should play a role in defining their own curriculum.
- Learning should move beyond the boundaries and learn through non-formal education.

Conclusion

One can say that quality education involves healthy learners, healthy environment, content that is reflected in relevant curricular and materials, process through which trained

teachers are child-centred and beautiful outcomes are achieved. Whatever may be the case, everyone has to work to improve the quality of education.

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INNOVATION IN EMPLOYMENT AND MULTIDISCIPLINARY APPROACH

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Abstract:

Multi-disciplinary approach is the infant of New Educational policy. This policy, breaks many hurdles and challenges of traditional education system and introduced several innovative systems in education. Multi-disciplinary approach is among them. This system makes numerical changes in the structure of tertiary sector temployment and contribute more to the GDP of our country.

Key Words: Multi-disciplinary, Innovative.

 Traditional economic system. Include three sectors of employment. The service sector also called as tertiary sector. In India this sector makes an important contribution to our GDP by providing jobs, inputs, and public service for the economy. It provides employment to the educated and skilled youth of the nation and contributes a significant proportion to the national income Activities associated with this sector includes retail and wholesale, teaching, banking, tailoring, insurance, hotels, government administration, armed forces etc..

New Education policy 2020 aims at providing multidisciplinary approach to students, it aims at students enhance Scope of Study and depth of learning. Multi-disciplinary approach combine knowledge from multiple disciplines.

The advantages of Multi-disciplinary approach are as follows:

(a) Macro understanding: This approach makes students to understand the concepts in broad way. This not only exposes students to new and diverse disciplines, concepts, thoughts or perspectives but also helps them to discover what interest them, and how to link their specialsed areas of study to other variables.

2) Develops Critical thinking and problem Solving skills: This crossing over and Coming together of disciplines trains the mind to join the dots between many aspect of a problem. So the Multidisciplinary approach develops critical thinking! and problem- Solving skills.

 3) Real world Approach: Being able to compile and collaborate with people from across the spectrum will help students to face real world challenges.

4) <u>Preparing for new jobs</u>: Youngsters can now find very interesting careers in new and emerging fields as a result of a vibrant multi-disciplinary background. It gives them exposure, education and experience to branch out into different directions and expand their avenues.

These are some of the advantages of Multi-disciplinary approach to student.

New Economic Policy of 1991 contributes to the growth of service sector. Liberalization Privatization, Globalization, MNCs and FDI etc... Are the products of New Economic Policy.

During the period of independence agriculture and allied sectors contribution is more to our National Income. Gradually the Service sectors contribution to a GDP increasing and Primary sectors role decreasing in National Income.

The following table shows how the structure and our employment changes over the years.

Sectors	1950-51	1990-91	2020-21
Primary (Agriculture)	55.9%	33.2%	20.19%
Secondary (Industry)	14.9%	25.2%	25.92%
Service	29.2%	41.6%	53.89%

This table shows how the service sector going fast to reach the goal.

Population pressure, uncertain monsoon and poor irrigation, traditional practices, environmental fluctuations etc....   are the reasons responsible for the decline agricultures share in National Income.

Lowering trade barriers, easing FDI regulations and deregulation, modern education system etc. responsible for the growth of Service sector.

Imbibing Multi-disciplinary approach in education system

Builds our future generation will construct their career in tertiory sector occupations.

Cross –discipline adds more knowledge and skill to inculcate career in service sector.

We prepared questionaire and collected data regarding the interest & students in which sector they wanted to work in future. Their replies were like below:

Sector	Frequency	Percentage
Agriculture	5	10

Industry	10	20
Service	35	70
Total	50	100
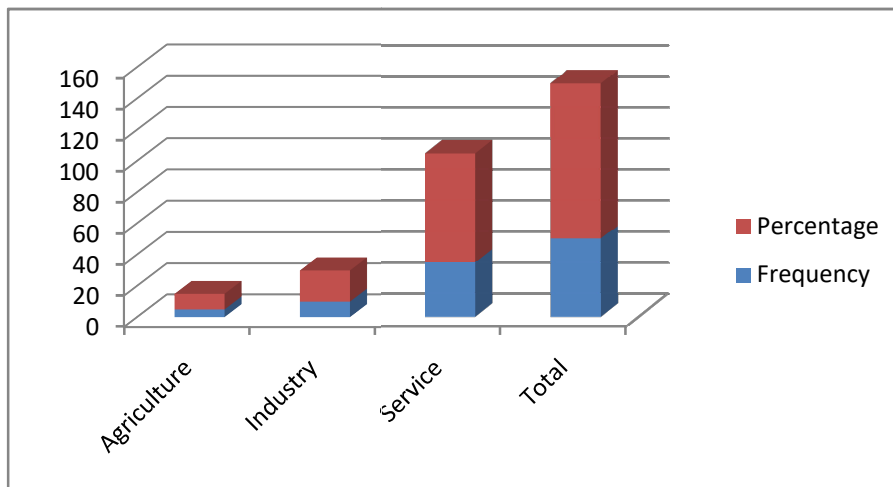
From the above data we came to know that the most of our future generation interest to work in service sector.

New roles are being carved out with the changing times and in an era& exponential change and development in education system ,an undiscovered future awaits young India from multi-disciplinary approach .Even recruits are on the lookout for hiring multi-disciplinary talents .Narrow training is giving way to transferrable and dynamic skills .

Through a multi-disciplinary Approach a student gains an arsenal of skills, problem –solving ,critical thinking ,time management, self-management, commucation and writing ,team work and much more they are easily transterable across work environment.

From the recent years the structure of service sector is updated it includes numerical jobs within it.They are as follows:

Vlogging is similar to blogging but it is done through videos. As a career vlogging is a great way to be their own boss, have flexible schedules and work wherever they want to.

Search engine optimizer is also a new job it has its own special course and the learner become an SEO expert.

Video editing also gives ample opportunity in film editing , television studio editing, marketing video editing etc…………

Fashion industry is one of the largest industries in the world .When it comes to every film, every show has constume designers which make career opportunities huge for aspirants.

Another trendy job is fitness influeencer. A fitness influencer is a fitness enthusiast known and trusted by other fitness enthusiasts and Consumers on social media. They are usually very inflesential and their opinions matter in online fitness circles.

Esthetician or beauty expert also leading job sector, retail market artist, Saloon makup artist beauty blogger etc…..are popular beauty related occupations growing after the globalization .

These service sector jobs are introduced after new economic policy.

In future due to the introduction of multi-disciplinary approach in education, the service sector jobs like coaching,Personal trainer, digital marketing ,Creators ,software developers, online teacher, cloud computing cyber security, E-commerce specialist ,mental health professional,Specialist in alternative energy etc….Will get huge exposure. In Indian economy the rise in service sector employment will not lose it importance in future also .Multi-disciplinary approach introduced by new Educational policy indirectly support to the growth of service sector .Growing service sector is a sign of increasing standard of living, percapita income and finally the growth of national income.

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HOLISTIC DEVELOPMENT OF INDIAN EDUCATION SYSTEM THROUGH NATIONAL EDUCATION POLICIES

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Abstract:

Holistic education encompasses anextensive range of philosophical orientations and educational practices. Its focal point is on wholeness, and it attempts to avoid not including any significant aspects of the human understanding. It also proposes that educational experience give confidence a more balanced development of – and cultivate the relationship among – the different aspects of the individual (intellectual, physical, spiritual, emotional, social and Aesthetic), as well as the associations between the individual and other people, the human being and natural environment, the inner- self of students and external.

The National Education policy was formulated in the year 1968, and they have used the local language for schools. Education is significant factor to developing skills, so that the Government of India has launched education policy system for the students to develop their knowledge. Before independence, India was ruled by the British people, during that time Indian people were illiteracy and even they didn't know about what is education and its system. But latterly the British government came forward to give education to Indian people in order to they require to know how to rule state, if they could know about the education system and they try to develop their skills. In education system not only they educate the subject unaccompanied apart from the subject they educate what ever happened in and around the world.

Keywords: Education, Holistic Development, Wholeness, Spirituality, National Education Policy

Introduction:

Indian education system is developing in many ways, due to the advancement of technology as well as rapid change of mentality of the people of all sector of society. Government interference in merging pedagogy system of education has taken to a new path,

opening new doors of occasions for both the educator as well as student. There are two sections in every education system, teacher and learner.

A holistic education is typically characterized by several core qualities. There is concern for the inner life, for the feelings, ambitions, ideas and questions that each student brings to the learning process. Education is no longer observed as the transmission of information; instead it is a journey hidden as well as outward into the world.

In the view of holistic education the government of India has expressed many education policies. The mainstream of the Indian government is to be a literacy country. That means everyone should be teach and they need to prepare their knowledge. Education is one of the most significant means of empowering women with the knowledge, skill and self confidence. Education plays a vigorous role in the lives of people. Indian government has encouraged Education policy to the student in order to preparing student's competence to achieve in higher level in their Education. The National policy on Education is expressed by our own Indian government by the Indian prime minister Indira Gandhi in the year 1968 secondly it was expressed by the Indian prime minister Rajiv Gandhi in the year 1986 and thirdly it was expressed by the present prime minister Narendra Modi in the year 2020.

● **National Education Policy 1968**

The national policy on Education was first expressed by the former Indian prime minister Indira Gandhi who has formulate this policy inorder to give a compulsory education to the children between 6-14 years age group. In this year they had expressed three language formulae that is

➢ English – it is an English language or Else they can use European language.

➢ Hindi –It is an Indian language, in which area Hindi is mostly speaking. It was mostly speaking in northern side.

➢ Regional languages – It is different from our mother tongue.

The NEP used English as an alternate language for the medium of instruction at higher classes. The Kothari commission said that English is an international language as well as a library language. They executed the three language formula and it has been taught to the students from In this year (1964-68) they were regardless about the caste, creed, or sex etc because they expressed the education system only for the students and they need to give education for all.

The class I to IV then V to VII and then VIII to X.

National Education Policy 1986

In this year the national Education policy was formulated by the former Prime Minister Rajiv Gandhi who had implemented this policy as a New Education policy, it is called as a child centred approach in primary Education. They opening a special school for the children with disability, and they give some adequate training and providing training for the students. The students make use of the availability of library books. Apart from the education they introduce extra-curricular and co-curricular activities.

● **National Education Policy 2020**

It is a New Education system; it is a complete approach that includes the creative classroom arrangement. Teacher's knowledge student's development beyond the book, it is also compare with Gandhian Education policy. This policy has been implemented from elementary level to higher education level both in urban and rural areas. The Indian government hasn't forces anyone to chosen a particular language. It has been focusing on holistic development approach and delivering process to the children; they are focusing teacher's quality also. It should be done in a proper way, so that only the knowledge could be passed out to the students. Students they were not only focusing on the subject but beyond the book. And how the classroom environment, the way of taken the class, the way of using teaching aids the way of transferring information to the students.

Everything should be in an effective way that the students understand knowledge. And everything should be focused right from the Margery they have certain principles how should the classes taken for,

> ➢ Nursery
> ➢ Primary
> ➢ Secondary and
> ➢ Higher secondary
> ➢ For degree holders

They have prepared separate outline for the students. The Education should be given to the right student at the right way. The prime Idea of NEP is everyone should receive the same standard of Education. Education not only teach the lessons or subjects beyond that the education teach how to solve the problems, how to observe new ideas forlead the life. The educations

which can be build the characters. If a person gets education definitelyhe/she may be able to lead a good life, because it teaches all the qualities of life.

The Educational Institution in which the teachers are the centre part of the education who can make a good pillar and they also create a good citizens for their nation. Now –a – days the educational system was well developing because at the age of 4 they were sending their children to the early childhood Education Centre which may help their children to develop their brain development. The Anganwadi teachers had developed the skills of young children; it is a basic level for thechildren to develop their skills. This was developedby the NCERT. The rich people they send their children to nursery school, but the people who are not able to send their children to the nursery school that means they are not having enough amount to send their children to school for that the government has implemented Anganwadi.

NEP-2020 and Indian Languages

Our Indian Prime Minister Shri NarendraModi, had formulated NEP-2020 from primary to higher Education. The Government has implemented to use their mother tongue as their first language and they use English as their secondlanguage. Most of the schools gave much important to their first language. In India they use the three language formula. The Education system was formulated all over India. Students have rights to choose their language; it may be local or a regional language. The Government has equipping the students by using various high quality technologies such as textbooks, Audio aids, charts, Audio visual aids etc... Not only have that, but the student they need to known about the transformation of language from the teaching. As a teacher He/she need to use the bilingual method, which could be made the students be interactive and attentive in the classroom.

Assurance in Higher Education–2020(NEP)

In India, the higher Education Institutions has conducted the examination by central or state government. After that students have gone for their higher studies, as undergraduate. After that they go for the post graduate. After they get an education they gone for higher position. According to the MOE the recent survey of the students is around25 million students are pursuing for their higher studies it's all around 900 Universities.

In that most of the students are getting University Ranking also. Education becomes a necessity one for all. It can mould each and every student in the world to become a good citizen. But now-a-days India becomes a super-fast country because it can gather much information

within a second. During the pandemic time the central and state government as implemented so many facilities to the students education Institutions are temporarily closed, but the government has integrated a very good platform for the students to use their National digital library which is an online library we can take a book by downloading it, then MOOC course which has introduced so many online courses for the students, then Swayam course it is also an online course. We can make use of it, which make the students to the higher level.

Impact on COVID-19 Education System in India

During the pandemic time of Covid-19, it has shaken the whole world. Due to this issue the educational institution was closed around the world, which could affect the lives of students. Laterly the government of India has introduced the E-learning method which could be helpful for the students to learn their subject. Through the E-learning the students can listen their class's lively through the online classes; it is also called Remote learning. It can be an interactive and interesting for the students.

Now a day's technology has been developed through that they had developed their skills. During this pandemic time so many companies and institution had conducting online courses and online competition for all the students via technology. They were conducting classes through digital Learning apps such as zoom app, Google classroom etc... These learning strategies can equip the student's skills and will power.

The significance of including Holistic Education in our School Curriculum

Keeping the vision intact, our school also implements holistic teachings in your child's education so that he/she is able to meet the challenges in lives along with other academic subjects. Our idea of holistic education is not only about teaching the basic subjects, but it is more about redefining the way a student should be taught.

