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EDITORIAL



Dear Readers,

G20 recognizes the importance of gender equality and empowerment of women for promoting sustainable and inclusive economic growth of the nation. It promotes policies that support women's participation in the labour market and access to financial resources. The National Education Policy 2020 focuses on various aspects of education, including access, and quality and it also addresses gender-related issues in education. Gender-sensitive curriculum that challenges stereotypes is also mentioned in NEP 2020. In this context, quantitative research fails to capture the complexity of human experiences but qualitative research allows researchers to delve into the intricacies of human experiences, perceptions, and emotions. This issue focuses prominently on qualitative research in education. Prof. Krishnan Chalil & Md. Asraul Haque highlights the development of education loans in higher education. It also encompasses beneficiaries' perceptions of the condition required to qualify for loans. This paper shows that among the various regions, the southern Region has seen the highest in terms of the number of education loan accounts and amount of education loans. In spite of the increasing demand for higher education in India, the study reveals that in Kerala and India, the education loan disbursement fell from 2016-2017 to 2018-2019. A true education work on the principles of integration and harmony of head, hand, and heart (3Hs). Dr. Soya Mathew expresses her views on how the lack of integration can make it difficult for students to grasp the content both inside and outside the classroom. She emphasizes that mindfulness is an effective practice that can aid students in their journey towards self-actualization. This article centres around the pedagogical strategies of mindfulness that can be implemented in the classroom setting.

One of the articles emphasizes the impact of Pt. Shriram Sharma's educational views on modern education. Nowadays, students are receiving an education that lacks value inculcation and fails to adequately prepare them for life. In this regard, Pt. Shriram Sharma's emphasis on character development and value inculcation proves beneficial for the reformation of society. Dr. Deep Lata Gupta shared her insights on Adult Education and Lifelong Learning in light of NEP 2020. The paper highlights that Adult Education will now be referred to as 'Education for All,' signifying a significant step forward. It further discusses the active involvement of approximately 20 lakh students from teacher education and higher education institutions who serve as volunteers to promote Adult Education. Dr. Jitendra Goyel's paper focuses on female leadership development within the core of G-20 in India. Gender equality and the economic independence of women are identified as major priorities within the G-20 framework. The summit aims to address the challenges faced by women from tribal and rural areas, empowering them by enhancing their skills in handicraft and handloom utilization.

The study conducted by Dr. Kurup & Francis explores the issue of smartphone addiction among parents, specifically from the perspective of children. The main focus of the research is to understand how parental smartphone addiction affects the overall quality of family life according to the children's viewpoint. This aspect sets the paper apart from most other research that typically examines smartphone addiction in children themselves. An interesting finding highlighted in the paper is that fathers exhibit higher mobile phone usage compared to mothers. This insight provides valuable information about the prevalence of smartphone addiction among parents and its potential impact on family dynamics.

Dr. Paleeri & Uma researched Muslim women leaders during India's National Movement. They focused on Haleema Beevi, an unrecognized contributor from Kerala. Despite restrictions on education for Muslim girls, her role highlights their resilience and determination. The study utilized a historical research design, gathering data through interviews, books, and articles authored by Haleema Beevi. The paper underscores the dire state of Muslim women's social and educational life in Kerala during the period from 1900 to 1950.

Sakina Husain's paper centres on the integration of life skills by teachers, as envisioned in NEP 2020. It emphasizes that simply possessing a degree is insufficient for youth to enhance their quality of life. The paper aligns with NEP 2020's objective of education, which

goes beyond cognitive development, focusing on equipping individuals with holistic potential, including life skills. Dr. Rekha's presentation focused on the career development of girls. The paper highlights the unfortunate neglect of education in many countries, particularly in developing nations, despite its significance for progress. This neglect becomes especially critical when considering the realities faced by women. The study points out that vocational and career development studies have predominantly centred around males, often overlooking the needs and aspirations of females. This study points out how gender affects the career development of females and explores the challenges in girls' education. Dr. Meenu emphasizes the significance of social media in education. The paper's findings suggest that while social media can be a powerful educational tool, it also presents several challenges, such as distractions, cyberbullying, and privacy concerns

In their article, Dr. Modi & Swarnika Pallavi discuss the crucial role of teachers in planning and managing the teaching-learning process at the elementary level. The authors identify key competencies that foster a safe learning environment for students. The paper also highlights the importance of equipping institutions to meet the needs of society, thereby establishing a balance between theory and practice. One paper focuses on the National Education Policy 2020 (NEP 2020) and its impact on the status of school teachers. The study emphasizes the significant role teachers play in shaping the minds of the younger generation, aligning with the principles of NEP 2020. The paper extensively discusses topics such as Continuous Professional Development (CPD), tenure of service, appraisal systems, and recognition for school teachers, all of which are crucial aspects highlighted in NEP 2020. Additionally, the paper also incorporates NEP 2020's views on nurturing a balanced personality with an inquisitive mind among students. In their paper, Dr. Singh & Mrs. Sharma offer insights on improving teacher education in India by overcoming challenges and adopting effective strategies. The main focus is to highlight the existing problems in teacher education and propose qualitative reforms. The paper concludes that creating a conducive environment for potential teachers is crucial for their development and success. Prabha Jyoti, a research scholar presented a paper on "Research Ethics". The paper highlights the role of UGC to foster a culture of research in higher education.

We anticipate that the articles in this issue will serve as a catalyst for readers to generate concrete ideas and take constructive actions towards advancing qualitative education and expanding the realm of knowledge. ■

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1

Financing Higher Education Through Commercial Banks Education Loans: A Study of Flows, Trends & Beneficiaries' Perceptions

Abstract

The development of "Education Loan" as a substitute source of finance for higher education in India results from the rising demand for higher education and the Government's financial constraints. Commercial banks have stepped up to finance higher education on a larger scale since the Model Education Loan Scheme was unveiled in 2001. Even though student loans have dramatically increased over time, the programme has encountered several difficulties. This study primarily focuses on the growth and trend in commercial banks' educational loans, as well as beneficiaries' perceptions of the conditions required to qualify for loans for higher education and overall perceptions of educational loans. Both primary data and secondary data were used to support this investigation. Primary data were gathered from 120 randomly chosen State Bank of India education loan borrowers who are currently enrolled in professional education in the three fields of engineering, management, and nursing in unaided colleges in Kerala's Kozhikode and Ernakulam districts.

Keywords: Higher Education, Financing Education, Perceptions, Education loan, Model Education Loan Scheme.

Introduction

The knowledge, skills, and health people have acquired over their lives, allowing them to reach their full potential as contributing members of society, are referred to as human capital. Human capital refers to the production abilities that employees possess. Investment in education creates human capital as a result. One can make more money due to the higher productivity of those who are more educated or trained, which helps build human capital. It is common knowledge that investing in human capital through education guarantees higher rates of economic return in the future due to the rising standard of labour. The education standards of the member nations have been improved via the efforts of international organizations and nations. The fourth Sustainable Development Goal (S.D.G.) of the United Nations calls for all children, adolescents, and adults to be at least minimally literate and numerate by the year 2030. More educational resources are needed in order to achieve these goals.

Additionally, in the era of New Economic Reforms, higher education is viewed as good or “non-merit.” As a result, financing higher education has given rise to several alternative mechanisms, such as education loans, scholarships, and other funding options. Banks and other financial organizations are stepping up to create bankable products for financing higher education. Through further policy announcements, the Reserve Bank of India and Commercial banks are collaborating in India to guarantee access to education for all people in general and underprivileged populations in particular. As a result, the banking industry has played a crucial role in our nation’s financing of higher education.

Significances and Rational of the Study

Alternative forms of higher education funding are being investigated and implemented to address the deficit finance and cost-recovery challenges. One is the increasing acceptance of student loans as a substantial funding source. Remember that student loans have developed into a way for the Government to transfer financial obligations to people pursuing higher education. Commercial banks in India are carrying out the 2000–01 educational loan programme (Indian Banks Association, 2011).

The fact that financial institutions are being used to fund education is therefore intriguing, and a new banking portfolio has resulted as a result. Consequently, it presents a chance for the banking industry to participate actively in human capital growth. A student loan programme

aims to give education to deserving but underprivileged students. It implies that no deserving poor student should be denied enrollment in his chosen courses because of financial hardship. However, there are several disadvantages to student loans. For instance, lenders and borrowers may prefer programmes that have the potential to result in employment. Those who are unable to meet the conditions set forth by lending institutions may not be eligible for educational loans in nations with developing markets for academic credit, such as India. All of these might also have an impact on equity. Almost two decades have passed since our country introduced education loans. The critical question is whether the new education loan scheme successfully provides access to higher education to poor but meritorious students. Are the interest rates and other expenses to avail the facility affordable to economically backward communities? Do the bankers find the loan product marketable without any hassles like N.P.A.? Are the borrowers finding this facility to fulfil their dreams of getting a valuable education and finding jobs? This research project tries to attempt answers to a few such questions.

The importance of the research issue is highlighted by the financial difficulties that the Government and institutions are currently experiencing. The demand for higher education is enormous on the one hand. In contrast, the Government is unable to satiate this desire. A significant portion of the budget should be set aside for higher education in particular, as demonstrated by the demographic dividends witnessed in nations like India. Thus, student loans from financial organizations are becoming more popular among the many alternative sources that augment government efforts to support higher education. In the areas of commercial banks and student loans, there are a lot of studies.

Objectives of the Study

- a) To Analyze the Southern region's growth and trend through commercial banks' Education Loans
- b) To examine beneficiaries' perception about the requirements insisted for availing education loans
- c) To examine beneficiaries' perception about educational loans

Methodology of the Study

On both primary and secondary data, this study is built. Beneficiaries of education loans from Kerala's Commercial Banks provided the primary data needed to analyze the study's goals. We used a two-stage sample methodology to pick the recipients of the student loan payments. The state's higher education institutions are designated in the first phase.

Government colleges, Aided colleges, Universities offering professional courses, and Self-financing/unaided colleges are the different categories of institutions. A few students use Government and aided universities for educational loans, so this study does not apply to them. As a result, the informants are the students who received educational loans from unaided/self-financing colleges. Engineering, nursing, and management were found to be the most popular courses among those for whom student loans are disbursed. As a result, the current study samples are sample borrowers from these three programmes. A random sample of 120 students who were continuing their education loans in the three aforementioned programmes at self-financing colleges was chosen for the study. The sample borrowers were students of institutions working in Ernakulum and Kozhikode districts, two districts of Kerala known for their concentration of unaided higher education institutions. All the sample borrowers were the beneficiaries of the S.B.I. Education Loan Scheme. We have used a structured interview schedule for collecting primary data.

The R.B.I., I.B.A., and other connected websites' reports provided the secondary data needed for the study. A few Bank managers were consulted in order to assess the plan from their viewpoints.

Limitations of the Study

This study is also beset with several limitations. First of all,

- a) The study is confined to the state of Kerala.
- b) The sample borrowers were limited to educational institutions of two districts, and that too very few in number. Secondly, the courses selected for the study are also too limited.
- c) We have included only borrowers from self-financing colleges. Despite these limitations imposed on us, we have made all our efforts to analyze the issue under consideration most scientifically.

Review of Research-Related Literature

The Study by David, Onen et al. (2015) investigated the administration of the student loan programmes in three African nations. It was designed to identify the strengths and weaknesses of such programmes in order to draw lessons for more recent loan programmes, such as Uganda's loan programme, which has been in place for just 1.5 years. Although there are lessons to be learned from older loan schemes, the study was motivated by the persistent difficulties that younger lending schemes face. Data were gathered through a desk study and a literature search. The study came to the conclusion that common issues with student

loan programmes include poor targeting, insufficient administrative controls, and poor collection efforts. The lending schemes, however, can be more efficient and effective if a clear legal framework, rules, and administrative structure are in place. They also benefit from a certain amount of autonomy to minimise excessive political involvement and legal power in the administration of the loan schemes. It should be mentioned that the student loan programme will probably continue to spread throughout Africa as long as there is a need for higher education. However, if Uganda's new student loan programme is inspired by the best practises of other African nations, it may be more effective.