Here are some significant aspects of including holistic education in the school's curriculum:

- Holistic education in stills inquisitiveness and develop better communication and social skills.
- Holistic approach encourages children to make connection in a subject, using their creative skills.
- Develop psychological, social, and emotional growth.
- Make learning natural and engaging.
- Motivates children to learn and know more.

✔ Make learning a fun and consequential experience.

Conclusion

It is imperative to note that holistic education is not a specifiable model or ideology, but an attitude or orientation of openness to the living presence of our children/students and to the complex and dynamic world around us. It is well-matched with both global education and environmental education, which are also based on the values of interdependence and connectedness. Based on this interdependent perspective, holistic education seeks to create a society where we live in harmony with the surrounding environment. Through the National Education Policy NEP they have implemented so many policies for the students to equip themselves. Through the NEP-2020 the Education system of India was developing very well because of they were conducting online mode classes for the students we can make use of it to equip our skills.

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KASTURBA GANDHI BALIKA VIDYALAYAS AND MULTIDISCIPLINARY EDUCATION

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ABSTRACT:

KASTURBA GANDHI BALIKA VIDYALAS were established in India for the weaker sections of the Society.The plan was introduced by the Government of India in August 2004. It was then integrated into the 'Sarva Shiksha Abhiyan' program, to provide educational facilities for girls belonging to Scheduled Castes, Scheduled Tribes, other Backward Classes, minority communities and families below the poverty line in Educationally Backward Blocks. The objective of KGBV is to ensure that quality education is feasible and accessible to the girls of disadvantaged groups of society by setting up residential schools with boarding facilities at elementary level. Efforts are being made to develop a holistic approach in teaching learning process, teacher support, school and classroom environment and community participation to improve the quality of education in these schools. Our intention is to ensure overall personality development of the students of KGBV.

INTRODUCTION:

Education is a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits. These aims may include the development of understanding, rationality, kindness, and honesty. It also refers to the discipline that is concerned with methods of teaching and learning in schools or school-like environments. Education may also refer, not to the process, but to the product of this process: the mental states and dispositions possessed by educated people. Education originated as the transmission of cultural heritage from one generation to the next. Today, educational goals increasingly encompass new ideas such as the freedom of learners, skills that are needed for the modern society, recognition, and complex vocational skills.

Education is commonly divided into formal, non-formal and informal education. Formal education takes place in educational institutions and training centres, is usually structured by

curricular aims and objectives, and learning is typically guided by a teacher (facilitator). In most regions, formal education is compulsory up to a certain age and commonly divided into educational stage such as kindergarten, primary schools, and secondary schools. No formal education occurs as an alternate to formal education, informal education occurs in daily life, in the family, any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational, whether unintentional or intentional.

Education in India is primarily managed by state run public education system. Free and compulsory education is provided as a fundamental right to children aged 6 to 14.

One such formal education school, "KASTURBA GANDHI BALIKA VIDYALA" was established in India for the weaker sections of the Society. The plan was introduced by the Government of India in August 2004. It was then integrated into the 'Sarva Shiksha Abhiyan' program, to provide educational facilities for girls belonging to Scheduled Castes, Scheduled Tribes, other Backward Classes, minority communities and families below the poverty line in Educationally Backward Blocks.

Objective and Eligibility:

Gender disparities still persisted in rural areas and among disadvantaged communities. When enrolment trends were looked upon, there remain significant gaps in the enrolment of girls at the elementary level as compared to boys, especially at the upper primary levels. The objective of KGBV is to ensure that quality education is feasible and accessible to the girls of disadvantaged groups of society by setting up residential schools with boarding facilities at elementary level.

The scheme was applicable since inception in 2004, in Educationally Backward Blocks (EBBs) where the rural female literacy is below the national average (46.13%: Census 2001) and gender gap in literacy is more than the national average (21.59%: Census 2001). Among these blocks, schools may be set up in areas with:

1. concentration of tribal population, with low female literacy and/or many girls out of school

2. concentration of SC, ST, OBC and minority populations, with low female literacy and/or many girls out of school

3. areas with low female literacy

4. areas with many small, scattered habitations that do not qualify for a school

The criteria of eligible blocks have been revised with effect from 1 April 2008 to include the following:

- An additional 316 Educationally backward blocks with rural female literacy below 30%.
- 94 Towns/cities having minority concentration (as per the list identified by Ministry of Minority Affairs) with female literacy rate below the national average (53.67%: Census 2001).
- The KGBVs are set up in Educationally Backward Blocks (EBBs) of a State/UT where the female rural literacy rate is below the national average. This provides the facility to have at-least one residential school for girls from Classes VI-XII in every educationally backward block which do not have residential schools under any other scheme of the Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs or the State Government.

Initiatives in the State of Karnataka

58 Kasturba Gandhi Balika Vidyalaya (KGBV) schools were sanctioned in all the 58 Educationally Backward Blocks of the state in the Planning Approval Board meeting of MHRD held on 03.12.2004. SSA Karnataka immediately began its preparation to launch the new scheme. A two day workshop was organised jointly by SSA and Mahila Samakhya to workout details of strategy to staff were developed. establish KGBV schools. Deputy Directors, Deputy Project Co-ordinators, Block Resource Co-ordinators, Special Officers of KGBV schools, Resource persons of Mahila Samakhya , UNICEF and various NGOs participated in the workshop. The guidelines with regard to committees at different levels, admission criteria, location identification for the construction of the KGBV residential building, appointment of required.

KGBV schools cater to the needs of out of school girls in the elderly age group of 11 to 14 years. Before opening of KGBV schools, preliminary activities such as identification of eligible girls as per MHRD norms, identification of suitable rented/government building for KGBV residential schools, posting of teachers and special officers/warden etc. were under taken during the period from December 2004 to April 2005. Existing Government Girls Higher Primary Schools/ Co-

education Higher Primary schools having sufficient land to further provide residential building were identified to impart education for out of schools girls.

Coverage and Up gradation of KGBV:

The scheme has been implemented in 28 states and union territories:

2,578 KGBVs were sanctioned by the Government of India. Of these, 427 KGBVs have been sanctioned in Muslim concentration blocks, 612 in ST blocks, 688 in SC blocks. A total of 750 residential schools have been opened in educational backward blocks. 75% enrolment is reserved for girls from SC, ST, **OBC and Minority communities and the other 25% to girls from families below** the poverty line.

The task of up-gradation of KGBVs was started in the year 2018-19 and by the end of the year 2020-21, a total of 2410 KGBVs have been upgraded up to class XII.A total of 5726 KGBVs was sanctioned to States under Samagra Shiksha till 11.01.2021. Out of it, 4886 KGBVs are operational with the enrolment of 607771 girls. Out of the enrolment of 607771 girls, 171524 are SC girls, 159517 are ST girls, 213179 are OBC girls, 25827 are Muslims girls and 37724 are BPL category girls.

Co-ordination is established with Mahila Samakhya in running the KGBV schools. Wardens, cooks, office staff, part time teachers and watchmen are appointed. Full time teachers were deputed by the Education Department. Mahila Sanghas have been involved in identifying the children and admitting them to KGBV schools. The KGBV staffs were oriented to the working of the MS and their roles and responsibilities. There are weekly meetings in schools and a monthly meeting at the district headquarters. Monthly and weekly lesson plans are made and evaluation of the knowledge gained is done regularly. It has been observed that there has been a positive change in the girls education.

KGBV's and Multidisciplinary Approach:

Multidisciplinary education is a unique educational approach that allows the students to learn & explore distinct subjects or curriculum from various disciplines. Education is not limited to a particular discipline. For instance, a student of Engineering can take a subject from humanities.

Multidisciplinary approach is a method of curriculum integration that highlights the diverse perspectives that different disciplines can bring to illustrate a theme, subject, or issue. In a multidisciplinary curriculum, multiple disciplines are used to study the same topic.

When we speak of the hierarchical educational structure, the concept of "learning" gets bounded with so many aspects such as – curriculum, teaching-learning methodologies, time limitations, and much more. In a crux, the vision of education gets compromised.

That is why in today's hyper-competitive world, limitless learning, a unique educational system that promotes a multi-disciplinary approach to help students follow their passion is vital. Although the NATIONAL EDUCATION POLICY NEP (2020) has asked institutions to pay attention to it, stakeholders are still in a dilemma about its advantages & disadvantages.

Efforts are being made to develop a holistic approach in teaching learning process, teacher support, school and classroom environment and community participation to improve the quality of education in these schools. Our intention is to ensure overall personality development of the students of KGBV.

Therefore, three subcommittees are being established to address issues involve.

 a) Academic Committee

b) Food and Nutrition Committee

c) Personality Development & Physical hygiene Committee

SUCCESS STORIES AND ACHIEVEMENTS IN KGBV:

* Language proficiency training

* Quiz and language games

* Sports and games at schools and at different levels

* Social service and community work

* Group work and Projects

* Personality Development activities

* Physical hygiene training

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IMPACT OF SOCIAL MEDIA ON HIGHER EDUCATION

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Abstract

"Social Media is websites and applications that enable users to create and share content or to participate in social networking." Social media is not just limited to posting pictures about holidays online. Social media has gained credibility over the years as a reliable source of information and platform where organizations can interact with audiences

In the age of 21st century, we all are so much attached or dependent upon internet, social media sites that no one can image a single day without them. It looks like these are being injected in our blood like serum. With the evolution of internet world, the traditional ways of imparting education and teaching practices are witnessing a transformation. In today scenario learning is not limited to four walls of classroom, with a blackboard chalk and teacher as instructor. The whole process is entering into the growth phase where now anyone from anywhere at any time and at any age can learn or make others learn with the help of technology and these fast communicating social media sites. The following paper is going to enlighten the impact of social media and internet on higher education.

The paper is based on exploratory research techniques and data cited in this paper were collected via secondary sources and objectives of study are defined and research design is drafted which is highly descriptive in nature.

Social media have the negative and positive impact on the students that are shortly mentioned below

1. On the basis of above data it can concluded that social media users are increasing on increasing scale in India, with that improving the communication and knowledge sharing system of India.

2. Social networks sites if used properly than can become blessing, because they are fastest knowledge sharing source just on one click through computers and smart phones.

3. Addiction to anything is always bad. No doubt social media sites are becoming backbone of learning. But sometimes knowledge should be disclosed according to age. Social media sites have opened the room of knowledge to everyone in such a manner that some age restricted videos or photos etc are being running children.

4. Most of the teachers and parents are always complaining that they students or children are so addicted to social sites and these virtual relationships that they forgotten the true flavour of life.

The two-sided coin of social websites or apps have clarified that it can enlighten or destroy the student life. It all depends on the users in which direction they want to use them. This fast moving world cannot live without social media and no doubt they are necessary part of development but it does not mean running towards growth, lag behind the memories of playground, friends, family, values. These websites are becoming very important aspects of learning and education but all depends on its usage. If used properly it can fill a student life with golden color of knowledge and if only used as wastage of time than it can ruin the whole life with black paint of failure. Social media has completely transformed the communication landscape of higher education by providing improved learning and teaching experiences. Here are some ways social media has impacted both students and teachers working in higher education.

Introduction

"Social Media is websites and applications that enable users to create and share content or to participate in social networking." Social media is not just limited to posting pictures about holidays online. Social media has gained credibility over the years as a reliable source of information and platform where organizations can interact with audiences.

Education provides a strong base for upliftment of a country. Imparting of education in India has witnessed a lot of changes from days of education under a tree in gurukuls, to the classrooms in schools to education through social media sites.

Student of 21st Century need not to go to library and search for books, makes notes from it. Rather the fast -moving technologies has provided option of various books and libraries at one click of computer or the small computers i.e smart phones. These e-books are easily available as well as can be easily shared by one student to other or even to the whole group member in just a second.

Social media are centre of attraction can be seen from the youth in universities and colleges. So many sites or apps like face book, twitter, email, Wikipedia, WhatsApp, snap chat, YouTube etc. are all sources of sharing information in the form of text, photos, documents, videos etc. The technology if used only in favour than prove to be boom but if information or sharing is used wrong direction can prove to be bane. Addiction of anything always spoils. This is what is reflected while using these sites or apps by students.

ResearchMethodology

The paper is based on exploratory research techniques and data cited in this paper were collected via secondary sources available like statistical data available on various websites of statist, child international, papers, annual reports, newspaper reports and wide collection of magazine-based articles on higher education and social media. Based on analysis of above-mentioned data collection sources, the objectives of study are defined and research design is drafted which is highly descriptive in nature.

FACEBOOK

- India is having world's largest numbers of face book users with over 195 million.
- India comes in top 5 face book users countries.
- Indian Users can access FB in 12 languages.
- Most popular Indian Brand on FB is AajTak.
- Prime Minister Narendra Modi is the most popular Indian on FB with 32.9 million likes.

Twitter

- Twitter accounts for only 17% of Indian social network users.
- Narendra Modi has largest audience on twitter, followed by Amitabh Bachchan.
- Most followed Indian Brand on Twitter is Reliance Mobile followed by Airtel
- Twitter accounts over 3,50,000 tweets per minute.

LinkedIn

- There are over 30 million LinkedIn users in India.
- It is fastest growing professional network in India
- Most active users on LinkedIn India are of age group 25-35.
- Microsoft acquired LinkedIn for $26 billion in 2016.

YouTube

- Over 70% of YouTube viewers in India are aged below 35.
- Compared to last year, YouTube in India is going up by 90% while watch time has grown up by 80%.
- India comes under the category of top 5 YouTube users' countries.
- YouTube is the 2nd biggest search engine after Google.
- 55% of revenue YouTube earns form advertising.

Instagram

- There are 16 Million Instagram users in India.
- 30% of overall internet users are on Instagram.
- More than 90% of Instagram are below 35.
- Deepika Padukone and Priyanka Chopra are the most followed celebrities on Insta.

Whatsapp/ Skype/ Snap chat/We Chat

- India is the top of all the countries to use whatsapp followed by Brazil, Italy, and Turkey.
- Snapchat users in India are even bigger than Twitter.
- 42% use FB messenger, 37% uses Skype, 26% uses We Chat in total market share of social media sites.