Johnstone (2002) assessed the student loan programmes in several nations, including those in Central America, Europe, and Africa, including the United States, Sweden, Germany, the Netherlands, the United Kingdom, South Africa, and Kenya. Shen and Li (2003) for China, Kim and Lee (2003) for Republic of Korea, Ziderman (2003) for Thailand, Chung (2003) for Hong Kong, and Kitaevetal (2003) for Philippines comment on the experience of student loan programmes in Asian nations.

In a research on student loans in Ghana, Atuahene (2008) noted that for the student loan programme to be successful, policymakers needed to strike a balance between providing aid to deserving students and making the programmes financially viable. To ensure the viability of the programme, a balance should be struck between lowering lenders' risk and student aversion.

Zainal and Ismail (2012) opines that an increase in the cost of higher education and insufficient family income lead the parents to take education loan. The study concludes that in the Malaysian higher education environment, students from private colleges and universities borrowed more than public colleges and universities.

Tilak, J.B.G and N. V. Varghese (1991) thought that Long-term funding higher education primarily using public tax money may not be a desirable course of action. Consequently, some of the alternative policy options are examined, including student loans, graduate taxes, student fees, public funding of higher education, and the role of the private sector. It is asserted that a discriminatory pricing mechanism would be comparatively more effective and equitable than the other options. Even while the Government must continue to bear a significant portion of the burden for paying for higher education due to socioeconomic and political realities, efforts should be made to develop a funding model that incorporates a variety of funding options rather than depending

solely on one. Additionally, it is asserted that laws governing fees and subsidies must distinguish between different levels and types of higher education.

Ismail (2011) conducted research on students' attitudes regarding repaying their student loans in Malaysia's public universities. He used the Theory of Planned Behavior to create a model of students' attitudes toward loan repayment. According to the study, students' attitudes about loan repayment are directly correlated with parental influence and perceived quality.

In a study done in Tanzania, Nyahende (2013) claimed that the Higher Education Students Loans Board's (HESLB) recovery strategies, which include raising public awareness of loan repayment, publishing the names of untraced loan recipients, following up on job postings in print media, and enforcing loan repayment in the minds of student beneficiaries and their employers, lead to successful student loans for funding higher education because it was determined that as student enrollment at institutions of higher learning rises, student loans are playing a growing role in funding higher education.

In his investigation on student loans in Hong Kong, Chung (2003) discovered that the programme was founded on the principles of equality, efficiency, and sufficiency. Students from lower-income families are given more financial aid. The system's aim is to guarantee that no competent student is denied access to higher education due to a lack of funding that satisfies social goals. It's interesting to note that the government's financial support for higher education has not decreased as a result of the student loan programme.

Research Gap

The financing of higher education has always been debated across countries. The literature mentioned earlier reveals that various sources have been used to finance higher education within and outside the country. Public funding for higher education is on the decline. New funding sources such as education loans, graduate taxes, contingent income schemes, and the like are adopted in various countries. In India, however, public funding is the most sought-after method. But, with the increasing demand for funds and the limited availability of resources, governments have directed the universities to raise fees and generate internal resources.

Analysis and Interpretations

Education Loan in Priority Sector

See the circle According to the R.B.I.'s communication RPCD.PLNFS. No.BC.44 /06.12.05/2003-04 dt.04-11-2003, it has been decided that education loans up to the ceilings of Rs. 7.50 lakh for studies in India and Rs. 15 lakh for studies abroad, respectively, as indicated in the Model Scheme, will be counted under priority sector advances in order to encourage banks to lend more to the poor and needy students. Loans to individuals for educational purposes, including vocational courses, up to Rs. 10 lakh, irrespective of the sanctioned amount, will be considered eligible for the priority sector starting in 2015, according to a different circular from the R.B.I. We seek to investigate the allocation of education under the public sector banks' priority sector advances in this perspective. The allocation of loans to priority sectors and education for 2018–19 is shown in Table 1.

Table 1: State-wise Distribution of Priority Sector Advances and Education Loans by Scheduled Commercial Banks -2018-19

(No. of Accounts in absolute terms; Amount in ₹ Crore)

State/Region	Total Priority Sector		Education Loan	
	No. of Accounts	Balance Outstanding	No. of Accounts	Balance Outstanding
Southern Region	57278170	1075234.29	1391900	33972.70
Andhra Pradesh	9452325	194780.44	92299	3387.28
Karnataka	9614160	209922.33	195411	4744.91
Kerala	8578482	163388.67	294479	7957.76
Lakshadweep	2838	39.21	24	0.77
Puducherry	467614	6354.14	12166	273.34
Tamil Nadu	24747427	381227.30	742740	15017.51
Telangana	4415324	119522.20	54781	2591.14

Among the various regions, the Southern Region has seen the highest in terms of the number of education loan accounts and amount of education loans. Tamil Nadu, Kerala and Karnataka have absorbed higher education loans for the last several years.

Commercial Banks and Education Loans

A large part of lending to the education sector in the country has been routed through public sector banks. A recent R.B.I. report disclosed that the share of Public Sector Banks (PSBs) in lending to the education sector is 91.42 per cent. In an increasingly privatizing economy like India, private sector banks' extremely low participation in human capital development through education loans is a matter of serious concern. Among the public sector banks, the State Bank of India (S.B.I.) lends the maximum share of education loans both in terms of the number of accounts and amount.

It is interesting to have a look at the trend and pattern of education loans extended by the S.B.I. for the last few years. Tables 2 and 3 examine the contribution of S.B.I. in financing higher education through education loans both in India and abroad. A review of table 5.11 makes it clear that in Kerala and India, the disbursement of education loan by S.B.I. for Study in India has been falling consistently. The total distribution of education loans in Kerala was ₹.207.73 crores in 2016-17, while it steadily fell to ₹133.82 crores in 2018-19. During the same period, the education loan disbursement fell from ₹2008.42 crores to ₹1609 crores in India. This sharp fall in the distribution of education loan, despite the increasing demand for education loan in a country with a high demographic dividend, need a revisit. The S.B.I., the leader in the disbursement of Education Loan, seems to follow a policy of precaution while granting and disbursing E.L.

Table 2: Sanction and Disbursement of Education Loan by S.B.I. for Study in India

Year	Kerala				India			
	Sanctioned		Disbursed		Sanctioned		Disbursed	
	No. A/cs	Amount (₹Crore)	No. A/cs	Amount (₹Crore)	No. A/cs	Amount (₹Crore)	No. A/cs	Amount (₹Crore)
2016-17	6989	281.42	6767	207.73	49127	2542.28	47616	2008.42
2017-18	4999	219.79	4913	143.64	49360	2756.04	48280	1895.64
2018-19	6608	309.70	6373	133.82	54109	3544.54	52689	1609.08

Source: www.sbi.co.in

Disbursement of education loans for study abroad from S.B.I. showed a positive trend in Kerala. The amount disbursed increased from ₹109.66 crores in 2016-17 to ₹150.79 crores in 2018-19. While in India, the disbursement showed a declining trend. It was ₹1697.71 crore in 2016-17 but fell to ₹.1465.36 crore in 2018-19.

Table 3: Sanction and Disbursement of Education Loan by S.B.I. for Study Abroad

Year	Kerala				India			
	Sanctioned		Disbursed		Sanctioned		Disbursed	
	No. A/cs	Amount (₹Crore)	No. A/cs	Amount (₹Crore)	No. A/cs	Amount (₹Crore)	No. A/cs	Amount (₹Crore)
2016-17	861	151.10	820	109.66	11941	2546.11	11169	1697.71
2017-18	842	183.39	801	112.37	10154	2456.29	9719	1536.13
2018-19	1465	362.39	1383	150.79	13025	3430.85	12439	1465.36

Source: www.sbi.co.in

Borrowers' perception about the requirements insisted for availing E.L.

Any borrowings from financial institutions need some formalities. For education loans also, the banks insist on specific documentation. When an enquiry was carried out among the sample loan beneficiaries and the details are provided in Table 4. The table shows that about 69.2 per cent of the borrowers feel the requirements insisted by the banks are reasonable. Only 9.2 per cent of them find the conditions difficult to meet by them.

Table 4: Opinion of borrowers about the formalities of getting an education loan

Opinion	Frequency	Percent	Cumulative Percent
Less than expected	9	7.5	7.5
Reasonable	74	61.7	69.2
Excessive	26	21.7	90.8
Difficult to meet	11	9.2	100.0
Total	120	100.0	

Source: Sample Survey

Beneficiaries' Perceptions about Education Loans and its characteristics

The major motto of the Education Loan Scheme is to provide financial support to meritorious but economically poor households to carry out their preferred education programme. Since its floating, the education loan scheme has been found to be one of the commercial

banks' most sought-after loan portfolios. The scheme was introduced keeping in mind many avowed objectives. It is interesting to examine the stakeholders' perceptions about these features of this loan product. Here we use perception analysis for this purpose. Perception is the way in which something is regarded, understood or interpreted by the beneficiary group. It is the way one thinks about or understands someone or something. This analysis is of high usefulness, and hence it is attempted.

In order to analyze the perceptions of the education loan borrowers about the characteristics of education loans, a Likert-type scale has been used. Twelve statements were provided, and the sample beneficiaries were asked to use a five-point scale to mark their agreement or disagreement to each of these statements. The five-point scale ranges from Strongly Agree (5 points) to Strongly Disagree (1 point), and borrowers were asked to rate their opinion towards these statements. Table 5 provides a snapshot of the perceptions of the borrowers about the given statements.

Table 5: Perceptions of Education Loan Borrowers (figures are in percentages)

Sl No	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	E.L. is to be seen as an investment in human capital formation	64(53.33)	35(29.17)	15(12.5)	5(4.16)	1(0.83)
2	E.L. is introduced to reduce subsidy earmarked for education	46(38.33)	37(30.83)	13(10.83)	14(11.67)	10(8.33)
3	E.L. borrowers generally anticipates loan waiver	30(25.00)	35(29.17)	11(9.17)	26(21.66)	18(15.00)
4	Weaker sections won't get increased access to education without E.L.	28(23.33)	38(31.67)	23(19.17)	19(15.83)	12(10.00)

5	E.L. helps the meritorious but economically weaker students to realize their dream of higher education	16(13.33)	38(31.67)	21(17.50)	35(29.17)	10(8.33)
6	Interest rate of education loan is affordable	30(25.00)	38(31.67)	20(16.67)	27(22.50)	5(4.17)
7	Fearing N.P.A., the Bankers discourage E.L. borrowers	24(20.00)	44(36.67)	10(8.33)	25(20.83)	17(14.17)
8	Political and other influences are necessary to get E.L.	4(3.33)	13(10.83)	15(12.50)	59(49.17)	29(24.17)
9	I will repay E.L. only when I get a permanent government job	20(16.67)	41(34.17)	13(10.83)	31(25.83)	15(12.50)
10	Do you subscribe to the view that "E.L. is a preferable alternative to traditional financing of higher education in our country"?	11(9.17)	24(20.00)	13(10.83)	55(45.83)	17(14.17)
11	E.L. interest should be charged according to the economic status of borrowers	7(5.83)	21(17.5)	16(13.33)	65(54.17)	11(9.17)
12	Those who promptly pay E.L. should be given some incentives like interest subsidy	20(16.67)	64(53.33)	16(13.33)	14(11.67)	6(5.00)

Note: Figures in brackets are percentages to row total

Source: Sample Survey

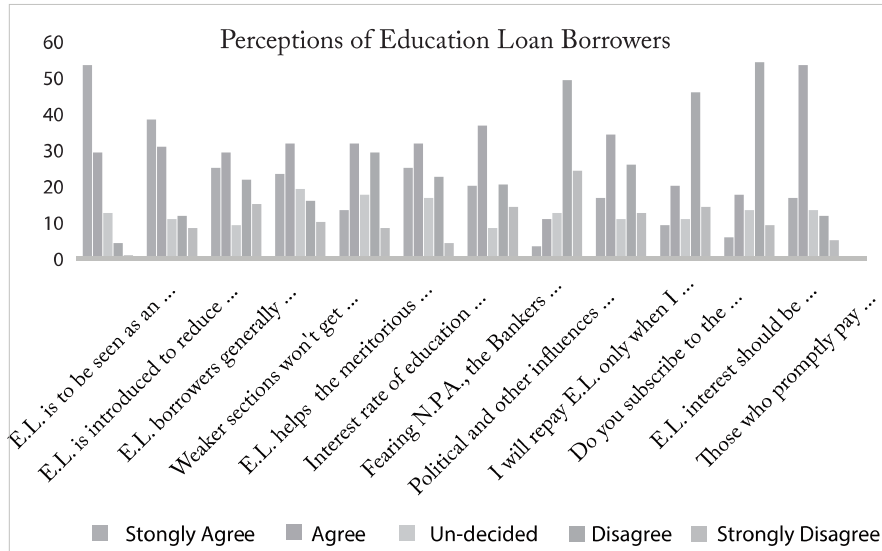


Fig 1: Perceptions of Education Loans Borrower

Let us now discuss the perception of the sample borrowers about various statements given.

(a) E.L. is to be seen as an investment in human capital formation

Education is key to human capital formation is an accepted norm everywhere. So, the provision of education in general and higher education, in particular is paramount in all countries, especially developing countries like India. But, the financial considerations and increasing demand for funds from other sectors have constrained many governments' ability to earmark a sizeable portion of their total educational allocation. This has led to experimenting with many different ways of financing higher education, and education loan have become one of those innovative mechanisms. The sample beneficiaries were sought to express their agreement or disagreement in this regard through a statement that "education loan is to be seen as an investment in human capital formation". The information in this regard shows that 53.33 per cent strongly agree with the statement, and another 25.17 per cent agree. That means 78.50 per cent of the total sample beneficiaries view education loans as an investment from their part to develop human capital.

(b) E.L. is introduced to reduce subsidies earmarked for education

Another argument for the introduction of education loans is that the Government wants to reduce the subsidy for all sectors including education. When the contributions are reduced, it will affect the allocation of funds to such sectors. As a solution to offset the shortfall in allocation to the education sector, education loan is suggested to a certain extent. To understand the beneficiaries' perception in this context, we asked them to mark their level of agreement or disagreement to the statement, "education loan is introduced to reduce subsidy earmarked for education", 38.33 per cent strongly agreed to the statement. Similarly, 30.38 per cent agreed to this statement.

(c) E.L. borrowers generally anticipate loan waiver

To the statement that "education loan borrowers generally anticipate loan waiver", one-fourth of the respondents strongly agreed, while 29.17 per cent agreed. The increasing N.P.A. of education loans and the reluctance of the bankers to promote education loans are to be seen in this background. The culture of loan waiver and writing off has been a custom in our country for the last several decades. Anticipating such a waiver for education loans is rampant among the borrowers is a matter of serious concern.

(d) Weaker sections won't get increased access to education without E.L.

The motto of the Government in an era of inclusive development is that the weaker section should not be denied of education opportunities. In a situation of mushrooming growth of private unaided professional colleges, only those who have the capacity to pay the high fee could get admission. This will exclude the poor and weaker sections from accessing higher education. Whether education loan is a panacea to this cause is to be understood. So, we have placed a statement that "Weaker sections won't get increased access to education without education loan" and asked the sample respondents to mark their level of agreement or disagreement. The information showed that 23.33 per cent strongly agreed and 31.67 per cent agreed to this statement. It means that around 55 per cent feel that weaker sections could not get access to education without the provision of education loans.

(e) E.L. helps the meritorious but economically weaker students to realize their dream of higher education

The fundamental objective behind evolving a model Education loan scheme in India is the provision of financial assistance to the poor and needy to carry out higher education/professional education on reasonable terms. The crux of the policy is that no deserving student is denied an opportunity to pursue higher education for want of financial support. Keeping this aim in mind, the sample borrowers were given a statement that, “E.L. helps the meritorious but economically weaker students to realize their dream of higher education” and asked to mark their level of agreement or disagreement. The result shows that only 13.33 percent strongly agreed to this statement, while about 31.67 per cent agree to the statement. The proportion of disagreed group doubts this statement was 37.5 per cent.

(f) Interest rate of education loan is affordable

Providing education loans at reasonable interest rates is another important aspect of the education loan scheme. This is the main reason it is included in the priority advances category. Information was elicited from the sample borrowers through a statement that the “Interest rate of education loan is affordable”. To this statement, 56.67 agreed, meaning the interest rate charged for education loan is affordable to most sample borrowers.

(g) Fearing N.P.A., the Bankers discourage E. L. borrowers

The cooperation of bankers is a prerequisite for the success of any government scheme. In the context of the increasing amount and percentage of N.P.A. of education loans, we have stated, “Fearing N.P.A., the Bankers discourage E.L. borrowers” to the sample borrowers for their agreement or disagreement. It was revealed that about 20% strongly agreed, and 36.67 agreed with this statement. The literature survey has also brought out such a revelation that banks are discouraging education loan borrowers.

(h) Political and other influences are necessary to get EL

Getting a loan from the bank requires many qualifications, including recommendations from politicians or other influencing factors. In this background, knowing from the experience of the sample borrowers, a statement such as “Political and other influences are necessary to get E.L.” was given to mark their agreement or disagreement. It is clear from their opinion that about 24.17 per cent strongly disagreed and 49.17 per cent disagreed with this statement. It means that the

borrowers need not approach the influential members of society to get an education loan from the bank.

(i) I will repay E.L. only when I get a permanent government /private salaried job

Repayment of education loans is a ticklish issue, as seen from the increasing proportion of N.P.A.s. In repaying a loan, the borrowers' mindset is essential. The Model Education Loan Scheme envisage that loan repayment should start after completing one year of the course or getting a job, whichever is earlier. In this context, to understand the borrowers' view on repayment of their loan, a statement was given, such as "I will repay E.L. only when I get a permanent government job", for their level of agreement or disagreement. It was seen that about 16.67 per cent strongly agreed to this statement, while 34.17 per cent agreed to. It means the borrowers are mentally prepared to repay education loans only after getting a permanent government or private sector job.

(j) Do you subscribe to the view that "E.L. is a preferable alternative to traditional financing of higher education in our country"?

Education loan is considered as an alternative to the traditional way of financing higher education. The policymakers suggested education loans as a viable alternative to meet the increasing demand for higher education in the context of decreasing government allocation to this sector. When the sample borrowers were asked to comment on their views on this statement, only 9.17 per cent strongly agreed, and 20 per cent agreed. It means that most of the sample beneficiaries did not feel that an education loan was a genuine alternative to the conventional way of financing higher education.

(k) E.L. interest should be charged according to the economic status of the borrowers

Currently, education loan is sanctioned to all borrowers at the same interest rate. The economic backgrounds of the borrowers are not considered for this purpose. In this context, the sample borrowers were asked to express their level of agreement or disagreement to the statement that "E.L. interest should be charged according to the economic status of borrowers", only 5.83 per cent strongly agreed, and 17.5 per cent agreed. It means that most borrowers do not subscribe to charging a different interest rate for the same loan for other borrowers.

Those who promptly pay E.L. should be given some incentives like interest subsidy

In order to promote the repayment of education loans, several measures are adopted by bankers. In this connection, we placed a statement such as “Those who promptly pay E.L. should be given some incentives like interest subsidy” for the opinion of the borrowers. Among the borrowers, 16.67 per cent strongly agreed, and another 53.3 per cent agreed to such a proposition.

What would have happened if you would not have received E.L.?

One of the exciting questions posed before the respondents were, “what would have happened if they would not have received an education loan?”. To this question, 63.3 per cent of the sample respondents opined that ‘they would change their course of study. This answer reiterates the importance of education loans in ensuring the most desired course of study among higher education aspirants. About one-fourth of the respondents replied that they would not have joined for any course is also secondary support to the education loan system. This information is provided in Table 6.

Table 6: Role of Education Loan in deciding whether to study or not

Opinion	Frequency	Percent	Cumulative Percent
Would not study	31	25.8	25.8
Change my programme of Study	76	63.3	89.2
Would not finish my programme	7	5.8	95.0
No effect	6	5.0	100.0
Total	120	100.0	

Source: Sample Survey

Recommendations & Conclusions

The R.B.I., I.B.A., and other connected websites’ reports provided the secondary data needed for the study. A few Bank managers were consulted in order to assess the plan from their viewpoints.

Given that India’s banking industry is well developed, commercial banks from both the public and private sectors should step up and offer loans to help pay for higher education.

There should be a rigorous investigation into the unequal distribution of student loans among the states and regions. States in south India account for the majority of loan accounts and loan amounts. In comparison, the percentage of larger states like Uttar Pradesh, Bihar, and Madhya Pradesh is not in line with their population.

Under priority sector lending standards, there should be an obligatory portion for education loans in order to secure a steady flow of cash from the banking sector to finance higher education.

Despite the prospects in the education sector, the expansion of the portfolio of student loans has been modest. Higher delinquencies faced by banks and the lack of specialist lending institutions in this market could be a significant contributing factor. The decision-makers should seriously consider these restrictions.

Many bankers believed that different tracking methods should be employed in other nations because it becomes challenging for banks to find and pursue students after the course and the moratorium period.

The recipients were found to have relatively little knowledge of the various loan features. Therefore, before approving the loan, bankers should provide the applicants with sufficient awareness-raising training.

It is clear that most borrowers still believe that taking out an education loan is not an excellent way to pay for college. The plan needs to be adjusted to meet the clients' needs better.

Those who cannot afford tuition and other costs can borrow money to pay for their higher education through a loan programme supported by public funds or the banking system and repay the loan when they can later take advantage of better job prospects and higher earnings due to their qualifications. According to economists and others who support loans as a cost-sharing strategy, financing higher education through loans will allow people unable to pay for tuition and other costs to continue their studies. Such a policy approach is also visible in the Indian setting. Because the sum of private and public benefits are almost always equal, education is no longer a public good or merit good; according to the Ministry of Finance's Discussion Paper, there is a strong case for shifting the student burden. In an April 2000 study, the Prime Minister's Task Force on Education made a case for full-cost recovery in higher education, among other things. According to the research, parents and students should be responsible for paying for higher education costs, and the federal and state governments should only fund academic disciplines that are not market-oriented.

Because higher education is an efficient private investment and it was reasonable to expect students and graduates to contribute to the cost of their education by repaying loans after they had graduated from university, many countries around the world, including India, have adopted student loans as an alternative source or supplementary mechanism of higher education financing. When analyzing the Model Education Loan Scheme that the Indian Banks Association created in

2001, the basic framework must be taken into account. Since this concept was proposed in our nation, almost two decades have passed. Therefore, one must consider the program's success in achieving the educational goals of deserving but impoverished students. They have no choice but to receive loan aid in our rapidly privatised higher education system.

Scope for further research

Education Loans and their suitability in developing countries is a goldmine of research. This small project has touched upon some micro-level aspects of the loan. So, there is enough Scope for future research in this area; a list of potential locations for further investigations is given here.

- a) Role of Education Loans in improving Higher Education Enrolment in India
- b) A Study of Drop-outs and Wastage among the Education Loan Beneficiaries
- c) Can Education Loans address the Demographic Dividend of India?
- d) Role of NBFCs in Education Loans in India
- e) Role and Scope of the Co-operative sector in the Education Loan segment in India
- f) Impact of Education Loans on Marginalized Communities
- g) Repayment Behaviour of Education Loan Borrowers
- h) Sustainability of Education Loan in India-A Study
- i) A Study to address the Increasing Level of N.P.A. of Education Loans
- j) Inter-state Disparity in Education Loan and its impact on Enrolment

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Mindfulness for a Holistic Development of the Learner: Pedagogical Strategies and its Benefits

Abstract

UNESCO has identified various tensions and crises of the modern society and suggested four pillars to be constructed for strengthening the education system. These pillars are: Learning to know, Learning to do, Learning to live together, and Learning to be. Education is the process of empowering learning or the acquisition of knowledge, skills, values, beliefs, attitudes and habits. The important aim of education is the transformation of behaviour which ultimately leads to a self-actualized personality of the learner. In the modern world, learners are subjected to a lot of stress and many distractions which takes them away from fulfilling the objectives of proper education. Every person has to be educated to adjust themselves with the tempo of the present day civilized life of the society. Due to the non-capability of integration, students find it difficult to focus and learn the content matter inside and outside the classroom. Here comes the importance of Mindfulness. It is one of the effective practices which helps the individual to move towards self-actualization. It is a lifestyle for being at the present moment. Mindfulness, can be practised by anyone. Learners can be introduced to this process right from the classrooms. The pedagogical strategies of Mindfulness which can be practised in the classroom situation helps the learners to move from chaos to equilibrium of mind, body and soul. This article focuses on pedagogical strategies which lead the learners to grow towards integration through Mindfulness.