Positive impact of social media on Education:

1. It encourages the online learning.
2. It is an effective device for academic performance.
3. Social networks sites if used properly than can become blessing, because they are fastest knowledge sharing source just on one click through computers and smart phones.
4. There are so many children in India who are not having access to higher education facilities, but thank to social media sites that it has broken the four walls of classroom into a mobile phone screen.
5. Today a student not only dependant on Education system for learning, the smart world of sites and apps can make you learn anything just it requires the willingness to learn more and more.
6. Gone are the days of heavy school bags with lot of books and notes. Today's students are surrounded with e-books with cost and time efficiency, notes forwarded at just click to many, Schools bags are replaced through mobile phone storage space.

7. The smart world has not only given convenience to students, but teachers or parents have also modelled their strategies with more interesting and strong base of learning.

8. These social media sites have changed the perspective that knowledge or education can be imparted in classroom. These sites or apps have opened a new room of learning.

9. These websites or sources are best way to share your ideas and learning with whole world. It has covered the whole world in small hand.

Negative impact of social media on Education:

1. Addiction to anything is always bad. No doubt social media sites are becoming backbone of learning. But sometimes knowledge should be disclosed according to age. Social media sites have opened the room of knowledge to everyone in such a manner that some age restricted videos or photos etc are being running children.

2. Most of the teachers and parents are always complaining that they students or children are so addicted to social sites and these virtual relationships that they forgotten the true flavour of life.

3. The students or children of smart world surrounded with social media sites and apps have forgotten the essence of soil of playgrounds because game of cricket, hockey are now played on smart phones rather than on playgrounds. These habits have affected drastically the health of today's youth.

4. Emotions like happiness, Joy, sorrow are shared on whatsapp chats through emojis forgotten the bond of love and togetherness.

5. Addiction to anything is always bad. No doubt social media sites are becoming backbone of learning. But sometimes knowledge should be disclosed according to age. Social media sites have opened the room of knowledge to everyone in such a manner that some age restricted videos or photos etc are being running children.

6. Most of the teachers and parents are always complaining that they students or children are so addicted to social sites and these virtual relationships that they forgotten the true flavour of life.

7. The students or children of smart world surrounded with social media sites and apps have forgotten the essence of soil of playgrounds because game of cricket, hockey are now played on smart phones rather than on playgrounds. These habits have affected drastically the health of today's youth.

Conclusion

The two sided coin of social websites or apps have clarified that it can enlighten or destroy the student life. It all depends on the users in which direction they want to use them. This fast moving world cannot live without social media and no doubt they are necessary part of development but it does not mean running towards growth, lag behind the memories of playground, friends, family, values. These websites are becoming very important aspects of learning and education but all depends on its usage. If used properly it can fill a student life with golden color of knowledge and if only used as wastage of time than it can ruin the whole life with black paint of failure. Social media has completely transformed the communication landscape of higher education by providing improved learning and teaching experiences. Here are some ways social media has impacted both students and teachers working in higher education.

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WOMEN'S EMPOWERMENT THROUGH EDUCATION

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Abstract:

*"*Educating a man is educating an individual, while educating a woman is educating a family" –Jawaharlal Nehru Education is a means through which women can strengthen their life and take the decision of the life wisely. The Constitution of India preamble promises full equality to all citizens in all respect. In the world women constitutes half of the total population and contributing lot for the development of family and nation. But specifically women's contribution is unrecognized and their service is not counted due to their lag behind in all spheres of life, suffering, and ignorance heightens their conditions. For the Post Vedic periods women don't get equal status in the society. In Indian family, it is seen that importance toward education of a girl's child gives less priority than boys. Rather than educating their girl's child, parents prefer to teach them household work. They don't thing that even girls also can earn for her family, if she get equal chance for education like a boy. And most challenge is early marriage of the girl child. Most of the parents give priority on the marriage of their girl child. That why, it is seen that, most of the women / girls without completing their education or without getting job get marriage in the early age. The lack of education for women is the root cause for women's exploitation and negligence and majority of women and girls are surviving to lead their life, through education only it is possible to save them. The present theoretical or conceptual paper focuses on Introduction, concept of women's empowerment, Components of women empowerment, Factors that hinder women Education and their empowerment, Challenges to Women empowerment through education Role of education in enhancing women empowerment, Suggestion for Improving Women empowerment through education and conclusion.

Key words:-Empowerment, components, hindrance, challenges etc.

Introduction:

Education is the key factor for women empowerment, prosperity, development and welfare. Discrimination of women from womb to tomb is well known. There is continued

inequality and vulnerability of women in all sectors and women oppressed in all spheres of life, they need to be empowered in all walk of life. In order to fight against the socially constructed gender biases, women have to swim against the system that requires more strength. Such strength comes from the process of empowerment and empowerment will come from the education.

The problem of women's education in India is one which attracts our attention immediately. In our country, due to conservative traditionalism, women's status has, through ages, been considered to be lower than that of men. During the latter part of the Vedic period the Aryans had sealed the fate of women culturally and socially by denying them the right to study Vedas and thus half of the population was deprived of one of the most fundamental human rights.

They were regarded as the bond slave to men for their economic dependence on them. Even today, in spite of the recognition of women's status equal to that of men, the majority of them suffer in primitive ignorance as ever before. Illiteracy and ignorance is prevalent more in women folk than in men-folk and this evil is rampant especially in rural areas and backward communities. The importance of women in matters of building the character of the citizens, economic reconstruction of the country and social reforms is being realized. Under the fast changing conditions in the country in the recent times increased attention is being paid to their education. Though different Commissions and (Committees appointed at times, suggested for the solution of the problems of women's education and for its expansion, even then there are certain problems still persist in that field.

Concept of Women empowerment

Education is milestone of women

empowerment as only the educated women can playa very dominant role in the economic development of our country as well as in becoming informed citizens, parents, and family members. The growth of women's education in rural areas is very slow implying that still large women folk of our country are illiterate, the weak, backward and exploited. Therefore, "educating the women" is the most powerful tool that can bring change of position of women in society bringing reduction in inequalities and functions as a means of improving their status within the family. Education implies not only gaining knowledge but also transforming that knowledge into application through vocational training and skill development. Gender Gap index 2013 (GGI) measures the gap between men and women in four fundamental categories–

economic participation & opportunity, educational attainment, health & survival and political empowerment. Education is milestone of women empowerment as only the educated women can play a very dominant role in the economic development of our country as well as in becoming informed citizens, parents, and family members. The growth of women's education in rural areas is very slow implying that still large women folk of our country are illiterate, the weak, backward and exploited. Therefore, "educating the women" is the most powerful tool that can bring change of position of women in society bringing reduction in inequalities and functions as a means of improving their status within the family. Education implies not only gaining knowledge but also transforming that knowledge into application through vocational training and skill development. Gender Gap index 2013 (GGI) measures the gap between men and women in four fundamental categories–economic participation & opportunity, educational attainment, health & survival and political empowerment. Education is milestone of women empowerment as only the educated women can playa very dominant role in the economic development of our country as well as in becoming informed citizens, parents, and family members. The growth of women's education in rural areas is very slow implying that still large women folk of our country are illiterate, the weak, backward and exploited. Therefore, "educating the women" is the most powerful tool that can bring change of position of women in society bringing reduction in inequalities and functions as a means of improving their status within the family. Education implies not only gaining knowledge but also transforming that knowledge into application through vocational training and skill development. Gender Gap index 2013 (GGI) measures the gap between men and women in four fundamental categories–economic participation & opportunity, educational attainment, health & survival and political empowerment. Women's empowerment can be defined to promoting women's sense of self-worth, their ability to determine their own choices, and their right to influence social change for themselves and others. It is closely aligned with female empowerment – a fundamental human right that's also key to achieving a more peaceful, prosperous world. In Western countries, female empowerment is often associated with specific phases of the women's rights movement in history. This movement tends to be split into three waves, the first beginning in the 19th and early 20th century where suffrage was a key feature. The second wave of the 1960s included the sexual revolution and the role of women in society.

The word 'Women Empowerment' itself implies that women are not powerful enough - they need to be empowered. This painful truth has been in existence for a long time. It is in recent years that noticeable work started beginning to lift women out of the abyss of insignificance and powerlessness. The patriarchal society suppressed women's freedom across the world. Women were not allowed to vote or even put forward any opinion. Women were confined to their homes. As time progressed, they realised that their life meant much more than just serving in the household. As more and more women started crossing the man-made barriers, the world began to witness the rise of women. Unlike men, women never try to stifle the voice of their opposite gender. They hold the hands of all the downtrodden people - men and women both and they pull them out of misfortune as they try to improve their lives.

Definition of Empowerment:

Empowerment is a "social actionprocess thatpromotes participationof people, organizations, and communities in gaining control over their lives in their community and larger Societies."

Definition of women's empowerment

Women's empowerment can be defined to promoting women's sense of self-worth, their ability to determine their own choices, and their right to influence social change for themselves and others.

Women's empowerment:-t refers to women's ability to make strategic life choices which had been previously denied them. The worlds, Nations, businesses, communities and groups may benefit from women empowerment. It enhances the quality and the quantity of human resources available for development

societies" (Stein, 1997).

Components of women empowerment

Women's empowerment has five components:

 ➢ Women's sense of self-worth
 ➢ Their right to have and to determine choices
 ➢ Their right to have access to opportunities and resources
 ➢ Their right to have power to control their own lives, both within and outside the home &
 ➢ Their ability to influence the direction of social.

Factors that hinder women Education and their empowerment

After the 71 years of independence, Women empowerment is a most challenges issue in India still now. The Factors that hander in Women empowerment are

➤ **Lack of parent education**: Due to lack of education of parent, not concern about girls education and for that reason they need to depend on men or others for.

➤ **Gender inequality**: The root cause of gender inequality in Indian society lies in its patriarchy system. Educating girl child is still seen as a bad investment because she is bound to get married and leave her paternal home one day.

➤ **Parenting attitude**: Negative parental attitude towards educating daughters is one of the important challenges to promote girl's education in India.

➤ **Lack of awareness**: Govt. has launch different schemes, policies and program for concern of girl due to lack of education, lack of awareness they are not able to take the benefits of that and most of govt. schemes fail and not implement properly due to awareness of people.

➤ **Early Marriage**: When girls are forced to marry young, they are often pulled out of school at a very critical age in their development. The transition from primary to secondary education is key for girls to gain the life skills they need to escape the cycle of poverty. Yet, this is often the same time that many girls leave school due to early marriages.

➤ **Financial problem:** India more than half of the population live in below property line. So, they are not able to equally spend money for their child education. So, they prefer to send their boy child instead of girl for education.

Challenges to Women empowerment through education:

• **Negative parental attitudes**

Poor families are more likely to keep girls at home to care for younger siblings or to work in family enterprise. If a family has to choose between educating a son or a daughter because of financial restrictions, typically the son will be chosen. Negative parental attitudes toward educating daughters can also be a barrier to a girl's education.

• **Inadequate school facilities**

Another challenge to education in India is the lack of adequate school facilities. Many schools do not have enough classrooms to accommodate all of the school-age

children. Furthermore, the classrooms that are available often lack of basic necessities such as sanitary facilities or water. Lack of latrines can be particularly detrimental to girls' school attendance.

- **Shortage of female teachers**

    Lack of female teachers is another potential barrier to girls' education. Girls are more likely to attend school and have higher education academic achievement if they have female teachers. This is particularly true in highly gender segregated societies such as India. Currently, women account for only 29 percent of teachers at the primary level (MHRD 1993). The proportion of teachers who are female is even lower at the university level, 22 percent of instructors (CSO 1992).

- **Gender gaps in university education**

    Currently, a very small proportion of both men and women have a college education, just over 3 percent of men and 1 percent of women. Although a very small proportion of the Indian population attends college, women account for a third of the students at this level (MHRD 1993).

- **Gender bias in curriculum**

    As long ago as 1965, the Indian government agreed to rewrite text-books so that men and women would not be portrayed in gender- stereotyped roles. However, a study of Indian text-books done in the 1980's found that men were the main characters in the majority of lessons. In these lessons, men held high prestige occupations and were portrayed as strong, adventurous and intelligent. In contrast, when women were included they were depicted as weak and helpless, often as the victims of abuse and beatings.

Role of education in enhancing women empowerment:

Education is process of enlighten. For the enhancing women empowerment education is one of the important factor to develop in them knowledge, skill and self-confidence.

- ➤ **Justice and Right:** Lack of education women not able to raise their voice whatever injustice happening with them. Domestic violence, dowry system, molestation are the common issue for women. Those who are uneducated due to fear they remain keep silent and never raise their voice. Because they don't know or not aware about the laws and policy that are made for the concern of women. But an educated women are aware about

it and know how to deals with that situation. Education gives the women strengthen to fight for their right.

- ➤ **Economically Independence:** The most important things is money or financial establishment. Educated women can ear for herself as well as for her family and also give her contribution to nation's GDP. They need not to depend on other person. Financial establishment helps women to take decision for herself and for her family.

- ➤ **Health and Hygiene:** Through the education a women know about the health and hygiene which she can take care for herself as well as for her family, child. Children born to mothers with no schooling have 32% lesser chances of dying in neonatal period and 52% lesser chances in the post-neonatal period, as compared to the illiterate mothers.

- ➤ **Political and socio cultural empowerment:** In the political and socio cultural area also educated women get privilege and contributed toward society as well. Here we can mentions the name of educated women like Dr. MamoniraisomGoswami, Chandra Pravasaikiani, Kalpanachawala, Kiranbedi, Indira Gandhi, Prativa Devi Singh Patel etc due to their education able to gives contribution in the society. So, it is the education which helps to empower women and live a standard life and compete with men in every sphere in the society.

Suggestion for Improving Women empowerment through education

- ➤ First of all awareness problems should be organized by Govt., schools, different organization like NGO towards women education, the govt. schemes, policies, program towards girls education. And benefits of women education. Different campaign,

- ➤ Financial support should be provided by scholarship, free book, free uniform, reducing admission fees etc. for girls' education from primary to higher levels especially for weaker section.

- ➤ Provision of ODL system should make available in backward area so that women can easily get education.

- ➤ Provision of vocation education should be made available at low cost. So, that women can learn different skill according to their interest and able to self-depend.

➢ Attitude of parents most importantly need to change. Parents need to make realized that investing money for girl's education is equally beneficial as boys. Gender sensitization program, media can play great role in this regard.