Keywords: *Mindfulness, Pedagogical Strategies, Classroom Situation, Equilibrium of Mind.*

Introduction

International Commission (Delors Commission) on Education for 21st Century in its report “Learning: A Treasure Within” UNESCO has identified various tensions and crises of the modern society and suggested four pillars to be constructed for strengthening the education system. These pillars are: Learning to know, Learning to do, Learning to live together, and Learning to be. These pillars have to be strengthened by improving the quality of education in the present century. Education is the process of empowering learning or the acquisition of knowledge, skills, values, beliefs, attitudes and habits. The important aim of education is the transformation of behaviour which ultimately leads to a self-actualized personality of the learner. Quality education promotes the all-round development which encompasses all the dimensions of the personality like physical, mental, emotional, cognitive, social and spiritual. The present world is very dynamic and fast changing. As a result, the learners are subjected to a lot of stress and chaos which takes them away from fulfilling the objectives of proper education. Every person has to be educated to adjust themselves with the tempo of the present day civilized life of the society in other words ‘Learning to be’. This situation brings forth the need of developing more integrated personality through educational strategies for the betterment of the individual as well as the society. Here comes the importance of Mindfulness, since it can be practised by anyone who focuses on action that leads to a peaceful life.

Objectives

The objectives of the study are given below:

- 1) Bring out the meaning and importance of Mindfulness in modern day education
- 2) Explain the pedagogical strategies of Mindfulness which helps in the wholistic development of the learner
- 3) Explore the benefits of Mindfulness in classroom teaching and learning

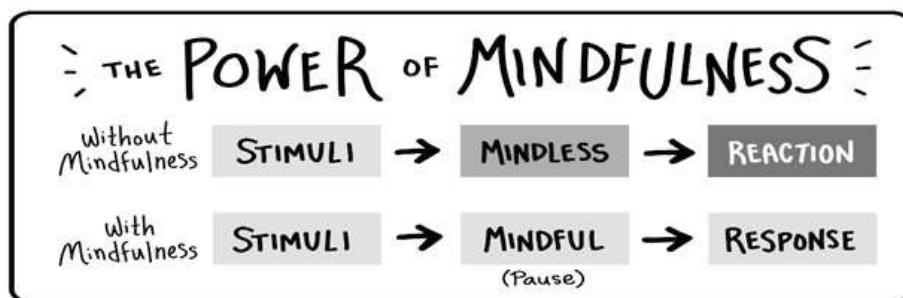
Mindfulness- for “Learning to Be”

The stress and strain of day-to-day activities divides and estranges the mental capabilities of human beings. The effectiveness and achievement of any action depend on the attention given and the input of mental and physical energy in to the action. Due to the non-capability of integration, students find it difficult to focus and learn the content

matter inside and outside the classroom. The best remedy for this problem is practicing Mindfulness in the classroom environment itself. That could help the learner to “BE” as him/herself and live an authentic life with satisfaction.

Mindfulness is living in the present and being aware of the present self. It is a simple way of relating to experiences with an open mind. This process has long been used to lessen the sting of life’s difficulties, especially those that are self-imposed. It is a skill that allows the individual to be less responsive to what is happening in a particular, current moment. It is a way of connecting to all experience—positive, negative and neutral—such that the overall misery is reduced and the sense of well-being increases. To be mindful is to wake up, to recognize what is happening in the existing moment.

The term Mindfulness is an English translation of the Pali word *sati*. Pali was the language of Buddhist psychology 2500 years ago and Mindfulness is the core teaching of this tradition. *Sati* connotes awareness, attention and remembering. In other words, it denotes the retention and recollection which forms an essential part of being consciousness through the senses correlate with thoughts. Brown and Ryan (2003) define awareness and attention under the canopy of consciousness: Consciousness incorporates both awareness and attention. Cambridge dictionary defines awareness as knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience.

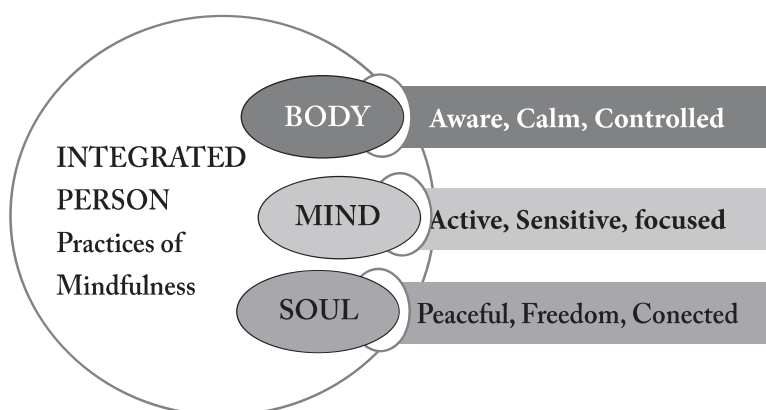


Attention comes after awareness and it includes focusing on something particular. When it comes to Mindfulness, awareness and attention comes to consciousness with openness to the experience. It is non-judgmental at the same time it is very subjective to the person. It involves memories but not talking to the past, but holds the person in the present itself.

Various Aspects of Mindfulness

Mindfulness consists of common aspects irrespective of time and subject on the practice continuum. It is grounded on the person's attention and awareness or consciousness of a particular moment in life, that leads to the openness towards the experience without any judgements. The practice of Mindfulness helps the individual to be non-reactive to the situation but to be proactive in life. This does not mean that the person become detached from their emotions and circumstances. On the contrary, the person gets involved in the experience fully and completely with enjoyment. Given below are the various aspects of Mindfulness:

- **Non-conceptual:** Mindfulness is awareness without absorption in our thought processes.
- **Present-centred:** Mindfulness is always in the present moment. Thoughts about our experience are removed from the present moment.
- **Non-judgmental:** Awareness cannot occur freely if we would like our experience to be other than it is. "Mindfulness is not limited by any condition. It exists to some extent in every moment, in every circumstance that arises" (Bhante Gunaratana)
- **Intentional:** Mindfulness always includes an intention to direct attention somewhere. Returning attention to the present moment gives Mindfulness continuity over time.
- **Participant observation:** Mindfulness is not detached witnessing. It is experiencing the mind and body more intimately.
- **Non-verbal:** The experience of Mindfulness cannot be captured in words because awareness occurs before words arise in the mind.
- **Exploratory:** Mindful awareness is always investigating subtler levels of perception.
- **Liberating:** Every moment of mindful awareness provides freedom from conditioned suffering.



Pedagogical Strategies of Mindfulness

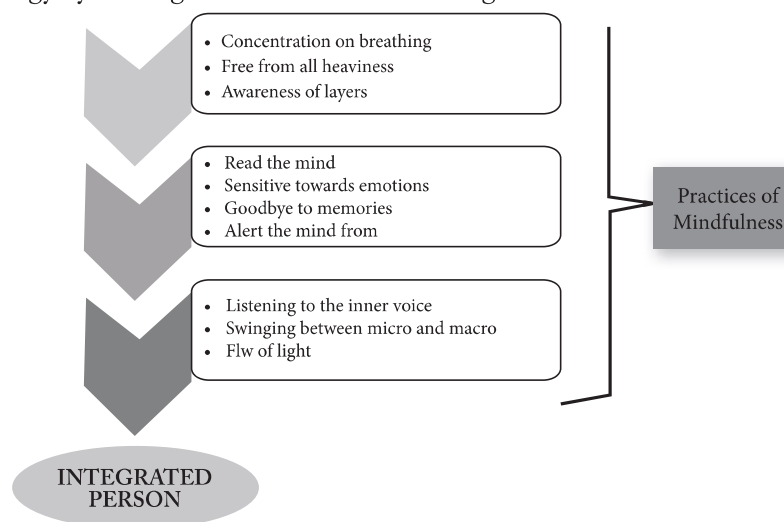
Mindfulness is an ongoing journey that can be developed through practice. An efficient teacher could practise these strategies within a classroom situation for the wellness of students. The practices lead the learners from the chaos to the equilibrium of mind, body and soul. Ten pedagogical strategies of Mindfulness which can be practised in classroom situations are explained below:

- **Concentration on breathing:** Make the learner to become aware of the breathing at the present moment. For this, make them to concentrate only on their breathing. The simple, deep and heavy breathing could be practised. The exercise is for 5 minutes every day before the learning process commences.
- **Free from all heaviness:** Allow the learner to be free from all heavy things. Let them be free from touching anything. Should not keep any things on their lap and in their hands. Make the learner to sit in equanimity, without touching or holding anything. Also, guide them to let out the heaviness of mind and heart by self-talk or by imagining emptying themselves out like a vessel. The time given for the exercise is 8 to 10 minutes. This could be practised during free periods in class or when time permits.
- **Awareness of layers:** This is a practice which could be done every day for 5 minutes. Make the learner to close their eyes gently and feel the pressure exerted on the skin by the chappal/ shoes, cloth, hair, watch, ornaments etc. They have to feel the weight, smoothness, heaviness, lightness, tightness of things on the skin. It could start with self-awareness from the feet and moving up towards the head.
- **Read the mind:** Lead the learners to go within oneself and make themselves aware of their mind. Give proper instructions to be calm and go through different dimensions of the mind such as thinking (thoughts), memory, imagination, fantasy and emotions. Ask the learner to think something and be aware of that; at the same time imagine something which gives happiness, feel the emotion of happiness and at the same time remember something which motivated positively in life. All this should be done slowly as well as one by one and at a stretch. The person should be aware of all the faculties of the mind and also be able to distinguish them. This process needs time, but it could be a best practise towards self-awareness. Once in a month or two weeks this exercise could be conducted in the classroom.

- **Sensitive towards emotions:** Ask the learners to be calm and think about a life situation of happiness, sadness, anger and fearfulness. Allow them to note down all the experiences in detail. Let them go through the experiences once again as it happened for a second time. This time the person should read the emotions as a second person or another person. She should watch the experience and evaluate the emotions. If the person wants to share the experience, then give them a chance to do so.
- **Goodbye to memories:** Ask the learner to take a calm, still posture and close their eyes. Then imagine the mind to be a store house and all the memories of life are stored in that. Give them clear instructions to start with their first memories of life and move forward through memories each year of life, till reach at present. While passing through the memories, if it is very painful and not encouraging give them the instruction to say goodbye to that particular memory and go forward. Finally reach today without any negative memory. This is not an exercise to erase memories but to gather positive energy from the memory and to purge negativity. This could be conducted twice in a month in different environmental conditions.
- **Alert the mind from wandering:** Ask the learner to take a stable postur and to be absolutely still. Let them slowly become aware of their thoughts. At present what am I thinking? Is it only one thought or many? Which are they? Only analyse these thoughts. Slowly command the mind to stop the thoughts and try to be still without any thoughts clouding the mind. It will be difficult in the beginning but by practice it can be done. Tell them to practise the exercise whenever it is possible and learn to pause the thoughts or control the mind from wandering.
- **Listening to the inner voice:** Guide the learner to sit in a still posture with closed eyes. Tell them to repeat a word like 'Om' or "silence" to themselves. Repeat the word as much as possible without anything in mind and only see the image of those words within. The words should be repeated in the mind. Then imagine the words echoing on the walls of the mind and try to listen to that sound. After listening to that echo, maintain silence without uttering a word. Slowly guide the mind to enter in to silence and try to listen to the inner voice. Each person will be able to hear their inner voice based on the depth of inner silence they can achieve. This is the voice of the conscience. They can use this method to search for solutions to life's problems especially when in doubt or confusion.
- **Swinging between micro and macro:** In this exercise, the learner can take a still posture. Ask them to close the eyes gently and be conscious of their body. Tell them to imagine the body as an outer layer and go in to the

internal organs, the next layer. Then to the next internal layer that is tissues and to the cells; from there to the atoms and the particles that is electron, proton and neutron. The moving particle is electron and imagine the whole organs and then the whole body is made up of moving particles of electrons. And feel the momentum in the body then try to move out from the physical body by the imagination. Be aware of the air which is moving around the person and feel the movement of the air. Then imagine it as a breeze, then as a wind which carry the person around the world and also into space and try to reach the sky and planets. meander around the universe try to reach to the boundary of the universe and know that it is getting wider and the boundary is expanding. Allow the person to feel that expansion as a movement and then slowly come back to the body and inner self. This will help the person realize that the inner being and outer being are same.