Conclusion:

Women empowerment is a debatable subject. At earlier time they were getting equal status with men. But they had faced some difficulties during post-Vedic and epic ages. Many a time they were treated as slave. From early twenty century (national movement) their statuses have been changed slowly and gradually. In this regard, we my mentioned the name of the British people. After then, independence of India, the constitutional makers and national leaders strongly demand equal social position of women with men. Today we have seen the women occupied the respectable positions in all walks of the fields. Yet, they have not absolutely free some discrimination and harassment of the society. A few numbers of women have been able to establish their potentialities. Therefore, each and every should be careful to promote the women statuses. At the conclusion, it can say that education of women education is equally important as men for the development of a nation. But India is still surviving for women education. No doubt women literacy rate has increase after independent but half of the women population are illiterate. Which greatly hamper in the progress of the nation. Govt. has taken lots of initiatives but it's fail due to ignorance of parent as well as society. Improving the status of women education mainly positive attitude and awareness need to spread in wide range then only status of women will be change in the society.

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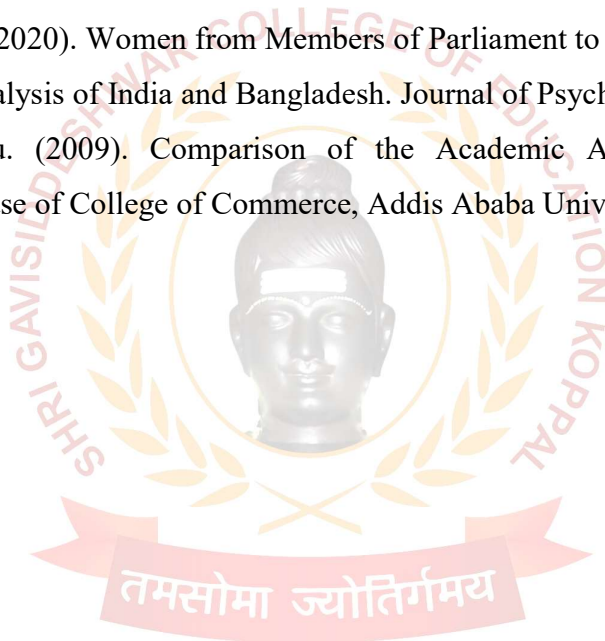
LANGUAGE AND LINGUISTICS

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Abstract

In this paper, I try to shed light on basic information that related to language and linguistics. I also mention the importance and the function of language and how it is a unique feature for human beings. After that, I give a brief definition about the linguistics and the famous concepts that deal with this science.

Key words: Language, Macro and Micro function, Linguistics, Synchronic, Diachronic, langue and parol, competence and performance.

Introduction

Students studying linguistics and other language sciences for the first time often have misconceptions about what they are about and what they can offer them. They may think that linguists are authorities on what is correct and what is incorrect in a given language. But linguistics is the *science* of language; it treats language and the ways people use it as phenomena to be studied much as a geologist treats the earth. Linguists want to figure out *how language works*.

1. What is Language?

Language is a means of communication. It is a means of conveying our thoughts, ideas, feelings, and emotions to other people. Jack C. Richards and Richard Schmidt define the language:"the system of human communication which consists of the structured arrangement of sounds/their written representation into larger units, e.g. morphemes, words, sentences, utterances. In common usage it can also refer to non-human systems of communication such as the "language" of bees, the "language" of dolphins.

To define language is not an easy task. Different linguists tried to define language variously. However, if we analyse the definitions closely, we will find that each of these definitions is incomplete in some respect or the other. These definitions will raise a large number of questions.

Some of the most commonly approved definitions of language given by the experts in the field of linguistics are given below:

Edward Sapir says: "Language is a purely human and non-instinctive method of communicating ideas emotions and desires by means of voluntarily produced symbols"

This definition is rather incomplete because 'ideas, emotions and desires' are not the only things communicated by language. The term language covers a wide range of implication such as body language, sign language and animal language.

According to Hall, language is "the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols."

Hall's definition is narrow because it regards language purely as a human institution.

We know that animals do communicate. Animals have their own language.In the words of Noam Chomsky, language is "a set of (finite or infinite) sentences, each finite in length and constructed out of a finite set of elements."

Chomsky focuses on the structural features of language. He showed how language can be investigated by analyzing it into its constituent elements.

Each of these linguists focuses on certain aspects of language and ignores some others. However what they have said of language is true, though not comprehensive.

As an object of linguistic study, "language" has two primary meanings: an abstract concept, and a specific linguistic system, e.g. "French". The Swiss linguist Ferdinand de Saussure, who defined the modern discipline of linguistics, first explicitly formulated the distinction using the French word *langage* for language as a concept, *langue*(competenceby Chomsky) as a specific instance of a language system, and *parole(*Chomsky's performance) for the concrete usage of speech in a particular language(Trask, 1999:92).

The Functions of Language

We use language for an almost infinite number of purposes, from writing letters, or notes to the milkman, to gossiping with our friends, making speeches and talking to ourselves in the mirror. However, if you think about it, there are a number of recurring functions which, despite the many different uses we make of language, are generally being served.

Some are apparently as ordinary as almost to pass unnoticed as functions, whilst others are more lofty and almost abstract. But the important thing to recognise is that, linguistically speaking, they are all of equal importance. Whatever social significance we may give to various functions, language itself does not discriminate. It's useful first of all to distinguish between the micro and macro functions of language. Micro functions, as the name suggests, cover the particular

individual uses whilst macro functions relate to the larger, more general purposes underlying language use. Let's begin by looking at some of the micro functions.

Micro functions:

**(i)   To release nervous/physical energy (physiological function*)*

This may seem a rather trivial function but in fact a good deal of language use has a physiological purpose. If you are a sports fan watching your favorite sport on television you may well feel the overwhelming urge at certain exciting moments in the match to shout instructions to the players: *Go on*, *don't mess about*, *for God's sake shoot!* The instructions are perfectly useless; they serve no communicative purpose, but they allow us to release pent-up energy which otherwise would be quite intolerable.

(ii) For purposes of sociability (phatic function)

It is surprising how often we use language for no other reason than simply to signal our general disposition to be sociable. Linguists story makes clear just how important the phatic use of language is in creating and maintaining social links.

(iii) To provide a record (recording function)

This is a more obviously 'serious' use of language than the previous two, although not necessarily more significant even so. We are constantly using language to record things we wish to remember. It might be a short-term record, as in a shopping list or a list of things to do, or a long-term record, as in a diary or history of some kind.

(iv) To identify and classify things (identifying function)

Language not only allows us to record, but also to identify, with considerable precision, an enormous array of objects and events, without which it would be very difficult to make sense of the world around us. Learning the names of things allows us to refer quickly and accurately to them; it gives us power over them.

(v) As an instrument of thought (reasoning function)

All of us have a running commentary going on in our heads during our waking hours. For most of the time we are not aware of it; like breathing, it's automatic. Schizophrenics are acutely conscious of it and imagine it to be coming from someone else. But the voices they hear are really parts of themselves which they are unable to acknowledge. Running for the bus or the train we are constantly talking to ourselves in a form of continuous monologue. Sometimes it takes the form of a dialogue with some imagined 'other', but more often than not it is simply a form of

silent thinking. As an exercise you might try thinking about something, making a conscious effort not to use words. Making your mind blank is one of the

most difficult things to do because the brain is in a state of constant activity; its principal concern is with enabling us to survive, and language is an essential part of that survival process. A majority of our thinking is done with words or, to be more precise, inwards. A common view of language is that it is merely a tool of thought, in other words, that we have ideas forming in our minds for which we need to find the appropriate words: the words are simply the expression of the ideas.

(vi) As a means of communicating ideas and feelings(communicating function)

This is probably the function that most people would select first as the principal purpose of language. And clearly it is an extremely important function. But as we have just seen, the relationship between language and meaning can be problematic. Communication is a two-way process. On the one hand we need to be able to use language to express ourselves to others, and, conversely, we need it in order to understand what they are communicating to us. There are of course a variety of reasons which may prompt the act of communication. We use language for requesting, informing, ordering, promising, and reprimanding, to mention just a few. In all these cases we could say that language is being used to perform certain speech acts, or, more specifically, 'direct' speech acts.

vii) To give delight (pleasure function)

There are various kinds of pleasure which we derive from language. At the simplest level there is the sheer enjoyment of sound itself and the melody of certain combinations of sounds. Most poetry exploits this function.Devices such as onomatopeia, alliteration, and assonance all draw onthe pleasure we find in euphony, as do rhythm and rhyme.

Macro functions:

In this section we have tried to identify and categorise some of the principal functions of language. We have identified seven individual, ormicro functions, which can themselves be related to four broader, ormetafunctions.

If instead of going below the level of individual functions we go above it,it is possible, as I suggested earlier, to identify several macro functions.But perhaps a better way of describing them would be to follow the linguist Michael Halliday and call them 'metafunctions'. A

metafunctionis one which is capable of describing one or more other functions. Let'ssee how this might work out.

(i) The ideational function

With a number of the micro functions identified above we can see thatthere is a common mental or conceptualising process involved. In usinglanguage to identify things, or as an instrument of thought, or to providea record, we are using language as a symbolic code to represent theworld around us. The ideational function, then, is that function in whichwe conceptualise the world for our own benefit and that of others. In asense we bring the world into being linguistically.

(ii) The interpersonal function

Several of the micro functions are concerned with the relationshipbetween ourselves and other people or things. Clearly, in addition to using language to conceptualise the world we are also using it as apersonal medium. We gain much of our sense of identity, of who andwhat we are, from our relationships both with animate and inanimatethings, and language is an essential part of that personalising process.We could say that rather than bringing the world into being, this functionis concerned with the way we bring ourselves into being linguistically.

Using language as a means of communication, for purposes of phaticcommunion, or to release nervous/physical energy, involves activities in which we are prioritising the interpersonal function of language. And it ispossible for people to be able to perform this function very well withoutnecessarily being able to perform the ideational function so well. Thereare those whose interpersonal skills and general ability to project themselvesare quite developed but whose conceptual powers and level ofunderstanding may be limited. And vice versa, of course.

(iii) The poetic function

Any functional account of language must take into consideration thatside of our nature in which rather than conceptualising the world orinteractingwith it we are simply playing with it. In this sense the word'poetic' doesn't mean the ability to write poetry. It means the ability tobring the world into being as an area of play. It is by such means that webring delight to ourselves and others, but we also do much more. We renderthe world safe and less threatening because we can manipulate itlinguistically for our own individual pleasure.

(iv) The textual function

There is, finally, however, one function of language which I have so farignored. It is in a way the most purely linguistic function in that it relatesto our ability to construct texts out of our utterances and writings.Michael Halliday calls it the 'textual function'. We can see it as usinglanguage to bring texts into being. When we speak or write we don'tnormally confine ourselves to single phrases or sentences, we stringthese together to make a connected sequence.(Finch,1997:43)

Unique properties of a language:

When animal communicate with one another they may do so by a variety of means. Crabs,for example, communicate by waving their claws at one another and bees have a complicated series of 'dance' with signify whereabouts of a source of nectar.But such method are not as widespread as the use of sounds,which are employed by human .So our use of the sound is no way unique . Another features that make human language unique are :

a. Displacement :a property of language whereby language can be used to refer to context removed from immediate situation of the speaker (it can be displaced) for example if someone says I was afraid it isn't necessary that the speaker still afraid whereas animal calls seem generally tied to specific situations such as hunger or danger. There is no displacement in animal communication "exception bee communication has displacement in an extremely limited form ‹a bee can show the others the source of the food.

b. Arbitrariness : a property of human language whereby linguistic form are said to lack any physical correspondence with the entities in the world to which they refer, for example " there is nothing in the word table which reflects the shape of the thing. The relationship between sound and meaning is said to be arbitrary or conventional as classical tradition puts it by contrast, some words in a language may be partly or wholly iconic, I.e they do reflect properties of non-linguistic world e.g onomatopoeic expressions such as splash, murmur, mumble. Majority of animals have a clear connection with the covered message. Animal communication is non-arbitrary.

c. Productivity (creativity/open-endedness) : a general term used in linguistic to refer to the creative capacity of language users to produce and understand an indefinitely larger number of sentences. It contrasts particularly with the unproductive communication systems of animals.

Animals have fixed reference. Each signal refers to something, but these signals can't be manipulated.

d. Cultural transmission : language passes from one generation to another. In animals there is an instinctively produce but human infants growing up in isolation produce no instinctive language. Cultural transmission is only crucial in the human acquisition process.(Aitchson ,1997 :13)

e. Discreteness : a property of human language whereby the elements of a signal can be analyzed as having definable boundaries, with no gradation or continuity between them (OR) the unique sounds used in human language. Every language use a set of different sounds each of these sounds is differ from the rest and are combined to form new meanings. /a/ sound can be repeated or combined with another to form a new meaning, but animal communication don't have this feature of discreteness .

f. Duality :Organization of language as into two layers, a layer of sounds which combine into a second layer of larger units .(languages.(Lyons, 1981: 21)

WHAT IS LINGUISTICS?

Linguistics is defined as the scientific study of language.It is the systematic study ofthe elements of language and the principles governing their combination and organization.Linguistics provides for a rigorous experimentation with the elements or aspects oflanguage that are actually in use by the speech community. It is based on observation andthe data collected thereby from the users of the language, a scientific analysis is made bythe investigator and at the end of it he comes out with a satisfactory explanation relating tohis field of study. This sort of systematic study of language has rendered the traditionalmethod language study outmoded or unfit for any theorization. (Sreekumar, 2011 :20)

SCIENTIFIC NATURE OF LINGUISTICS

Is language amenable to scientific study? To answer such a question, the termScience needs to be defined.Science can be defined as a systematic, explicit and objectivestudy of an object or a phenomenon, natural or social.Science engages in:-

Gathering of data in a methodical manner

 Analysis of the data

 Determination of the relationship between facts

 Formulation of casual explanation

 Verification and validation of explanations and predictions

Generalization

In short, Science is committed to empirically provable/proven ideas.Empiricalproof or objective truth is the hallmark of science.In the context of language study, Science implies a systematic investigation intolanguage by means of controlled and objectively verifiable prepositions based onobservations and within the framework of some general theories governing language.Linguistic procedure involves generating testable hypothesis in order to make predictionsabout language. In case the hypothesis is found to be false and does not fit into ageneralized theoretical framework, it is modified or refuted and an alternative hypothesis isformulated with a view to arriving at absolute truth unshakable by criticism. In this respectlinguistics is supposed to have the hallmark of Science (Linguistics is a Science because itfollows the general methodology of science, i.e. controlled observation, hypothesisformation,analysis, generalization, prediction, testing the further observation andconfirmation, modification or rejection of the hypothesis with a goal to formulate analternative hypothesis).