- **Flow of light:** Guide the learner to take a calm posture and get in to the inner mind set. Tell them to focus to the mind and imagine the mind as a temple. Imagine a lighted lamp is placed in the inner most part of the temple, mind. And ask them to focus only on the flickering flame of that light. Slowly imagine that the light from that flame is filling the walls of the mind and flowing outside and fill the body. Again, the light is filling the body and flowing out from the body to fill the room where they are sitting. From the room to the out to the compound then to the place, village/ city, the state, country, world and to the space. The flow of light again fills the space and solar system, stars, then to the edge of the universe. From there the light rays shrink to the stars and planets, the back way, finally reach to the room re-enter to the body, to the mind and then to the lamp within. Focus again on the flame and try to absorb all the light energy from that. Slowly open the eyes and spread the light energy by looking around to the surroundings.

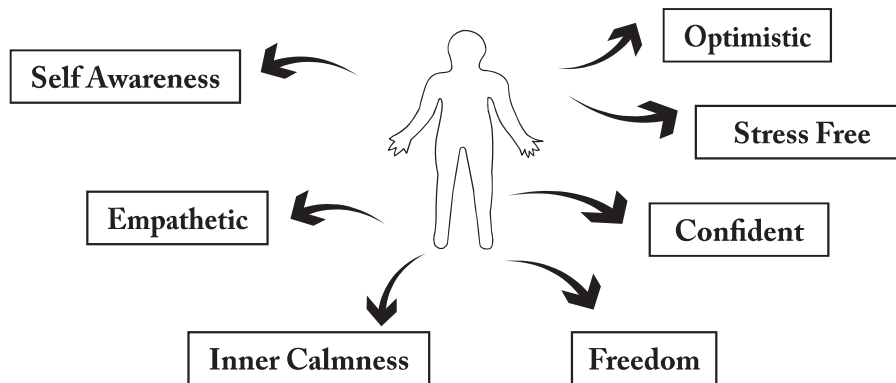


Benefits of Practicing Mindfulness

Mindfulness is the best practise for the development of self-awareness and helps an individual grow towards self- actualization. There are many benefits for a person who practise these exercises which are given below:

- **Increase Self Awareness:** These exercises are beneficial for self- awareness. Since it is focused on physical, mental and spiritual dimensions of the individual.
- **Being sensitive towards others:** The awareness of self will lead to become sensitive towards others. The person will begin to understand that the other is also having the same disposition and emotions as themselves. That will lead to a better understanding of the other.
- **Fill and radiate positivity:** All these exercises are focused on unfolding the positive energy and removing negativity that radiates from the person to the self and to the environment. This is evident and reflects in the behavioural changes in the person later.
- **Become stress free:** The exercises given above leads a person into a stress-free zone and inner calmness. It increases the concentration ability and mental energy level. That helps the person to manage stressful situations mere effectively.
- **Enhance Confidence level:** The positivity and the self-knowledge increase the self-confidence of the individual, which motivates the person to take risk and become more creative in life.
- **Serenity of inner being:** The most important benefits of these exercises is the attainment of calmness within which is also called serenity of mind and spirit. That makes the person free from aggression and negativity. The individual starts to enjoy the beauty of life and find meaning in all the experiences.
- **Growing to the real freedom:** The person slowly realises the meaning of true freedom and starts to experience it. The negativity from the past starts to disappear and the person get freed from fears. The integration of thoughts, words and action demolish the hypocritical nature of the person which ultimately leads to self-realization, self-actualization and real freedom of life.

Mindfulness Integrate a Person



Conclusion

Mindfulness is the need of the hour to help us grow towards self-actualization. This article provides a few simple exercises which could be practised within a class room situation with the help of a mentor that could lead to a meaningful change among learners. Positive change begins when the individual augments one's personality growth which in turn makes the building block of a healthy society. Therefore, the practise of these simple exercises within the class room on Mindfulness could become the corner stone for a better, healthier and integrated personality for students.

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पूनम चौरसिया

सहायक आचार्य
शिक्षक शिक्षा विभाग,
बलराम कृष्ण एकेडमी,
मोहनलालगंज, लखनऊ,
उत्तर प्रदेश

3

पं० श्रीराम शर्मा के शैक्षिक विचारों का आधुनिक शिक्षा पर प्रभाव

सार

राष्ट्र का उत्कर्ष शिक्षा पर आधारित है जिस प्रकार हम भौतिक और आर्थिक क्षेत्र में उत्तरोत्तर प्रगति करते जा रहे हैं, उसी प्रकार शैक्षिक जगत में प्रगति के लिए भी राष्ट्रनायकों को इस ओर ध्यान आकर्षित करना होगा क्योंकि शिक्षा के द्वारा ही महापुरुषों का निर्माण किया जाता है और पुरुषों के निर्माण में महापुरुषों का योगदान होता है। योग्य एवं मूल्यपरक शिक्षा व्यवस्था द्वारा विद्यार्थियों के अन्दर चरित्रशीलता, गुरुत्व की भावना, विनय एवं शिष्टता आदि गुणों का विकास सरलतापूर्वक किया जा सकता है। इन्हीं सब गुणों के कारण ही विद्यार्थी सुयोग्य और अच्छे विद्वान बन पायेंगे। सच्ची शिक्षा वह है जो मानव के साथ-साथ राष्ट्र का सम्यक रूप से उत्कर्ष कर सके। चारित्र्य मनुष्य का आवश्यक गुण है। उत्तम शिक्षण व्यवस्था के लिए शासक, प्रशासक, शिक्षक एवं अभिभावक सभी को योगदान करना होगा। शिक्षा पद्धति ऐसी अपनाती होगी जिससे वर्तमान शिक्षा की समस्याओं को सुलझाने के उपाय ढूँढे जा सकें। ऐसा वातावरण उत्पन्न करना होगा कि हड़तालें, उदण्डता, अनुशासनहीनता, फैशनपरस्ती, अशिष्टता

आदि को स्वतः कम करने में सहायता मिल सके। भारत में नैतिक, आत्मिक एवं धार्मिक शिक्षण का शिक्षा से अटूट संबन्ध रहा है। दूसरी तरफ भारत का यह दुर्भाग्य है कि स्कूलों में धार्मिक शिक्षा का विरोध किया जाता है कुछ महापुरुषों ने धार्मिक शिक्षा का केन्द्र घर बतलाया है।

प्रस्तुत प्रपत्र में पं श्रीराम शर्मा के शैक्षिक विचारों का आधुनिक शिक्षा पर प्रभाव का अध्ययन शोधार्थी द्वारा किया गया है। युग चिकित्सक श्रीराम शर्मा जी ने शिक्षा के बारे में अपने विचार देकर शिक्षा को संजीवनी देना जैसा कार्य किया है। इन्होंने विद्यालय संकल्पना, छात्र संकल्पना पुस्तकालय एवं शिक्षक संकल्पना का ऐसा प्रारूप दिया है कि उस प्रारूप का अनुसरण करके वर्तमान शिक्षा की विकृतियों से मुक्त होने के पथ पर अग्रसर हुआ जा सकता है। वर्तमान शिक्षा अपने आप में ही एक समस्या है और यह समस्या बड़े स्तर पर है इस समस्या से छात्र और शिक्षक ही नहीं पूरा समाज ही ग्रस्त है।

उपयुक्त शिक्षा पद्धति के लिए आवश्यक है कि हमारे भूतपूर्व शिक्षाविदों, राजनयिकों एवं महापुरुषों के द्वारा बताये गये प्रारूपों, नियमों और सिद्धांतों का प्रयोग किया जाये, उन्हे अपनाया जाये और अपने जीवन में उतारा जाये। ऐसे ही युग चिकित्सक एवं शिक्षाशास्त्री पं० श्रीराम शर्मा आचार्य जी के शिक्षा दर्शन को अपने जीवन मूल्यों में अपनाकर आधुनिक शिक्षा को आत्म निर्माण एवं आत्मोत्कर्ष का माध्यम बना सकते हैं। सर्वप्रथम हमें शिक्षा की मूलभूत समस्याओं को पहचानना है उसके पश्चात् वर्तमान शिक्षा व्यवस्था में आवश्यक परिवर्तन करने होंगे। आचार्य शर्मा के अनुसार शिक्षण संस्थाओं में धर्म की समान शिक्षा की व्यवस्था होनी चाहिए। निरपेक्ष धार्मिक शिक्षा की व्यवस्था से धर्म के प्रति आदर भावना का विकास होता है और इस तरह के जटिल प्रश्नों का उत्तर शिक्षा से ही खोजा जा सकता है।

संकेत शब्द: शैक्षिक विचार, मूल्य शिक्षा, आधुनिक शिक्षा।

परिचय

विश्व में कभी-कभी ऐसा होता है कि अवतारी सत्ता एक साथ बहुआयामी रूपों में प्रकट होती है, करोड़ों ही नहीं वरन् पूरी वसुधा का उद्धार चेतनात्मक धरातल पर सबके मनो की नये सिरे से निर्माण करने आती है।

पं० श्रीराम आचार्य जी को एक ऐसी ही सत्ता का रूप माना जाता है जो युगों-युगों तक गुरु एवं अवतारी सत्ता दोनों ही रूपों में प्रकट होती रहेगी। अस्सी वर्षों का जीवन जीकर एक विराट ज्योति प्रज्वलित कर उस सूक्ष्म ऋषि चेतना के साथ एकाकार हो गई जो आज युग परिवर्तन को सन्निकट लाने को प्रतिबद्ध है।

युग चिकित्सक श्रीराम शर्मा जी ने शिक्षा के बारे में अपने विचार देकर शिक्षा को संजीवनी देने जैसा कार्य किया है इन्होंने विद्यालय संकल्पना, छात्र पुस्तकालय एवं शिक्षक संकल्पना का ऐसा प्रारूप दिया है कि उस प्रारूप का प्रयोग कर के वर्तमान शिक्षा के विकृतियों से मुक्त कर अग्रसर हुआ जा सकता है।

वर्तमान शिक्षा अपने आप में ही एक समस्या है और यह समस्या बड़े स्तर पर है इस समस्या से छात्र और शिक्षक ही नहीं पूरा समाज ही ग्रस्त है।

आजादी के 75 वर्षों का सिंहावलोकन करने पर यह तथ्य उभर कर सामने आता है कि वर्तमान शिक्षा पद्धति भारत के लिए उपयुक्त सिद्ध हुई है।

वर्तमान शिक्षा पद्धति

उपयुक्त शिक्षा पद्धति के लिए आवश्यक है कि हमारे भूतपूर्व शिक्षाविदों, दार्शनिकों एवं महापुरुषों के द्वारा बताये गये प्रारूपों नियमों और सिद्धांतों का प्रयोग किया जाये उन्हें अपनाया जाये और अपने जीवन में उतारा जायें।