Linguistics has two major aims:

i. to study the nature of language and establish a theory of language and

ii. to describe a language and all languages by applying the theory established.

To be scientific, the linguistic procedure should satisfy three essential conditions.They are explicitness, systematicness and objectivity. In traditional grammar, there is noexplicitness at all. Traditional grammar begins with definitions. Many of these definitionslack clarification. The noun, for example, is defined as the name of a person, place or athing. This definition does not encompass human qualities such as love, sympathy, beauty,etc. However they are treated under the head of abstract nouns. But the definition of noundoes not give any information about abstract nouns.(Ibid :2)

Traditional grammar

By traditional grammar is usually meant the grammars written by classical Greek scholars, the Roman grammars largely derived from the Greek, Such grammars are known as prescriptive or normative, and are

often compared unfavourably with the descriptive grammars produced by linguists, whose main concern is with how a language *is* used, rather than with how some people think it *ought* to be used. Thus Palmer (1971, pp. 14–26) shows that many of the rules of prescriptive grammars,

derived from Latin, are unsuitable to English, and that the reasons commonly given for observing the rules are unsound.(Malmkjaer ,1995:645)

Modern Linguistics

Linguistics is the systematic study of the elements of language and the principlesgoverning their combination and organization. Philology was the older term used to refer tothe study of language. Philology was rather comparative and historical. A comparativestudy of language focuses on the similarities and differences within a family of relatedlanguages. A historical study analyses the evolution of a family of languages or thechanges that occur within a particular language, over a long course of time.Saussure introduced new concepts and procedures in analyzing language. Thefollowing are some of the major terms and concepts introduced by him.(Aitchson, 1999:5)

SYNCHRONIC AND DIACHRONIC APPROACH

Saussure introduced time concept in the study of language. Language can be studiedover a span of time as well as at a point of time. The former, he called diachronic, and thelatter, synchronic. Diachronic approach to the language study focuses on the changes inlanguage over language over a span of time. Language is evolutionary and is not static. Ifwe compare a passage from the fourteenth century English poet Geoffrey Chaucer withmodern English, it will be clear that language has changed considerably. Diachronic studyimplies the study of the changes in language over a span of time.

Synchronic approach to the study of language focuses on the systematicinterconnections and rules of a long course of time. It is rather comparative and historical.It is comparative in the sense that it analyses the similarities and differences within a familyof related languages. It is historical, because it focuses on the evolution of a family oflanguages or on the changes that occur within a particular combinations and organization ofthe constituent elements of a single language at a particular time.

Saussure emphasizes the importance of seeing language as a living phenomenon.He laid the stress on studying speech habits of the community speaking a given language.He analyzes the underlying system of a language in order to demonstrate the integratedstructure. He placed language in social context. As against the total historical study oflanguage, Saussure stressed the importance of seeing language existing as a state atparticular point of time. Synchronic linguistics sees language as a living whole.

LANGUE AND PAROLE

Saussure introduced an important distinction between langue and parole. A parole is any particular meaningful utterance. It may be spoken or written. It refers to the actual concrete act of speaking on the part of the individual. It is personal, dynamic and social activity. It exists at a particular time and place and in a particular context. It is the only object available for direct observation by linguists. It is similar to Chomsky's idea of performance.

Langue, on the other hand implies the underlying rules governing the combination and organization of the elements of language. It is the implicit system of elements, of distinctions and oppositions. It is the langue which makes it possible for a speaker to make an utterance and the listener to understand the same. In short, langue = grammar + vocabulary + pronunciation system of a linguistic community.(Widdoson ,1996 :21)

Competence and performance: Noam Chomsky has substituted Saussure's concept of language and parole with competence and performance. Competence is the tacit knowledge on the part of native speakers who have mastered or internalized the implicit conventions and rules of a language system. It is the competence which enables the speaker to make meaningful utterances and the listener to understand well-formed and meaningful utterances. Performance on the other hand is the actual utterance of particular sentences.(Ibid :24)**Conclusion**

As the assignment demonstrated, language is a system for communication using sounds or gestures that are put together in meaningful ways according to set rules. Trough language ,people can express their feelings , write poetry and novel, and even think.

Language is essentially human , although possibly not limited to humans.

Linguistics on the other hand is the scientific way of studying language .This science try to answer the question such as What is the knowledge of language(competence), and how this knowledge put to use (performance).

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IMPACT OF DIGITAL TECHNOLOGY ON THE TEACHING LEARNING PROCESS

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ABSTARCT

Digital technology has brought significant changes in the progression of society. The paradigm shift in education requires the modern teacher to play a role of digital networkers to bring creativity within students as change enablers by using smart tools. Real time use of smart classrooms and magnetic induction enabled board can generate technology powered knowledge exchange which can settled long in students' mind in the upliftment of teaching learning methodology. The availability of newer technology in digital era demands to improve the performances of all stakeholders of knowledge sharing in a seamless way. Teacher educator has to ensure safety, environment protection and sustainable management.

Technology is a gift of God. After the gift of life it is perhaps the greatest of God's gifts. It is the mother of civilizations, of arts and of sciences. Technology has certainly changed the way we live. It has impacted different facets of life and redefined living. Undoubtedly, technology plays an important role in every sphere of life. Several manual tasks can be automated, thanks to technology. Also, many complex and critical processes can be carried out with ease and greater efficiency with the help of modern technology. Thanks to the application of technology, living has changed and it has changed for better. Technology has revolutionized the field of education. The importance of technology in schools cannot be ignored. In fact, with the onset of computers in education, it has become easier for teachers to impart knowledge and for students to acquire it. The use of technology has made the process of teaching and learning all the more enjoyable.

Key Words: Education, Digital Technology, Teaching, Active learning

INTRODUCTION

The era of 21st century is often regarded as an era of technology. Technology, today, plays a very important role in our life. It is seen as a basis of growth of an economy. An economy which is poor in technology can never grow in today's scenario. This is because technology makes our

work much easier and less time consuming. The impact of technology can be felt in every possible field one such field is Education.

Traditional education was centered on sources such as schools, colleges, teachers, books and articles. The modern education with the help of technology has become decentralized, now the student's society can access the information anywhere as per their requirement. Introduction of technology has also made learning to be more student centered, it encourages group learning & stimulated interaction.

DIGITAL TECHNOLOGY IN EDUCATION

The use of digital technology in education is an imperative aspect that has gained prominence. Digital technology is been utilized not only in higher education, but at all levels of education, from nursery to the university level. There have been number of individuals, who feel apprehensive when making use of technology, therefore, it is vital that one should possess adequate skills and abilities when utilizing technology. In nursery schools, young students feel interested and develop curiosity when they observe technology. At this level, students are shown various pictures or movies on the internet, they are taught how to draw objects and color them. As the individuals get enrolled into formal schooling, they learn how to make use of the internet to improve their knowledge and understanding. Gradually a person learns enhanced skills and abilities of how to make use of digital technology and as they grow, they make use of it in order to implement all their tasks and operations in an adequate manner. Technology can be made use of by the individuals in groups and pairs and this is considered as more effective then single usage (Higgins, Xiao, & Katsipataki, 2012). When individuals are young, they need guidance and assistance, but as a person grows older, he is able to make use of it independently.

Digital technology can be competent and valuable with the main purpose of making improvements within the learning areas (Higgins, Xiao, & Katsipataki, 2012). For instance, teachers make use of blackboards and write on them with chalks to provide training and instruction to the students. The students, who sit at the back of the classroom, face problems in observing and understanding the concepts. In the present existence, there are usage of projectors and computers in classrooms, so that students are able to observe and understand the content in an effectual way. The usage of technology within classrooms has led to an increase in the enrolment of students. They have begun to take pleasure in learning and there has been a decline in the rate of absenteeism. Remedial and tutorial use of technology can be particularly practical

for the lower attainment of pupils. The individuals, who have special needs, for who are experiencing visual or hearing impairments, or those who belong to deprived, marginalized and socio-economically backward sections of the society, for them, technology has contributed to a major extent in the enhancement of learning.

BENEFITS OF DIGITAL TECHNOLOGY

The benefits of digital technology have been stated as follows:

Innovative pedagogical models, for example based on gaming, online laboratories and real time assessment, which have been presented to progress higher order thinking skills and conceptual understanding and in many cases have led to improvement in the students' creativity, imagination and problem solving skills. Using digital technology, students are able to improve upon their logical reasoning, generate information regarding various concepts, improve communication skills and render an efficient performance in their work.

Through digital technology, individuals are able to acquire a better understanding of the organizations and progression of their work. The education industries are been able to understand in a better way, including their market structures and use of innovative methods and techniques. There has been a connection developed between the individuals and the digital technology. In the present existence, individuals are associated with their computers and mobile devices to a much greater extent. They work, study, communicate with friends, watch videos, listen to music, take pictures and carry out numerous other tasks and functions through the use of digital technology.

Digital technology has been extensively used to carry out the work duties in organizations and educational institutions. On the other hand, it is also used to generate recreational and leisure activities. Individuals listen to music, watch videos on the computers as well as mobile phones. With apps, individuals are able to communicate with others. In the present existence, digital technology is made use of to pay various house bills, such as, electricity, water etc. Individuals are able to order groceries and other items online, therefore, the use of digital technology has facilitated the daily life activities of the individuals.

IMPACT OF TECHNOLOGY ON LEARNING

Technology plays the role of facilitator in educating the students and it has increased the accessibility. Illness, taking a full time job can no longer be a roadblock for education, because technology has extended the way people get educated. Students can pick and choose what medium they prefer to learn content and maximize the study time. Nowadays classrooms

look and operate considerably different to the classrooms of a decade ago. Today classroom houses various technology from IFPDs (Interactive flat panel displays to laptop & Smartphone's, all connected via Bluetooth and WIFI and also supported by many cloud based applications. Students have become more independent in the classroom because of the technological support. In the current scenario technology is not an added advantage it has become one of the basic requirement.

Technology influence students learning via

❖ Communication

❖ Convenience

❖ Control

Modern technology benefits the education only if they are used properly. Many parents and teachers deny the use of tablets and smart phones by the children's, but they have to accept the fact tablet or smart phone attracts the student's more than ordinary paper books. This extends their time and content in learning. It also encourages collaborative learning where students can share their views and also help their peers to solve subjected related problems using online interface.

IMPACT OF TECHNOLOGY ON TEACHING:

Technology has simplified the process of teaching and it has reduced the burden of teachers in imparting knowledge to the students. Technological devices like OHP, animated software's and other audio-visual aids have made presentation more interactive and lively in the class room. Information can be easily accessed via internet, it has become one of the effective tools for teachers to acquire knowledge, and there are several websites that provides information on everything in the world.

TEACHER TO FACILITATOR:

The smart learning methodology with technological development has changed the role of teacher to facilitator in learning process. In the current technological class room, teachers are not expected to teach instead, they are expected to help or facilitate student in learning. In the modern learning environment the word "learning" is becoming more popular than teaching.

Definitely technology has lot of positive effects on teaching, it has made teaching more enjoyable and easy, it also improves student's attention & attendance in the class.

POPULAR DIGITAL EDUCATION TOOLS

Advanced technological products continue to be introduced at a rapid pace; teachers are becoming more reliant on it to keep the learners engaged. A survey says 7 out of 10 teachers feel that educational technology makes teaching easier. Below are some of the useful latest tools for education.

1. **Clickers**: It is a student response system which looks like a remote, it allows individual to instantly provide feedback to the instructor about their understanding in the class. The clickers are connected to USB port of laptops which then allows sending and receiving data.

2. **Kindle:** It is a multipurpose tablet that connects to the Amazon market place .It allows the access to millions of eBooks, magazines & news papers. This simple device has features such as text to speech, flexible fonts which increases student's vocabulary.

3. **Interactive white board:** The white board that allows teachers and students to collaborate and comment on the same surface so that the entire class can see it at the same time. It comes with digital pen, eraser & lesson planning software. This interactive white board gives teachers the ability to grab the attention of the students.

POSITIVE IMPACT

1. **Enhanced teaching and learning:**

➢ Technological developments like digital cameras, projectors, mind training software, computers, Power point presentations, 3D visualization tools; all these have become great sources for teachers to help students grasp a concept easily.

➢ It has to be understood that visual explanation of concepts makes learning fun and enjoyable for students. They're able to participate more in the classroom and even teachers get a chance to make their classes more interactive and interesting.

2. Globalization:

➢ When school in different parts of the state, students can "meet" their counterparts through video conferencing without leaving the classroom.

➢ Some sites, such as www.glovico.com are used to help students learn foreign languages online by pairing a group of students with a teacher from another country.

3. No Geographical Limitations:

➤ With the introduction of online degree programs there϶ is hardly any need of being present physically in the classroom. Even several foreign universities have started online degree courses that student can join.

➤ Distance learning and online education have become϶ very important part of the education system now a day

NEGATIVE IMPACT

1. Declining Writing Skills:

❖ Due to the inordinate usage of online confab and crosscut, the writing skills of today's young contemporaries have declined quite enormous.

❖ These beings, broods are trusting additional and additional on numerical communicating that they have completely overlooked around up their script assistances.

❖ They don't know the orthography of antithetic words, how to use descriptive linguistics properly or how to do cursive writing.

2. Accelerative Incidents of Cheating:

❖ Technological improvement like graphical calculating machine, high tech ticker, mini photographic camera and similar instrumentality has become great beginning to swindler in examinations.

❖ It is easier for educate to write expression and line on graphing computer, with least chances of being caught.

3. Deficiency of Focus:

❖ SMS or manuscript electronic information has developed a favorite pastime of many educatee. Students are seen action with their mobile, iPhones day and dark or dynamic and actual frequently smooth amid talk.

❖ Being ever-connected to the connected biosphere has effect in absence of emphasis and property in researchers and to some degree, smooth in sporting and outside act.

CONCLUSION

It has been understood that digital technology has gained prominence all over the world. When individuals make use of digital technology, they have a purpose. They either have to communicate with others, share information, acquire information, generate awareness, upgrade their knowledge and skills, devise innovative strategies and methods in their work and so forth.