ऐसे ही युग चिकित्सक एवं शिक्षाशास्त्री पं० श्रीराम शर्मा आचार्य जी की शिक्षा को अपने जीवन मूल्यों में अपनाकर आधुनिक शिक्षा को आत्म-निर्माण एवं आत्मोत्कर्ष का माध्यम बना सकते हैं। सर्वप्रथम हमें शिक्षा की मूलभूत समस्याओं को पहचानना है उसके पश्चात् वर्तमान शिक्षा व्यवस्था में आवश्यक परिवर्तन करने होंगे। राष्ट्र का उत्कर्ष, शिक्षा पर आधारित है जिस प्रकार हम भौतिक और आर्थिक क्षेत्र में उत्तरोत्तर प्रगति करते जा रहे हैं, उसी प्रकार शैक्षिक जगत में प्रगति के लिए भी राष्ट्रनायकों अर्थात् शिक्षकों, समाजशास्त्रियों, अभिभावकों का ध्यान आकर्षित करना होगा क्योंकि शिक्षा के द्वारा ही महापुरुषों का निर्माण किया जाता है और पुरुषों के निर्माण में महापुरुषों का योगदान होता है। योग्य एवं मूल्यपरक शिक्षा व्यवस्था द्वारा विद्यार्थियों के अन्दर ब्रम्हचर्य, चरित्रशीलता, गुरुत्व की भावना, विनय एवं सदाचार शिष्टता आदि गुणों का विकास सरलतापूर्वक किया जा सकता है। इन्हीं सब गुणों के कारण ही विद्यार्थी सुयोग्य और अच्छे विद्वान बन पायेंगे। क्योंकि सच्ची शिक्षा वह है जो व्यक्तिगत मानव के साथ-साथ राष्ट्र का सम्यक रूप से उत्कर्ष कर सके। चारित्र्य मनुष्य मात्र का आवश्यक गुण है। उत्तम शिक्षण व्यवस्था के लिए शासक, प्रशासक, शिक्षक एवं अभिभावक सभी को योगदान करना होगा।

शिक्षा पद्धति ऐसी अपनानी होगी जिससे वर्तमान शिक्षा की समस्याओं को सुलझाने के उपाय ढूँढे जा सकें, ऐसा वातावरण उत्पन्न करना होगा जो हड़तालें, उदण्डता, अनुशासनहीनता, फैशनपरस्ती, अशिष्टता आदि को स्वतः कम करने में सहायता मिल सके।

भारत में नैतिक, आत्मिक एवं धार्मिक शिक्षण का शिक्षा से अटूट सम्बन्ध है। दूसरी तरफ भारत का यह दुर्भाग्य है कि स्कूलों में धार्मिक शिक्षा का विरोध किया जाता है कुछ महापुरुषों ने धार्मिक शिक्षा का केन्द्र घर बतलाया है। आचार्य शर्मा के अनुसार शिक्षण संस्थाओं में धर्म की समान शिक्षा की व्यवस्था होनी चाहिए क्योंकि निरपेक्ष धार्मिक शिक्षा की व्यवस्था से धर्म के प्रति आदर भावना का विकास होता है। इस तरह की जटिल प्रश्नों का उत्तर शिक्षा से ही खोजा जा सकता है। आज के युग में छात्र, अध्यापक और समाज के अन्य वर्ग के भावों में क्रान्ति लाने का यदि कोई साधन है तो वह है शिक्षा। बालकों का नियंत्रण उसी अवस्था में सफल हो सकता है जबकि उनमें स्वतःनियंत्रित होने की आन्तरिक प्रेरणा हो। आज धार्मिक संकीर्णता पग-पग पर भरी पडी है इसके विपरीत स्वामी विवेकानन्द, गुरुनानक, चौतन्य महाप्रभु आदि सरीखे अनेक महापुरुषों के उपदेश नैतिकता से भरे पड़े हैं जिनमें धार्मिक संकीर्णता का नाम निशान तक नहीं है। स्वयं महात्मा गांधी के कई लेख उपस्थित हैं जिसमें एकमात्र लक्ष्य धार्मिकता द्वारा नैतिक सुधार है। समय की गति के साथ चलना मानव की महान आवश्यकता है। आज भारत को सिनेमा ने गर्त में गिरा दिया है। अनेक देशों ने अपने बालको की महीनों की शिक्षा चित्रपट पर दिखाकर उनके कोमल हृदय पर सदैव के लिए अंकित कर दी। ये चित्रपट देश के नैतिक स्तर को रोज गहरे गर्त में धकेल रहे हैं। पं० श्रीराम शर्मा के अनुसार इन चित्रपटों के माध्यम से हम बालकों को नैतिक शिक्षा भी दे सकते हैं। व्यवहारिक ज्ञान जैसे-कैसे अनाज बोकर उगाया जाता है किस प्रकार कूट, पीस एवं छानकर मानव इसे अपने उपयोग में लाता है। किस प्रकार कपास बोने से और उसके फूलने से कपड़ा बनता है, किस प्रकार ऊन बनता है किस प्रकार कारखाने जनता के नित्य प्रयोग एवं आवश्यक वस्तुओं को तैयार करते हैं इस प्रकार का सिनेमा मधुर संगीत के साथ प्रस्तुत किया जाये तो सुधार एवं स्वनिर्माण की लहर बच्चे तथा बड़े सभी में दौड़ पड़ेगी। मनोरंजन के लिए जो भी सिनेमा बनाया जाये वह नैतिकता से पूर्ण हो जिसे माता-पिता पुत्र, पुत्री बहू सभी एक साथ देखने में संकोच न महसूस

करें सिनेमा भी परिवर्तन का एक सफल साधन है, जिसका निर्माण मनुष्य के अपने हाथ में है। यदि नैतिकता पूर्ण सिनेमा का निर्माण शुरू कर दिया जाये तो हमारा देश स्वतः ही संगठित होकर अपनी रक्षा एवं विकास में समर्थ हो सकेगा।

वर्तमान शिक्षा के उद्देश्य

शिक्षा का आरम्भ साक्षरता से होता है। किसी देश के नागरिकों का सर्वथा निरक्षर होना उस देश के लिए लज्जास्पद हो सकता है कारण कि ज्ञान-विज्ञान की अनेक दिशाधाराओं से परिचित होने के लिए पुस्तकों का ही आश्रय लेना पड़ता है यदि साक्षरता तक का भी अभ्यास न हो तो साहित्य रूप में विद्यमान ज्ञान का लाभ उठा पाना सम्भव नहीं है। इसलिए बालकों को स्कूलों में भर्ती कराने के साथ-साथ यह भी प्रयास होना चाहिए कि जो जनसमुदाय निरक्षर है उसे भी साक्षर बनाया जाये। बड़ी आयु के निरक्षर लोगों की उपेक्षा न की जाये क्योंकि वर्तमान का भार वयस्कों के ही कंधों पर निर्भर है और इनसे मुँह मोड़ना अर्थात् वर्तमान से मुँह मोड़ना है। यह कार्य जन आन्दोलन के रूप में होना चाहिए। रिटायर्ड स्तर के लोगों को अपना यही दायित्व निश्चित करना चाहिए कि अपना बचा हुआ समय अशिक्षितों को शिक्षित करने में लगायें। सरकार यह कर सकती है कि वर्तमान अशिक्षितों का पंजीकरण कर ले और उनमें से किसी दो को शिक्षित बनाने का दायित्व स्नातक छात्रों पर छोड़े। उनकी पढाई में एक विषय निरक्षरों को साक्षर बनाने का भी जोड़े। निरक्षरों को खोजना, उनसे सम्पर्क करना दोनों को सुविधा समय निश्चित करके ऐसा तालमेल बिठाया जाये कि प्रौढ़ शिक्षा की दृष्टि से कम से कम दो की प्राथमिक शिक्षा जितनी योग्यता प्राप्त कराना सम्भव हो सके। उत्तीर्ण का प्रमाण-पत्र तब ही दिया जाये जब वह उच्च कक्षाओं के छात्र दो निरक्षरों को साक्षर बनाने का प्रमाण पत्र प्रस्तुत कर दें।

शिक्षा का वास्तविक उद्देश्य ऐसे ज्ञान से है जो व्यक्तिगत, शारीरिक, मानसिक, आर्थिक, पारिवारिक, सामाजिक समस्या का स्वरूप और समाधान बना सकने में समर्थ हो। हमारी शिक्षा का एक अंश व्यक्तिगत गरिमा को विकसित करना तथा समाज कल्याण के दायित्वों का निर्वाह करना भी होना चाहिए।

वर्तमान-शिक्षा पद्धति में सुधार की आवश्यकता

पं० श्रीराम शर्मा जी ने अपने गहन अध्ययन एवं चिन्तन के बाद वर्तमान शिक्षा पद्धति में अनेक विकृतियां बताईं तथा शिक्षा में ही

उन विकृतियों के समाधान भी बताया। ये महात्मा गाँधी के विचारों से प्रेरित थे इन्होंने भी कहा वर्तमान शिक्षा मात्र बाह्य कोसला सिद्ध हो रही है अपितु सम्पूर्ण शिक्षा पद्धति में आमूल-चूल परिवर्तन की आवश्यकता है।

भारत में वही शिक्षा सार्थक सिद्ध होगी जो छात्रों में नैतिकता, कर्तव्यपरायणता, विवेकशीलता, आत्मविश्वास व संकल्प शक्ति जाग्रत कर सके।

शिक्षा के स्तर में गिरावट का एक मुख्य कारण परीक्षा पद्धति की विकृति भी है, परीक्षा में अधिक अंक प्राप्त करने वाले को श्रेय मिलता है। अतः बौद्धिक क्षमता बढ़ने के बजाय विद्यार्थी किसी न किसी तरह अधिक अंक प्राप्त करना ही अपना ध्येय बना लेते हैं। कुछ निश्चित प्रश्नों के उत्तर रटकर परीक्षा में अंक प्राप्त कर लेते हैं, इससे छात्रों की परिश्रम करने की जिज्ञासा समाप्त हो जाती है। इस परीक्षा-पद्धति का पं० श्रीराम शर्मा ने कड़ा विरोध किया और परीक्षा का आधार व्यावहारिक ज्ञान बनाने पर बल दिया।

परीक्षा पद्धति के विकृत रूप को देखकर ही कितनों ने यह कहा कि परीक्षा ज्ञान की सही कसौटी नहीं अपितु एक जुआ है कितने ही शिक्षाशास्त्रियों ने इसे “द ग्रेट ब्रेन रॉवरी” कहा है तथा यह कहा कि वर्तमान शिक्षा स्तम्भ पर टिकी शिक्षा प्रणाली विद्यार्थियों को उत्साह, प्रेरणा और नई दिशा देने में असमर्थ है इससे एक शिथिल तथा मंदबुद्धि समाज का उदय हो रहा है, जो सामूहिक पतन-विनाश का संकेत है इस विनाश को रोकने का एक मात्र साधन शिक्षा की उचित व्यवस्था है।

आजकल हमारी शिक्षा की व्यवस्था वास्तव में बहुत दोषयुक्त हो गई है। इसको मिटाकर हमें ऐसी शिक्षा-दीक्षा की व्यवस्था करनी होगी जो हमें स्वयं अपने ऊपर विजय प्राप्त कर सकने में समर्थ बना सके। पं० श्रीराम शर्मा के अनुसार ज्ञान का अन्तिम लक्ष्य चरित्र निर्माण ही होना चाहिए।

मनुष्य में जब तक अपनी राष्ट्रीय धार्मिक, जातीय, सामाजिक और पारिवारिक मान्यताओं अथवा परम्पराओं के प्रति समान बुद्धि नहीं होगी तब तक व्यक्तिगत अथवा सामूहिक उन्नति की आशा दुराशामात्र है। मानुषी और दैवीय कार्यों की महत्ता के सम्मुख भी हमको नतमस्तक होना चाहिए। वयोवृद्ध जनों का सम्मान तथा दुर्बल और बालकों को अपना वरद हस्त प्रदान करना कर्तव्य और सद्व्यवहारों के प्रति भी हमको श्रद्धा का भाव रखना आवश्यक है क्योंकि ये

सब मनुष्यत्व के चिन्ह हैं। हमारी शिक्षा केवल परीक्षा पास करने का माध्यम न हो। वरन् वह हमें भली प्रकार जीना सिखाये विद्या वही हैं जो हमें इस दुनिया की चिन्ता से मुक्त करके हमारी जीवन नैया को भव सागर से पार लगाने में समर्थ हो।