In order to achieve the purpose, it is vital for the individuals to possess efficient knowledge and skills to make use of digital technology. To facilitate understanding and achievement of goals and objectives, it is vital that individuals be provided with the tools and equipment that is required to collaborate and work in integration.

Technology has a positive impact on education and at the same time may also pose negative effects. Teachers and students should take advantage of this in the good light and eliminate the drawbacks which are pulling back many of students as well as schools from achieving excellence. It is thus time for every country to introduce a more technologically equipped education sector in the future.

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INTEGRATION OF ICT IN HIGHER EDUCATION

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ABSTRACT

ICT-Based education is a system of instruction that involves combination of computers and communication technologies. ICT Integration is important in combating digital divide, bringing about digital opportunity and paradigm shift from teacher centered to student centered learning, whereby the teacher passes the information quicker and in a more understandable manner. This study aimed at evaluating ICT-Based Education and Students Behavioral Change at some University of The study established that University of many educators are competent in the use of PowerPoint, Excel, Microsoft Word, online search procedures and internet programs and believe that ICT integration propels student centered approaches and increases the rate of learning. Educators, however, indicated lack of skills in online marking and data management procedures and limited integration of ICT resources in teaching learning transaction. Finally, the study established a positive and strong relationship between competence and application of ICT in teaching-learning transaction. This implies that the higher the competence, the likelihood of educators to integrate ICT in teaching-learning transaction.

 Higher education systems have grown exponentially in the last five decades to meet the demands of quality education for all. This aspect has further gained momentum due to swift advancements in Information and Communication Technology (ICT). Demand for skilled and competent labor is ever increasing in the contemporary globalised society. In this backdrop, access to quality in higher education for all has emerged as determining factor of economic growth and development. In order to increase the access to higher education and improving its reach to the remotest parts of the country, contribution of open and distance learning facilities is on the increase. In addition, it is catering to life-long learning aspirations and that too at an affordable cost.

Introduction

The Information and Communication Technology (ICT) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer, and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. When such technologies are used for educational purposes, namely to support and improve the learning of students and to develop learning environments, ICT can be considered as a subfield of Educational Technology. ICTs in higher education are being used for developing course material; delivering content and sharing content; communication between learners, teachers and the outside world; creation and delivery of presentation and lectures; academic research; administrative support, student enrolment etc.

In the current information society, people have to access knowledge via ICT to keep pace with the latest developments. In such a scenario, education, which always plays a critical role in any economic and social growth of a country, becomes even more important. Education not only increases the productive skills of the individual but also his/her earning power. It gives them a sense of well being as well as capacity to absorb new ideas, increases their social interaction, gives access to improved health and provides several more intangible benefits. The various kinds of ICT products available and having relevance to education, such as teleconferencing, email, audio conferencing, television lessons, radio broadcasts, interactive radio counseling, interactive voice response system, audiocassettes and CD ROMs have been used in education for different

INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

"Globalization and technological changes have created a new global economy powered by technology, fueled by information and driven by knowledge."The emergence of this new global economy has serious implications for the nature and purpose of educational institutions. As the access to information continues to grow rapidly, schools cannot be contented with the limited knowledge to be transmitted in a fixed period of time. They have to become compatible to the ever expanding knowledge and also be equipped with the technology to deal with this knowledge. Information and communication technologies (ICTs) — which include radio and television, as well as newer digital technologies such as computers and the Internet — have been proven as potentially powerful tools for educational change and reform. When used appropriately, different ICTs can help expand access to education, strengthen the relevance of

education to the increasingly digital workplace, and raise educational quality by helping make teaching and learning into an active process connected to real life.

Meaning and definitions

"ICT stand for information and communication technologies and is defined, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information."

"ICT implies the technology which consists of electronic devices and associated human interactive materials that enable the user to employ them for a wide range of teaching - learning processes in addition to personal use."

These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony.

"ICT is that technology which uses the information to meet human need or purposes including processing and exchanging."

"Information and communications technology (ICT) in education is the processing of information and its communications facilities and features that variously support teaching, learning and a range of activities in education."

All these definitions combine Communication technology and Information technology that have thin line between them but cannot do away without each other. When these technologies are applied n the field of education, it is termed as ICT in education. The term too can be used as the connotation to the term Educational; technology because it also uses any hardware and software approaches that can enhance yield better learning outcomes. In the era of Computer technology the term ICT mainly focuses on the infrastructure, devices and sources of computer technology and thus it is imperative to discuss about the use of ICT in education by focusing mainly on Computer based technology.

 ICT IN HIGHER EDUCATION

ICT in Higher education is any hardware and software technology that contribute in the educational information processing. In the

context of present era, ICT mainly comprises of Computer technology with its hardware, like, Personal computer machine,

infrastructure required for setting up Internet facility and also software like, CD ROM including various programme packages, E-learning strategies etc.

ICT in higher education is any Information Technology that focuses on the acquisition, storage, manipulation, management,

transmission or reception of data required for the educational purpose. For example, the information about students' records, their

admissions, updates of their auricular and co-curricular activities.

ICT in education is any technology that deals with the exchange of information or in other 'words communication in the teaching learning process. Uses of Electronic learning technology like, Teleconferencing, power point presentations, CD ROM are Communication Technology which is the part of ICT.

ICT in education is any educational technology that is applied in the educational process. It encompasses Hardware approach like use of machines and materials, Software approach like use of methodologies and strategies of teaching learning and Systems approach that uses the management technology that deals with the systematic organization of the hardware and the software. Different software packages for the use in different department of education; e.g. library software, administration software, software related to managing the entire teaching learning process

purposes

Society expects more and more of higher education each year. This stems partly from the continuing expansion of knowledge, and therefore of what must be included in courses and curricula, and partly from growing cognitive challenges and diversity.

Progress, convergence, and integration in information technology have driven fundamental change in the information technology faculty, students, colleges, and universities have or might be expected to acquire.

Integrating ICT in teaching and learning is high on the educational reform agenda. Often ICT is seen as indispensable tool to fully participate in the knowledge society. ICTs need to be seen as "an essential aspect of teaching's cultural toolkit in the twenty-first century, affording new and transformative models of development that extend the nature and reach of teacher learning wherever it takes place" Society expects more and more of higher education each year. This stems partly from the continuing expansion of knowledge, and therefore of what must be included in courses and curricula, and partly from growing cognitive challenges and diversity.

The Information and Communication Technology (ICT) provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. Technology is about the ways things are done; the processes, tools and techniques that alter human activity. ICT is about the new ways in which people can communicate, inquire, make decisions and solve problems. It is the processes, tools and techniques for:

1. gathering and identifying information

2. classifying and organizing

3. summarizing and synthesizing

4. analyzing and evaluating

5. speculating and predicting

Enhancing and upgrading the quality of education and instruction is a vital concern, predominantly at the time of the spreading out and development of education. ICTs can improve the quality of education in a number of ways: By augmenting student enthusiasm and commitment, by making possible the acquirement of fundamental skills and by improving teacher training. ICTs are also tools which enable and bring about transformation which, when used properly, can encourage the shift an environment which is learner-centered Globalization and technological change processes that have accelerated in tandem over the past years have created a new global economy —Powered by technology, fueled by information and driven by knowledge.‖ The emergence of this new global economy has serious implications for the nature and purpose of educational institutions. As you know the half life of information continues to shrink and access to information continues to grow exponentially, schools can not remain mere venues for the transmission of a prescribed set of information from teacher to student over a fixed period of time. Rather Schools must promote —Learning to Lear‖ i.e. the acquisiton of knowledge and skills that make possible continous learning over the lifetime. —The illiterate of the 21st century‖ according to futurist Alvin Toffler, —Will not be those who can not read and write, but those who can not learn, Unlearn & relearn‖,Concerns over educational relevance and quality co-exist with the imperative of expending educational oppertunities to those made most vulnerable by globalization - developing countries in general, low income groups, girls and women and low skilled workers in particulars. Global changes also put pressure on all groups to constantly acquire and apply new skills. The international Labour organization defines the

requirements for education and training in the new global economy simply as a ―Basic education for all,‖ ―Core work skills for all‖ and ―Lifelong learning for all.‖In this connection, Information and communication technologies (ICTS) which include radio and television, and the Internet - have been touted as potentially and powerful enabling tools for educational change and reform. When used appropriately, different ICTS are said to help expand access to education, Strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among others, helping make teaching and learning into an engaging, active process connected to reallife.However, the effective integration of ICTS into the educational system is a complex, om multifaceted process that involves not just technology, indeed, given enough initial capital, getting the technology is the easiest part - but also curriculum and pedagogy, Institutional readiness, teacher competencies and longterm financing, among others.In this module we will get an overall idea about the concept of ICTS. We will also discuss the need & significance of ICTS in Education with specific reference to historical perspective and emerging trends.

like. In effect, educational technology can mean different things to different people. Even those who have specialized in this field have failed to arrive at a proper definition. However, in an attempt to satisfy everyone, the Association for Educational Communications and Technology in the United States have come to the following definition: "Educational technology is a complex integrated process involving people, procedures, ideas, devices and organisation for analysing problems and devising, implementing, evaluating and managing solutions to those problems involved in all aspects of learning."Extensive use of educational technology requires a left of change on the part of the teacher. This is because some technologies are not accepted or only partly accepted because they require too many adjustments of traditional methods of instruction or administration. Frequently, teachers avoid attempting a new instructional technique because it requires too much from them 'in energy, time, patience or skill to become adept in its Use. Altering old leaching habits in order to master new ones entails not only the expenditure of energy but also the risk of a teacher looking foolish by committing embarrassing errors when attempting new techniques in the classroom. In addition, teachers who have traditionally perceived themselves as classroom's chief performers lecturing, conducting recitations, leading class discussion — can feel demoted to a less prestigious educational role when they are asked to have reading materials, radio, television or computers to deliver the content of lessons.

Thus the amount of change required in the existing habits and the fear of failure or of decreased prestige can affect the teachers' willingness to accept a new technology. Electronic equipment may frighten teachers with its apparent complexity. At least a part of this fear comes from the expectation that something may go wrong during the lesson, making the teacher appear inept or unable to control the teaching situation. To utilize many teachers think that much training equipment and general reevaluation of teaching goals and activities would be required. However, such fears are baseless. The evolution of technology has in fact ushered in a kind of revolution in our occupational, social and educational world. But it seems a little awkward to observe that whereas the contribution of some kind of technology is visibly felt in respect of the operation of our hospitals, factories, farms and offices, our classrooms have remained a unique example of backwardness by remaining insensitive to the technological inputs and their influences. The reasons for this are not far to seek. Our teacher and via him/her the processes of educational resource generation have not properly assimilated or understood the importance and relevance of technology for the classroom. Also the overall ecology of the formal educational system is responsible to a considerable extent for this state of affairs. Earlier educators used to advocate the use of audio-visual aids in the process of teaching in addition to supplementary aids such as pictures, charts, maps, models and various audio-aids. Gradually, the emphasis shifted to the employment of costly gadgets such as video and computers and now the multi-media approach

In brief, it may then be said that the entire principle of ICT lies in the :

(1) Use of a broad range of resources;

(2) Emphasis on individualized learning; and

(3) Emphasis on systems approach to education

Challenges

EDUSAT is solely designed, developed and launched to serve the exclusive purpose of imparting education to the entire India which includes both rural and urban population at primary, secondary and higher levels. The 'Digital India project' aims at making all the services electronic available to citizens electronically. High operational and maintenance costs for ICT based equipments. Low ICT literacy among students and faculty. Lack of self-sustainability of ICT services in higher educational institutions. Lack or meager networking facilities available in far-flung areas. Biased and Inadequate policies with respect to rural and Urban areas.

ADVANTAGES OF THE USE OF ICT IN EDUCATION

ICT in education is the support material in the hands of the human resource involved in the educational process in order to enhance the quality of education.ICT in education comprises of the application of science of On-line, Offline learning with the help of the computer technology.

ICT is being utilized in every part of life. Due to the increasing importance of the computer, students-the future citizens cannot afford to keep themselves aloof from this potential medium.

In education, use of ICT has become imperative to improve the efficiency and effectiveness at all levels and in both formal and non formal settings. Education even at school stage has to provide computer instruction. Profound technical knowledge and positive attitude towards this technology are the essential prerequisites for the successful citizens of the coming decades. It can be used for the following purposes :

• To broadcast material, online facility or CD-ROM can be used as sources of information in different subjects;

• To facilitate communication for pupils with special needs; To use electronic toys to develop spatial awareness and psychomotor control;

• To use the Online resource like, email, Chat, discussion forum to

support collaborative writing and sharing of information.

• To facilitate video-conferencing or other form of Tele conferencing to involve wide range of students from distant Geographic areas.

• For Blended learning by combining conventional classroom learning with E-lang learning systems

• To process administrative and assessment data.

• To exchange and share ideas -among teachers for the professional growth.

• To carry out internet-based research to enhance , educational process

:ICT encompasses all those gadgets that deal with the processing of information for better and effective communication. In education, communication process takes place between teachers, students, management and administrative personnel which requires plenty of data to be stored for retrieval as and when required, to be disseminated or transmitted in the desired format. The hardware and software like OHP, Television, Radio, Computers and related software are used in the educational process. However ICT today is mostly focused on the use of Computer

technology for processing the data. In this context, advantages of ICT in education can be listed down as follows :

• Quick access to information :Information can be accessed in seconds by connecting to the internet and surfing through Web pages.

• Easy availability of updated data: Sitting at home or at any comfortable place the desired information can be accessed easily. This helps the students to learn the updated content. Teachers too can keep themselves abreast of the latest teaching learning strategies and related technologies.

• Connecting Geographically dispersed regions: With the advancement of ICT, education does not remain restricted within four walls of the educational institutions. Students from different parts of the world can learn together by using online, offline resources. This would result in the enriching learning experience. Such collaborative learning can result in developing...

• divergent thinking ability in students,

• Global perspectives

• respect for varied nature of human life and acculturation.

*Facilitation of learningICT has contributed in shifting the focus on learning than teaching. ICT helps students to explore knowledge to learn the content through self study. Teacher can help the students by ensuring the right direction towards effective learning. Situational learning, Programmed learning, many Online learning courses are some of the example of self learning strategies that are being utilized with the help of ICT.