शिक्षा का वर्तमान स्वरूप

कभी अशिक्षित लोग भी सुखमय जीवन व्यतीत करते थे किन्तु उस समय मनुष्य की आवश्यकताएं सीमित होती थी, वर्तमान में शिक्षा और ज्ञान के विस्तार के साथ आवश्यकताएं भी बढ़ी और मनुष्य का अनुभव भी।

शिक्षा से समाज में रहने, विचार करने, भले-बुरे की परख, आचार-विचार का विकास होता है। ऐसी व्यवहारिक शिक्षा समाज से ही मिलती है। विद्यालयी शिक्षा पुस्तकों और शिक्षकों के माध्यम से अर्जित करनी पड़ती है। दोनों ही शिक्षाएं मनुष्य के ज्ञान और अनुभव को परिमार्जित करती हैं, कार्यक्षमता, कुशलता, योग्यता में मनुष्य को पारंगत करती हैं। शिक्षा से व्यक्ति के व्यक्तित्व का विकास होता है और शोध प्रवृत्ति विकसित होती है। यदि शिक्षा का समन्वय उत्पादन अथवा कार्य से कर दिया जाता है। उससे आर्थिक, बौद्धिक और सामाजिक स्तर में वृद्धि होती है। एक शिक्षित व्यक्ति कितने ही अनपढ़ों से कुशल और योग्य होता है इसलिए “विद्यानाम नरस्य रूपमधिक गुरुना गुरु” कहा गया है। आज के युग में अर्थकारी शिक्षा का विशेष महत्व है, यदि ऐसी शिक्षा उत्पादन से सम्बन्धित है तब इसे प्राप्त कर लेने पर किसान अथवा व्यापारी, शिक्षक अथवा कारीगर की सन्ताने रोजगार के लिए दर-दर न भटककर व्यवहारिक शिक्षा के माध्यम से ही अपने-अपने कार्य में स्वयं दक्षता प्राप्त कर लेते हैं। प्रारम्भ में भले ही वे कम धन अर्जन करते हैं, किन्तु ५-१० वर्षों में वह आत्मनिर्भर बन जाते हैं। बुनियादी शिक्षा को व्यवहारिक शिक्षा इसलिए भी कहा जाता है कि इसको जानकर छात्र हाथ से कार्य करने में दक्ष हो जाता है। आज की बेरोजगारी का समाधान इसी में है कि डिग्री परायण बनने के स्थान पर जनमानस को कार्यपरायण बनाया जाये। कोई कार्य कुर्सी पर बैठने से बड़ा व मट्टी के पास बैठने पर छोटा नहीं हो जाता है। यह एक भ्रान्ति मात्र है जो व्यक्ति को या तो बेकार बना देती है या पाश्चात्य वेशभूषाधारी बाबू। शिक्षा का अर्थ है- अनौपचारिक, व्यवहारिक, कर्मकौशल। इस तथ्य को आत्मसात कराने के लिए जनचेतना को व्यापक स्तर पर जगाना होगा। बढ़ती हुई बेरोजगारी की तह में श्रम से जी चुराने की मनोवृत्ति जहां एक

कारण है। वहीं व्यावहारिक जीवन से दूर रहने वाली शिक्षा प्रणाली भी प्रमुख कारण है। शिक्षा की पूर्णता एवं समग्रता के लिए तीन तत्वों का समन्वय आवश्यक है।

1. स्वावलम्बन
2. व्यक्तित्व का निर्माण
3. सामाजिक सद्भावना का विकास

शिक्षा में सुधार के लिए कुछ उपयोगी सुझावः

भारत की स्वाधीनता प्राप्त हो जाने के पश्चात् जो सबसे महत्वपूर्ण रचनात्मक कार्य शब्द के सम्मुख है वह है शिक्षा, इसे ही किसी देश का मेरुदण्ड माना जा सकता है। इसी आधारशिला पर उसकी उन्नति अथवा अवनति निर्भर रहती है भावी पीढ़ी को जैसा भी बनाना हो, वैसा ढालने के लिए शिक्षा पद्धति एक सांचे का काम देती है। वर्तमान शिक्षा प्रणाली में अनेक त्रुटियां हैं जिनका एक दम परिवर्तन सम्भव नहीं है, अतएव उनमें जो सुधार सरल एवं अधिक आवश्यक हैं उनकी ओर शीघ्र ध्यान दिया जाना चाहिए ऐसे कुछ बिन्दुओं की चर्चा पं० श्री राम शर्मा जी के द्वारा की गई है जो निम्नलिखित हैं-

1. पाठशाला में प्रवेश करते समय बालक की आयु ६ वर्ष से कम न हो यदि वह सात वर्ष का हो तो और भी अच्छा है क्योंकि इससे छोटी आयु में शिक्षा का दबाव पड़ने से बालक के स्वास्थ्य पर अच्छा प्रभाव नहीं पड़ता।
2. पाठ्यक्रम में व्यावहारिक जीवन सम्बन्धी जानकारियों को स्थान अवश्य दिया जाना चाहिए जिससे विद्यार्थी को स्वास्थ्य यात्रा, शिष्टाचार, रेल, डाक, तार व्यापार तथा राजकीय नियमों की आवश्यक जानकारी हो जाये।
3. परीक्षा में उत्तीर्ण अनुत्तीर्ण होना वार्षिक परीक्षाओं पर निर्भर न हो वरन विद्यार्थी के कार्य की मासिक प्रगति के विवरण के आधार पर उसे उत्तीर्ण या अनुत्तीर्ण किया जाये।
4. व्यक्तिगत परीक्षाओं में किसी प्रकार की अड़चन न हो जिससे अन्य कार्य करते रहकर भी शिक्षा में उन्नति करने की सुविधा बनी रहे।

5. सब प्रांतों में एक ही प्रकार का पाठ्यक्रम हो जिससे एक प्रांत के विद्यार्थियों को दूसरे प्रांत में जाने पर दाखिला सम्बन्धित कोई अड़चन न हो।
6. पाठ्यक्रम में पुस्तकों का बहुत भारी बोझ न रहे वरन् थोड़ी किन्तु उपयोगी पुस्तकें रखी जायें।
7. लड़के-लड़कियों की सम्मिलित शिक्षा न हो विशेषतया: वयस्क बालक-बालिकाओं का पठन-पाठन तो प्रथम स्कूलों में ही होना चाहिए।
8. छात्रों और अध्यापकों की आदतें वेशभूषा तथा अनुशासन प्रियता पर कड़ाई से ध्यान दिया जाये।
9. बालकों का सामान्य ज्ञान बढ़ाने के अधिक साधन उपस्थिति किये जायें। इसके लिए एक घण्टा स्वतन्त्र रूप से भी रखा जाना चाहिए।
10. अध्यापक की आयु २५ वर्ष से कम न हो यदि वह ३० वर्ष का हो तो और भी अच्छा है अध्यापकों को उनके स्वास्थ्य के आधार पर ६०-६५ वर्ष तक काम करने का अवसर दिया जाये।
11. अध्यापक को वेतन इतना दिया जाये कि ये आर्थिक चिन्ताओं से दुःखी न रहकर शान्तचित्त से शिक्षण कार्य में मन लगा सके उनके स्थान परिवर्तन अनिवार्य कारणों से ही हो अन्यथा उन्हें अपनी सुविधा के एक स्थान पर जमकर काम करने दिया जाये।
12. स्कूलों पर उत्तम निरीक्षण की व्यवस्था रहें। शिक्षा की प्रगति पर उच्च अधिकारी कड़े निरीक्षण की व्यवस्था रखें जिससे कहीं ढील पोल न चलने पावे।
13. शिक्षा शुल्क इतना कम हो कि उसे साधारण श्रेणी के लोग भी आसानी से उठा सके। असमर्थ एवं होनहार बालकों के लिए विशेष सुविधाओं की उदार व्यवस्था रहे।
14. प्रत्येक स्कूल में ईश्वर-प्रार्थना के पश्चात् ही शिक्षा कार्य प्रारम्भ किया जाये। प्रार्थनाओं में कर्तव्य-पालन, सदाचार एवं लोक सेवा की बुद्धि देने की प्रार्थनाओं को प्रधानता दी जाये।
15. पाठ्य पुस्तकें बार-बार बदलने से शिक्षकों, विद्यार्थियों तथा पुस्तकें बनाने वालों को असुविधा होती है। पुरानी पुस्तकें बनाने वालों को असुविधा होती है पुरानी पुस्तकें रद्दी हो जाने से कागज आदि का अपव्यय होता है पुरानी पुस्तकें खरीदकर काम चलाने की सुविधा से गरीब वंचित हो जाते हैं, इसलिए पाठ्य-पुस्तकें बहुत सोच समझ कर चुनी जायें जो चुन ली जायें वो बार-बार बदली न जायें।

16. सरकारी धन उच्च शिक्षा पर अधिक व्यय होने की अपेक्षा प्राथमिक और माध्यमिक शिक्षा पर अधिक व्यय होना चाहिए।
17. स्कूलों में औद्योगिक शिक्षा की समुचित व्यवस्था हो।
18. लड़कियों की शिक्षा में उनके भावी जीवन से सम्बन्ध रखने वाली जानकारियों का आवश्यक समावेश हो।
19. अशिक्षित प्रौढ़ स्त्री-पुरुषों के लिए भी उनकी सुविधा के समय का ध्यान रखते हुए पाठशालाएं खोली जायें और उनका पाठ्यक्रम उनकी स्थिति के अनुकूल रखा जाये।
20. स्कूलों का वातावरण प्राचीन गुरुकुल के जैसा सात्विक बनाने का प्रयत्न किया जाये जिसकी अच्छी छाप पढ़ने से बालक बड़े होने पर समाज के लिए सुयोग्य एवं प्रतिष्ठित नागरिक सिद्ध हो सके।

उपर्युक्त सुझाव ऐसे हैं जो साधारण होते हुए भी विशेष महत्व रखते हैं सरकार को, शिक्षा विभाग को, विद्वानों को एवं प्रत्येक अभिभावक को इन सुझाव एवं सुधारों पर मनोयोग पूर्वक विचार करना चाहिए यदि इन्हें कार्यान्वित किया जा चुका तो शिक्षा क्षेत्र में उत्साहवर्धक स्थिति उत्पन्न हो सकती है, राष्ट्र निर्माण के लिए इन सुझावों पर विचार किया जाना उचित दिशा में कदम उठाना सिद्ध होगा।

उपसंहार

शिक्षा किसी भी राष्ट्र की अनिवार्य आवश्यकता है। यह अनिवार्य आवश्यकता तभी पूरी हो पायेगी जब शिक्षा का प्रचार-प्रसार एवं विकास किया जायेगा क्योंकि प्रगतिशीलता सदैव हस्तगत होती है। उपलब्ध ज्ञान के स्तर पर सम्पदा के अनेक पक्ष विकसित होते हैं। उज्ज्वल भविष्य का निर्माण कर सकना तथा दूसरों की सेवा एवं सहायता सब इसी से सम्भव है, पर इसे दुर्भाग्य ही कहेंगे कि संसार में आधा पेट भूखे सोने वालों की संख्या जितनी है उससे कहीं ज्यादा लोग ये है जो निरक्षर है। संसार में निरक्षर अथवा बिना पढ़े-लिखे लोग व्यक्तिगत रूप से प्रगति करने में असमर्थ होते हैं। निक्षरता उन्नति के मार्ग में सबसे बड़ा रोड़ा है।

पं० श्रीराम शर्मा के शैक्षिक विचारों का प्रयोग कर हम शिक्षा प्रक्रिया में परिवर्तन करके शिक्षा प्रणाली को अधिक प्रभावी एवं सशक्त बना सकते हैं। शिक्षा व्यवस्था में सुधार करने मात्र से ही समाज में व्याप्त

सैकड़ों समस्याओं का स्वतः समाधान मिल जायेगा आपने अपनी शैक्षिक प्रक्रिया में अनेक उपाय बताये है जैसे-शिक्षा का सही स्वरूप निर्धारित हो, शिक्षा उद्देश्यपूर्ण बने, शिक्षा आत्मिक प्रगति के लिए हो, शिक्षा का आधार व्यवहारिक हो, शिक्षा में सार्थकता हो, शिक्षा सभी की आवश्यकता एवं परिस्थिति के अनुरूप हो।