• Catering to the Individual differences:ICT can contribute in catering to individual needs of the students as per their capabilities and interest. Crowded class rooms have always been a challenge for the teacher to consider the needs of every student in the class.

• Wider range of communication media: With the advent of ICT, different means of communication are being introduced in the teaching learning process. Offline learning, on line learning, blended learning are some of the resources that can be used in educational institutions. Collaborative learning, individualized learning strategies can enhance the quality of group as well as individual learning. with the real society. This can ensure the applicability of knowledge.

• Wider learning opportunities for pupils Application of latest ICT in education has provided many options to the learners to opt for the course of their choices. Many Online courses are available for them to select any as per their aptitude and interest. Students can evaluate their own

progress through different quizzes, ready to use Online tests. This can ensure fulfillment of the employment required in the job market thus minimizing the problem of unemployment. It can also provide more efficient and effective citizens to the society as per the changing needs.

Some universities which function online only do not have any physical existence. The adoption and integration of technology in various works of universities automatically saves time, money and labor for activities like conduct of examination, declaration of results and delivery of results. In conventional college setup, the parents are often dissociated from their wards institutions due to various factors like distant location, lack of time and hesitation in visiting the institution. With the advent of globalised technology, and its integration in HEI, parents can easily monitor their wards progress as well as can communicate with the teachers.

With the use of technology the government can provide education to all sections of the society irrespective of the location, time and socio-economic status. Most of the learners who are branded as dropouts (due to various reasons) can continue their education through online resources. The skilled and technologically sound learners (especially youth) are assets of any country. They directly and indirectly help in tackling the problem of unemployment and creating new platforms for the employment Crowded class rooms have always been a challenge for the teacher to consider the needs of every student in the class. Different means of communication are being introduced in the teaching learning process. Offline learning, on line learning, blended learning are some of the resources that can be used in educational institutions. Collaborative learning, individualized learning strategies can enhance the quality of group as well as individual learning.

Conclusion

Many Online courses are available Crowded class rooms have always been a challenge for the teacher to consider the needs of every student in the class for pupils to choose from as per their aptitude and interest. Students can evaluate their own progress through different quizzes, ready to use Online tests. This can ensure fulfillment of the employment required in the job market. It can also provide more efficient and effect

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IMPORTANCE OF MEDIA IN EDUCATION

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ABSTRACT

Education is an integral part and a tool for development of human being. Success of schoolingcan't be finishedsimplywith the aid of using substituting mechanical techniques for people, howeverwith the aid of usinggrowing new stylesthe usage ofeachpeople and technological improvementswhich willeducategreaterhumanshigher and greater rapidly. Media plays apowerfulrole in communication. Media is for a hitwalking of any formal and informal teaching-learning process. We have accuratequantity of media for mass communicationwhich includes radio, Television, newspapers, websites, music, tapes and films, etc. Previously, the mass media within side theshape of illustrative have beenbestplaced to marginal and individualized use. There turned into neither any coherent questioning nor a systematic use of those media with inside theacademic process. But their improved use has been in particularbecause ofhobby and initiative of positive teachers. The significance of media within side theimprovement of schooling has been imperative. It has played an important part in influencing the underprivileged and the socio-economic backward sections of the society in recognizing the significance of education. This paper highlighted meaning, types, importance of media in education and some general principles of using mass media.

Keywords: Media, Communication.

Introduction

The development of modern technologies there were many media that have been developed and used for educational development. Media plays a very important role in education, valuable knowledge to be gained through media. The great thing about using media in education is that you soon learn who the experts are in different fields and subjects.

Meaning of Media

The term media is derived from Medium, which means carrier or mode. Media denotes an item specifically designed to reach a large audience or viewers. The term was first used with the advent of newspapers and magazines. However, with the passage of time, the time period broadened via way of means of the innovations of radio, TV, cinemas and net. Media's responsibility is to inform, teach and entertain the humans and thereby enhance the society. Because of its inherent capacity to attainhugerange of public, it's milesextensively used to carry message to construct public opinion and awareness. The function of media in today's training is proofvia way of means of the range of pc labs, tvunits and libraries which haveturn out to bea part of curriculum in maximumfaculties today. Media is available inexclusivebureaucracy and everyshapeinfluences the mannercollege studentsexamine and interpret information. Media has introduced closer (globalization) in order that now college students from exclusive universities in exclusivecomponents are linkedviaan insignificantnet connection. Media is areawhich fits on a large scale. Both the social and mass media performedexclusive roles. Because the strength of media is so enormous and largeit may be used to teachhumans at little or no cost, viaon linecoachinghundreds of folksmay be taught on theequal time. It additionallypermitcollege students and instructorsto attach and proportion ideas, as being an extension of sophisticationdialoguevia way of means of extending the opportunity of sharing past the lecture room walls. Social media forges new ties and changecontent material in significantapproachesthat could have now no longer been viablesome years ago.

The source that almost all of the overall public makes use of to get their information and facts from is taken into consideration mass media. Mass media methodgenerationthis ismeant to attain a mass audience. The maximumnot unusual placesystems for mass media are newspapers, magazines, radio, television, net and the mobile. The standard public normallyis predicatedat the mass media to offerfactsconcerning political issues, social issues, entertainment, and information in pop culture.

Types of Mass Media

Mass Media is divided into 3 categories –

    1.PrintMedia

    2.Electronic Media

    3.DigitalMedia

Print Media

The oldest form of media is print media. It consists of any type of printed material. They include books, newspapers, magazines, journals, newsletters and manymore.

Electronic Media

Secondly, we have electronic media which made information entertaining. It was made possible with the help of television, radio, movies and more.

Digital Media

With technology evolving by leaps and bounds, digital media has in a way overtaken the other forms of media. With its help, the conversation became two-sided. Digital Media is a fast and efficient form of mass media. It encompasses all types of social media, blogs, forums, web portals, and others.

Importance of Mass Media in Media

The technological innovation in mass media of tutorialconversationmanner that training can now be transmitted to a ways off places. That too without geographical hindrances. This saves plenty of time, effort, and money. With ever-developingimprovements in technology, training can now be transmitted in actual time over the pcdisplay screen from a ways off places. The predominant roles mass media performswithin side thetrainingarea are:

Universal reach

Mass media has made the world smaller; it has connected people like never before. Education is something which must be universal. Mass media has helped tremendously bridge that gap. In other words, it is now within everyone's reach and making the world a better place.

Storage of information

Mass media allows storing information which can be accessed from anywhere at any time. It is available at our fingertips literally, which saves a lot of time and energy. Therefore, it serves as a rather useful resource in the field ofeducation.

No Physical Constraints

One of the major drawbacks before mass media was a physical constraint but not anymore.

Mass media has reduced the distance and made the world smaller for good. For instance, it is not necessary to be present at the place physically to gain knowledgenow.

Organized Influence

The medium of recordschanged intoalternatively unorganized. Now, the mass media of recordsgivestonsextraagencyand class in turning inrecords. In addition, the authenticity of the records being imparted may bequite simply checked and reviewed. It is feasible with the provision of mass media. This effectswith inside thediscount and removal of fakerecords.

Fruitful Results

Another huge advantage of current technological innovation in mass media is the increased memorization capability of students. Many scientific pieces of research have proven that transmitting lectures via an audio-visual format is quite effective. It has a far more positive impact on memorization capacity of the brain than merely an audio lecture. Above all, this is only possible because of the mass media.

Social Media

Social media has gained credibility over the years as a trusted source of information and platform where organizations can interact with audiences.

We are seeing trainingestablishments adapting thosetraits into their structures and counting oninstitutionsources and mechanisms to enhance the scholar life. The use of social media in trainingpresentscollege students with the cap potential to get extrabeneficial information, to hook up withgetting to knoworganizations and differentinstructionalstructures that make training convenient. Social communityequipmentcome up with the money forcollege students and establishments with more than onepossibilitiesto enhancegetting to know methods. Through those networks, you maycontain social media plugins that allow sharing and interaction. Students can gain from on-line tutorials and sourceswhich might be shared through social networks. As an academic institution, it's faressential to be livelyin lots of social systems possible, this allows create higherscholarschoolingtechniques and shapes scholar culture.

Connecting with professionals on subjectsthrough Social media

The fantasticaspectapproximatelythe use of social media is which youquicklyexamine who the professionals are specifically fields and subjects. When you begin following

thoseprofessionals you examineextra and advantagebeneficialcontent material from them, this empowers you to providefantastic results. You have the possibility of attractiveprofessionals to get solutions on subjects that you couldwantassist in.

Institutions communicate with students via YouTube and Facebook

Learning faculties have the capacityto connect tocollege studentsthrough social media networks together with Facebook, Google Plus groups, and YouTube. These channels may be used to speak campus news, make bulletins and offercollege students with beneficial information. This builds engagement among the College and college students which assistaddress many scholarproblemsthrough the organization interactions. Institutions can percentage supportive and nice posts that attain all college studentswhich arelinked to the networks and pages. You can provoke hash tags on social media to interactcollege students and online discussions which are helpful. Video is a distinguisheddevice in social media developmentswhich arepowerful and you may use it to percentagebeneficialmovies that encouragecollege students and assist them of theirdirection subjects. Through social mediums together with YouTube, Facebook or Instagramstay video the engagements amongcollege students and the organizationmay be sustained. It is really useful to be selective approximately which social systemsto apply for the excellent practice.

It helps in Research process

Social media givestarget market and challengetrackingwhich might bebeneficial and it's milesone of thegreatstructures to extract data. You can discover how the bulkhuman beingssenseapproximatelya specificsubject matter or how professionalsunderstand and recommendation on particular issues. This can assistcollege studentsbring togetherand bringbeneficialcontent material for research. Whether college students are operating on an assignment, operating on a mission or seeking toadvantageextraperception on a challenge, a number of the greatrecords and outcomesmay be extracted from social media.

Enhanced Learning Management System

 Learning controlstructures is a networking software program that cans provideinstructionalpackages and offersestablishmentsdifferent administrative activities. Social media gaining knowledge of in LMS can consist ofon the spontaneous chat functions, video, boards to proportioninformation and different lesson sources to assist

students. Most LMS's includeconstructed in social media integration and this drives on the spontaneousinterplayamong the customers and the gadget. The gadget strengthens scholar participation and makes crewinitiativesclean to collaborate.

General Principal of using Mass Media:

The teacher should make all necessary arrangements for using the mass media very effectively. Teacher should select the mass media according to the age level of the students. Teacher must know some general principles of using the mass media.

1. Organization:

Mass media should be organized as integral part of the educational programmes. They should not be separated from other curricularactivities.

2. Selection:

Mass media should be properly selected and coordinated by the teacher. An experienced and trained teacher can select the mass media according to the needs of the students.

3. Planning:

Mass media should be available according to the need of the instructional programme. The teachers should possess skill in the use of mass media. They should have special training in their preparation. So they should be properlyplanned.

4. Experience:

Mass media should be related to student's experience.

5. Preparation:

There should be adequate preparation on the part of students. The teacher should prepare himself before using it. He should know what the mass media teach and where they fit into his plan of teaching. Adequate preparation should be followed by proper presentation and an adequate follow-up.

6. Evaluation:

Mass media should be evaluated at regular intervals in regards to their use, effect on learning and their functions.

Conclusion:

The power of media is seemed to be sizeable and massive, it is able to be applied in an greenway to trainhumans with much less cost. In main to developmentwithin side thearea of education, it is crucial that the range of college studentswith inside thestudy roomhave to be adequate, which may beviablevia way of means of the teacher, there have to be provision of teaching-studyingsubstances and one of theessentialregions is utilization of era, as era arouses hobbyand exuberancewithin side the mind-units of the scholars to learn. Therefore, the position of media is largewith inside theimprovement of education.

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[this article has already established facts , wish that the author had explored the possibilities of various strategies which can real enhance the utilization of the media technology for education.]

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IMPACT OF MEDIA ON EDUCATION

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Abstract

The role of media in the development of education has been imperative. It has played an important part in influencing the underprivileged and the socio-economic backward sections of the society in recognizing the significance of education. Various forms of media such as newspapers, television, radio, internet and so forth have largely contributed in spreading amongst the masses the viewpoint that they should focus upon the development of the basic literacy skills of reading, writing and arithmetic, in order to make their living efficient. The individuals who are not educated and do not recognize its significance experience dire consequences. In the development of education, media and technology is not just limited to the classroom setting, it is extensive, it makes provision of equal opportunities to learn, and it is so much the part of the real world that to limit its use within the classroom is to limit the ability of the students to compete themselves in the world. The main purpose of this research paper is to understand the role of media in the development of education, the main areas that have been taken into account are, the significance of mass media, tools of media, learning with media and technologies, media in development communication, the effect of media on motivation and the positive effect of media upon the societies. The role of media has been considered important not only in the development of education, but also other areas such as, communication, motivation, social welfare, work opportunities and understanding how to make effective use of technology.

Keywords: Media, Development, Education, Learning, Technologies, Communication, Societies

Introduction

In the present existence, media contributes an important part in the socialization of young people, a phenomenon which has been attaininganimpetus. A large part of the cultural capital of the planet is approved on to them by many kinds of strategies with which they are familiar. This implies a transformation of approach on the part of the various individuals who accompany children and adolescents in their development. Such transformations should make it possible for

them to make this phenomenon apposite by self-education. This is what is to be emphasised upon understanding the role of media in the development of education, whose purpose is to deal at the same time with the means to educate othersto media and toeducate oneself to media, as part of lifelong learning. It recommends the opportunity of a doubleapproach for the user, sometimes in a learner position, and sometimes in a teacher position (Frau-Meigs, 2006).

The media education has become more importantin the training of the teachers, the teachers working in the field of education should not stop with them. Other areas are associated and must be made profoundto the needs of young people, such as caregivers or journalists, producers and broadcasters, and all other media professionals. Taken as a whole, the media makes available to the individuals, the possibility of getting familiarwith the culture of others, the media culture, the family culture, and the school culture in a spirit of dialogue (Frau-Meigs, 2006). The most fundamental part of the role of media in the development of education is that it assists in the recognition of other people's cultures, attitudes, castes, creeds, ethnicities and socio-economic backgrounds so that they should be able to communicate and work with each other in an operative manner.

The Significance of Mass Media

The significance of mass media has been depicted in numerous areas and these would in turn contribute in enhancing educational opportunities amongst the individuals: (Nasir, 2013).

Entertainment - The original awareness behind the creation of various kinds of media was to make provision of entertainment to the masses. Radio, television, cinemas and magazines spend most of their resources directing on entertaining sources and programs. The individuals listen to radio programs, watch television shows, movies and other programs to entertain themselves as well as to acquire knowledge. Due to the increase inthe population and development of lifestyle, the demand for more entertainment is increasing. Magazines, newspapers and articles also make provision of knowledge as well as entertainment for the individuals, who mostly take pleasure in reading. Every year billions of dollars are traded in the entertainment industry.

News and Current Affairs – One of the major duties of media is to make people aware and incur knowledge within their mind-sets about news and current affairs. In higher educational programs, it is very important for individuals to possess information about news and current affairs. News and current affairs include all important areas such as, weather, politics, war,

health, finance, science, fashion, technology, diet and nutrition, crime and violence, education, industry, business, management, employment opportunities and so forth. There are individuals who are interested in acquiring knowledge about more than one field, hence, they mainly obtain access to three major sources of media, which are radio, television and various kinds of magazines and articles.

Political Awareness –Media is considered to be the chief of the political system. Honesty is an important aspect that should be present, if media plays its part in an honest manner, then it will certainly render a proper contribution in the building of the nation. It plays a great role in building a relationship between common man and the leaders. All kinds of information and details regarding major political situations, decisions, developments and scenarios are communicated to the individuals through the media. In this manner, the individuals are able to understand their rights and duties in a better way and make improved decisions.

Education - The power of media is regarded to be widespread and massive, it can be utilized in an efficient manner to educate people with less cost. In leading to improvement in the field of education, it is important that the number of students within the classroom should be adequate, which can be manageable by the teacher, there should be provision of teaching-learning materials and one of the fundamental areas is usage of technology, as technology arouses interest and enthusiasm in the mind-sets of the students to learn. Therefore, the role of media is significant in the development of education.

Public Announcements - Various authorities, organizations and agencies utilize the power of media to spread informative messages to the public. This may include warning against a storm or an epidemic, delay in arrival or departure of flights and trains, and so forth. In some cases, it is legally binding to publish notices in newspapers like tenders, change of property ownership, and so forth. Therefore, media plays a fundamental role in making public aware about various messages and notices.

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medical and health care services, technology, business, management, administration and so forth. There are numerous kinds of newspapers and magazines, which provide abundant information on various issues and problems. Individuals who are not able to access the internet are able to obtain information through newspapers and magazines.

Television –Television is considered to be the major source of entertainment.Individuals watch movies, serials and other programs on television and acquire information. There are numerous kinds of programs on television, that contribute in making provision of knowledge on various areas such as education, relationships, how to communicate, respect for the elderly individuals, promote proper growth and development of the children, form appropriate terms and conditions at the workplace and within the community, and through television programs and cinemas, individuals acquire knowledge about how to present themselves in an adequate manner.

Radio – The radio is a source of media, which normally people listen to, in most cases, it is the electronic medium of communication, it is also the first with the news like newspaper and has several news bulletins within 24 hours.

Internet – Internet has influenced the lives of the individuals not only in India but in all the countries of the world on the wide range. Individuals are able to access information on each and every issue and concern on the internet at any time. The internet facilities largely contribute in making provision of information to the individuals even in buying and selling of products and services. Individuals are largely depending upon the internet to carry out all kinds of day to day activities and functions.

Advertisements – It is considered to be the part of mass media. The main purpose of the advertisements is to generate awareness amongst the individuals about various products and services. Market of the advertisements have been developed to such an extent as one is able to observe an advertisement within the time of one minute. In the present world, there have been creation of advertisements on television, radio, magazines, newspapers and even books about various products and services.

Learning with Media and Technologies

Computer-based cognitive tools have been purposefullymodifiedandestablished to purpose as knowledgeableassociates to support and smooththe critical thinking and higher order learning. Examples of cognitive tools include, databases, spreadsheets, semantic networks, expert systems, communications software such as, teleconferencing programs, on-line collaborative knowledge

construction environments, multimedia or hypermedia construction software, and computer programming languages. In the cognitive tools approach, media and technology are provided directly to the learners to utilize them for signifying and articulatingall the information that they possess. Learners themselves function as designers making use of media and technology as tools for analysing the world, accessing and interpreting information, organizing their personal knowledge, and representing what they know of others (Reeves, 1998).

The foundations for making use of software tools for development of education have been stated as follows: (Reeves, 1998).

The learning environment is required to be positive and favourable, when individuals are taught how to make use of the software. When individuals are acquainted with various forms of media and technology, they may find the concepts difficult, but the creation of favourable learning environment assists them in understanding of the concepts in an adequate manner.

Cognitive tools empower the learners in designing their own representations of knowledge rather than absorbing representations that is preconceived by others. When learners have learnt how to make use of media technology, they create their own learning environment in order to improve their knowledge and skills.

Cognitive tools assist in the development of reflective thinking that is vital for meaningful learning.

Cognitive tools have two kinds of significant cognitive effects, those which are withthe technology in terms of logical associations and those that are ofthe technology in terms of the cognitive remainder that is present after the tools are being used.

Cognitive tools permitawareness, consciousness, responsiveness and stimulates learning rather than undertaking the uncomplicated learning but it is the one which is rarelyrecognized by the other instructional innovations.

The source of the jobs or difficulties to which cognitive tools are applied should be learners, directed by the teachers and other resources in the learning environment. The teachers within the learning environment are the ones who should possess effectual knowledge and significance about how to make use of media technologies in order to enhance learning. They are the ones who assist the learners in making use of media technology in order to facilitate learning.

Making use of multimedia construction programs as cognitive tools normally engages the learners in developing numerous skills and abilities, such as, project management skills, research

skills, organization and representation skills, presentation skills, writing skills, and reflection skills. In any educational institution or a training centre, individuals are required to develop these skills to perform well in their courses and programs and to achieve good grades. Reading and understanding the concepts does improve academic knowledge, but it is vital to make use of the academic knowledge in tasks such as organizing, presenting, researching, writing and reflecting.

Media in Development Communication

Media contributes an important part in the development communication through transmission of knowledge, providing forum for the debateover issues, teach ideas, skills for animproved lifestyle and generate a base of consensus for the consistency of the state. From the early stages of the introduction of the media in India, various endeavours were made to exploit their potential for development purposes. The history of development communication in India can be traced to 1940's when radio broadcast was implemented in different languages to promote development communication through various programmes, like, Programs for Rural Audience, Educational Programs and Family Welfare Programs. In the present existence, television in the country is also used as a medium for social education, defence against unawareness and responsiveness amongst the people, through is difference programs like Educational Television (ETV), Countrywide Classroom (CWC), Teleconferencing and so forth. Experiments in Satellite technology has been directed in recent yearsto bring about transformation and development (Chaudhary, 2011).

New Technologies have also been put into operation into thoughtfulutilization for the purpose of development communication. New technologies like mobile, website and internet are interactive in nature. Interactivity, instant feedback and encouragementability are used to involve theindividuals belonging to all backgrounds into the process of development. In the present existence, government has different websites and call centres that make provision of instant information or provide answers to the questions concerning development. Right from its beginning, development communication has been pursued by all kinds of media, both traditional and new;however, it had been put into more theoretical use. Its possibilities, people's modification of demand and opportunities have not been met to its limit to obtain acomplete success. Both the strengths and the weaknesses of the media, message and access of the people to these mediums should be measuredin order to attainaccomplishment in the real intellect and not only through using pen and paper (Chaudhary, 2011).

The Effect of Media on Motivation

Learning that involves the use of media includes, CD ROMs, internet, distance learning, or virtual reality. It requires categorical memory and requires less intrinsic motivation. In the traditional forms of education, when there was no prevalence of media, then in this case, the students were required to experience several challenges in order to make the traditional type of learning work. When the usage of computers and internet was not common, then the individuals had to struggle through the libraries and various places in search for books in order to improve their learning. Children belonging to the socio-economically backward sections of the society and marginalized groups, normally visit computer centres in order to obtain access to the internet. Internet is regarded to be the fundamental area that makes provision of knowledge in all subject areas (The Importance of Media in the Classroom, 2003).

The weaknesses in English language are normally experienced by the people belonging to disadvantaged groups. English language learners require visual stimulus to assist them to process and store the information that comes from words. They often do not have the language attainment skills in English to accumulate a great deal of discussion in a way that can be effortlesslyregained when required. Semantic information, i.e., words, facts, and namesare stored in the semantic memory system, the least operative of the memory systems of the brain (The Importance of Media in the Classroom, 2003). Therefore, there are individuals who do not possess sharp English language skills and in the present existence, English is regarded to be a language that individuals should learn to speak and understand, therefore, media contributes in the motivation of the individuals to learn the English language skills.

The Positive Effect of Media upon the Societies

The three main areas, where media can have a positive impact upon the societies have been stated as follows: (Media Development's Role in Social, Economic and Political Progress n.d.).

Governance Impact – Corruption, dishonesty and exploitation have a negative impact upon the society. These problems give rise to poverty and income inequality. There has been a contribution of media in the reduction of the problems of corruption, dishonesty and exploitation. A free press interprets the exploitation which takes place in the private and public sector. It observes the government officials and lead to an increase in the knowledge of the voters,

allowing voters to hold the individuals that areresponsible for promoting exploitation and the politicians are required to lead to a decline in corruption.

Economic Impact – The resources are required to get allocated on an equal basis. For the appropriate development of the country, it is vital that resources should be made available in areas and to the individuals on an equal basis, so that there should be growth and development in all areas of the country. A free and an independent press can provide information and monitoring to the economic policy development process leading to more productive economic policies. It can also lead to a reduction in political risk and increase good governance. Good governance is an imperative factor to lead to strong economic development.

Social Impact - For the development to be fair and manageable, the citizens must prolifically contribute in the resolutions that form their lives. Involvement requires an informed citizenry. A free and an independent media makes availableappropriate and pertinent information to the citizens allowing them to bring about a transformation in their personal behaviour and to demand enhanced social standards for the society.

Conclusion

There have been number of areas in which the significance of mass media is being recognized, these are entertainment, news and current affairs, political awareness, education and public announcements. In enhancing all these areas, it is important that media should play an important part as it spreads information amongst the masses. The important tools of media are, newspaper and magazine, television, radio, internet and advertisements. These tools contribute in making individuals aware of various kinds of educational institutions and programs. For instance, newspapers, magazines display advertisements which makes the individuals aware about all the institutions and programs. Television and radio are regarded to be the means that communicates various kinds of information to the individuals about educational programs. Internet is regarded to be the most fundamental areas that not only provides information about educational institutions, their locations, programs and other kinds of related information but they also provide information about the concepts and other information required in any field or area.

The impact of media upon the societies has been in three major areas, these are governance impact, economic impact and social impact. In the proper governance of any organization, agency, a society or the entire nation, media plays an important part in curbing the problems of corruption and dishonesty. Economic development is considered to be an important

area of the individual, in order to enhance ones economic development, an individual is required to work hard and possess comprehensive awareness about current affairs, their fields of interest, employment opportunities that are available to them in the society and so forth. The individuals are required to possess appropriate behavioural traits, morality and decency, in order to implement effective social impact.

There are number of individuals belonging to underprivileged, disadvantaged, marginalized and socio-economic backward sections of the society, whose literacy skills are not very well developed. These individuals do have access to various forms of media such as television, radio, they are able to read newspapers and magazines also in most cases and acquire information to develop their status and wellbeing. Therefore, it can be stated that media has a major role to play in the enhancement of knowledge and awareness amongst the individuals belonging to all categories and backgrounds.

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ROLE OF MEDIA IN THE DEVELOPMENT OF EDUCATION
Dr.Rajesh N M

Abstract

The role of media in the development of education has been imperative. It has played an important part in influencing the underprivileged and the socio-economic backward sections of the society in recognizing the significance of education. Various forms of media such as newspapers, television, radio, internet and so forth have largely contributed in spreading amongst the masses the viewpoint that they should focus upon the development of the basic literacy skills of reading, writing and arithmetic, in order to make their living efficient. The individuals who are not educated and do not recognize its significance experience dire consequences. In the development of education, media and technology is not just limited to the classroom setting, it is extensive, it makes provision of equal opportunities to learn, and it is so much the part of the real world that to limit its use within the classroom is to limit the ability of the students to compete themselves in the world. The main purpose of this research paper is to understand the role of media in the development of education, the main areas that have been taken into account are, the significance of mass media, tools of media, learning with media and technologies, media in development communication, the effect of media on motivation and the positive effect of media upon the societies. The role of media has been considered important not only in the development of education, but also other areas such as, communication, motivation, social welfare, work opportunities and understanding how to make effective use of technology.

Keywords: Media, Development, Education, Learning, Technologies, Communication, Societies

Introduction

In the present existence, media contributes an important part in the socialization of young people, a phenomenon which has been attaininganimpetus. A large part of the cultural capital of the planet is approved on to them by many kinds of strategies with which they are familiar. This implies a transformation of approach on the part of the various individuals who accompany children and adolescents in their development. Such transformations should make it possible for them to make this phenomenon apposite by self-education. This is what is to be emphasised upon understanding the role of media in the development of education, whose purpose is to deal at the same time with the means to educate othersto media and toeducate oneself to media, as part of

lifelong learning. It recommends the opportunity of a doubleapproach for the user, sometimes in a learner position, and sometimes in a teacher position (Frau-Meigs, 2006).

The media education has become more importantin the training of the teachers, the teachers working in the field of education should not stop with them. Other areas are associated and must be made profoundto the needs of young people, such as caregivers or journalists, producers and broadcasters, and all other media professionals. Taken as a whole, the media makes available to the individuals, the possibility of getting familiarwith the culture of others, the media culture, the family culture, and the school culture in a spirit of dialogue (Frau-Meigs, 2006). The most fundamental part of the role of media in the development of education is that it assists in the recognition of other people's cultures, attitudes, castes, creeds, ethnicities and socio-economic backgrounds so that they should be able to communicate and work with each other in an operative manner.

The Significance of Mass Media

The significance of mass media has been depicted in numerous areas and these would in turn contribute in enhancing educational opportunities amongst the individuals: (Nasir, 2013).

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Learning with Media and Technologies

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