जब शिक्षा उपयोगी बन जायेगी तो व्यक्ति का विकास होगा और जिस देश में प्रत्येक व्यक्ति शिक्षित, विवेकशील, सदाचारी एवं शिष्टाचारी होगा वह राष्ट्र स्वयं ही विकसित हो जायेगा। शिक्षा का प्रचार गाँव, गली, मोहल्ला सभी स्थानों पर होना चाहिए। हम जो जानते है वह दूसरों को जानना पर बहुत बल दिया है। निश्चय ही शिक्षा के अन्तर्गत इन विषयों का अध्ययन होना अपेक्षित है आज के छात्र भावी भारत के कर्णधार होंगे और देश की प्रगति, शान्ति एवं बागडोर उनके ऊपर अवलम्बित हैं। आज के छात्र ही भावी भारत के शासक बनेंगे। वे ही कालीदास, दयानन्द, विवेकानन्द, गांधी, अरविन्द आदि सन्त विभूतियों के रूप में प्रकट हो सकते हैं।

अतः यदि देश की भावी प्रगति अभीष्ट है और राष्ट्र का चरित्र उज्ज्वल बनाना है तो आज के शिक्षण में सुधार करने की नितान्त आवश्यकता है। इसके लिए भारत के शासक एवं प्रशासक, लोकनायक, शिक्षाविद् तथा माता-पिता एवं अध्यापक सभी जिम्मेदार है। इस क्षेत्र की त्रुटियों में सुधार करना प्रत्येक शिक्षा-प्रेमी तथा देशभक्त का परम कर्तव्य है।

संदर्भ ग्रंथ सूची

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Importance of Adult Education & Life-long learning in India in view of NEP 2020

Abstract

The present paper deals with the importance of adult education and life-long learning in India in view of NEP 2020. Adult education means an education for the complete man. It gives him literacy so that knowledge of the world may become accessible to him. It teaches him how to harmonise himself with his environment and make the best use of the physical conditions in which he subsists. As rightly remarked in Dictionary of Education, "Adult Education is any process by which men and women either alone or in groups try to improve themselves by increasing their knowledge, skill or attitudes."

The function of adult education in a democracy is to provide every adult citizen with an opportunity for education of the type which he wishes and which he should have for his personal enrichment, professional advancement and effective participation in social and political life. In view of NEP 2020, the opportunity to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as basic rights of every citizen. Literacy and basic education open up whole new worlds of personal, civic, economic, and lifelong-learning opportunities for individuals that enable them to progress personally

and professionally. At the level of society and the nation, literacy and basic education are powerful force multipliers which greatly enhance the success of all other developmental efforts. Worldwide data on nations indicate extremely high correlations between literacy rates and per capita GDP.

Meanwhile, being a non-literate member of a community, has innumerable disadvantages, including the inability to: carry out basic financial transactions; compare the quality/quantity of goods purchased against the price charged; fill out forms to apply for jobs, loans, services, etc.; comprehend public circulars and articles in the news media; use conventional and electronic mail to communicate and conduct business; make use of the internet and other technology to improve one's life and profession; comprehend directions and safety directives on the street, on medicines, etc.; help children with their education; be aware of one's basic rights and responsibilities as a citizen of India; appreciate works of literature; and pursue employment in medium or high-productivity sectors that require literacy. The abilities listed here are an illustrative list of outcomes to be achieved through adoption of innovative measures for Adult Education.

Keywords: Adult Education, Lifelong Learning, Literacy.

“Literacy is neither the beginning nor the end of education it is only one of the means of education.” -Mahatma Gandhi.

Introduction

Education is the foundation for the progress of the individual, society, and nation. All the progressive countries in the world owe their progress to education. In democratic countries, the importance of education is immense. In every democratic country, efforts are being made to educate infants, children, youth, women, men, and adults. Until the voter of the country understands the importance of his vote and tax, our democracy cannot sustain. There is a fear of its misuse by unqualified and trained people. After the attainment of independence, a great test of democracy is taking place in India as well. Political, social and economic reform cannot take place in India until the land is prepared for it. Adult education can be an effective tool in this direction. In every country, there are also a large number of people who, despite being uneducated, are engaged in earning a living. They do not have enough money and time to study regularly. In our country, the number of such adults is very high; they cannot even sign their names and are engaged in various works to make ends meet. Arranging the education of such people has become a huge educational problem. Education has been conceived as the basic essential of ensuring the dignity of human life. It is a basic human right and also the key which opens many economic, social and political doors for people.

Former President APJ Kalam also said that “Education is the most important element for the growth and prosperity of a nation. India is in the process of transforming itself into a developed nation by 2020.”

Adult education is needed to strengthen the foundation of democracy and inculcate the qualities of ideal citizenship.

Historical Background

For the first time in Baroda in 1910, Parent libraries were established, and after a few years, libraries for adults, and mobile libraries were arranged. Adult education in Punjab in 1911 was done. There were 223 night schools affiliated. In these schools, adults were taught to read and write, and arithmetic was taught. In 1901–02, night-school education was started only in Madras, Bombay and Bengal. According to the Government of India Act of 1919, a large number of Indians got the right to vote. The benevolent government also provided financial assistance for this work. As a result, night schools and night classes were organized in the United Provinces, Punjab, Madhya Pradesh, Bengal and Madras.

The administration of the provinces was handed over to the Indian ministers. The ministers started a nationwide movement against illiteracy. In the years 1939–40, there was a lot of spread of literacy, and the slogan ‘Each one teach one’ was also raised. In Punjab, the slogan ‘Educate and Educate’ was raised. This work was done in Uttar Pradesh and commendable work was also done in this direction in Assam, Orissa, Bombay, and Bihar. But in Uttar Pradesh, very satisfactory work was done in relation to adult education; new centres and libraries were opened in famous villages. Numerous night schools were organized and Literacy Week was celebrated every year. “The history of adult education during the last thirty years shows that many literacy drives have been organised on a state or local basis that were launched with considerable drive and enthusiasm but petered out in apathy and dissipated efforts a few years later.” Report of the Education Commission, pp. 423–424.

In the year 1930, the Department of Adult Education was established in this district, which did satisfactory work in the coming years. Adult education is complementary to free primary education. Therefore, due attention should be paid to the dissemination of both. 20-year plans should be made to spread companionship among adults, but the Sargent plan could not be implemented due to economic reasons.

Adult Education

According to Mr. S. N. Mukerji- “Adult education may be defined very broadly so as to include all instruction-formal or informal imparted to the adults. In India, adult education has two aspects (1) Adult Literacy education of those who never have any schooling, and (2) Continuation

education of adult literate.” Dr. V. K. P.V. Rao also said that an adult may be illiterate but his mind is grown-up and his interests are already cultivated. We are not writing on a blank slate when we are dealing with an adult.

Maulana Azad had said very clearly to the Central Advisory Board of Education in 1949, “The aim of education is to educate adults only. It is not only to make a person literate, but it includes all types of education, which makes every citizen a conscientious member of the democratic country.”

Adult education means an education for the complete man. It gives him literacy so that knowledge of the world may become accessible to him. It teaches him how to harmonise himself with his environment and make the best use of the physical conditions in which he subsists. As rightly remarked in the Dictionary of Education, “Adult Education is any process by which men and women, either alone or in groups, try to improve themselves by increasing their knowledge, skills, or attitudes.”

Mr. Humayun Kabir has written while explaining social education, “It is the curriculum by which the consciousness of citizenship is created in people and social feeling is increased in them. Adult education is complementary to free primary education. Therefore, due attention should be paid to the dissemination of both.

Adult Education After Independence

From the year 1947 until the present, after the independence of India, expected progress was made in the field of education. On May 20, 1948, the Union Education Minister presented a twelve-point plan to make illiterate adults literate. In 1949, a conference of provincial education ministers was held in Delhi, at which it was decided that within 3 years, about 52 per cent of the illiterates in the age group of 12 to 50 years should be made educated, but due to many obstacles, this target could not be fulfilled. Apart from this, an important thing happened: adult education was given the name of social education, whose objective was to make all adult women eligible and to make their lives complete in every way. In this way, the direct form of social education was made elaborate and comprehensive. Till 1949, the education of illiterate adults was prevalent in the name of adult education, but the Central Education Advisory Board presented a new approach towards education, and in its place, ‘Social Education’ seemed more appropriate. Social education is an advanced form of adult education. In social education, along with making people literate, efforts are made for their all-round development in such a way that they can become good citizens. In 1949, Maulana Azad, while explaining social education in the UNESCO Seminar on Rural Prod Education, had said, ‘By social education, we mean the education of the complete human being. It will give him literacy so that knowledge of the world becomes available to him. It will tell him

how to adapt himself to the environment and the natural conditions in which he lives.’

Along with the literacy program for adults in the age group of 15 to 35 years, a comprehensive program of continuing education has been prescribed under the national education policy. Under this, the establishment of continuing education centers in rural areas, education of workers by employers, and book and reading room programs will be organized by radio, Doordarshan, and films.

“The National Literacy Mission will be geared to the national goals such as alleviation of poverty, national integration, environmental conservation, observance of the small family norm, promotion of women’s equality, universalisation of Primary education, basic health care, etc. It will also facilitate the energization of the cultural creativity of the people and their active participation in development processes.” (National Policy on Education (1968), modified in 1992. p. 15).

“The campaigns were too limited in scale to achieve a significant advance and generate enthusiasm for further efforts. They also tended to be sporadic and uncoordinated—government departments, voluntary agencies, educational institutions, and individuals working more in isolation than in active collaboration with other agencies.” (Report of the Education Commission.p.424). All the above-mentioned recommendations were analysed, and they influence the present education system. It has become the basis of adult education nowadays. It also helps to understand the importance of adult education in the modern education system.

Importance of Adult Education and Life-Long Learning

Yet we have 350 million people who need literacy and many more who have to acquire employable skills to suit the emerging modern India and globe. Thus, it is inevitable to reach the status of a fully literate nation, and consequently achieve the status of a developed nation. “Illiteracy as a mass phenomenon blocks economic and social progress, affects economic productivity, population control, national integration and security and improvement in health and sanitation.” (Report of the Education Commission. p. 4235 4- Ibid. pp. 665-666). Apart from this, an important thing happened: adult education was given the name of social education, whose objective is to make all adult women eligible and to make their lives complete in every way. In this way, the direct form of social education was made elaborate and comprehensive. Literacy makes an immense difference in the way life is led, and the National Literacy Mission was initiated for this core thought that emphasised adult education. It was launched in 1988 and was done voluntarily, which was a vital aspect of the mission, and it also addressed the main

issue like alcoholism. To facilitate community involvement in education and the betterment of all, National Education Policy 2020 has come up with a defined structure for adult Education. The Government of India has given adult education in the following forms:

- (a) The spread of literacy among adult illiterates,
- (b) To produce an educated mind in the mass of the population in the absence of literary education,
- (c) To create in the adult an awakened knowledge of the rights and duties of citizenship as an individual and as a member of a mighty nation.

NEP 2020 and Adult Education and Lifelong Learning

The Central government has approved the 'New India Literacy Programme' for financial years 2022-27 which will now cover all aspects of Adult Education in the country in line with the National Education Policy (NEP) 2020. 'Adult Education' will now be called 'Education For All'.

"As a progressive step, it has also been decided that from now onwards the term "Education For All" will be used in place of "Adult Education" by the Ministry in view of the fact that the terminology "Adult Education" is not incorporating appropriately all non-literates of 15 years and above age group," the Education Ministry said. The number of non-literates in the country in the age group of 15 years and above was 25.76 crore (9.08 crore male and 16.68 crore female) according to the 2011 census. Currently, an estimated 18.12 crore adults in the country are illiterate, the ministry said. The objective of the New India Literacy Programme is to impart foundational literacy and numeracy, critical life skills like financial literacy, digital literacy, commercial skills, health care and awareness, child care and education, and family welfare, as well as vocational skills, basic education and continuing education. The scheme will be implemented online. Three crore students from around 7 lakh schools registered under UDISE (Unified District Information System for Education) and around 50 lakh teachers from government, aided and private schools will participate as volunteers. Around 20 lakh students from teacher education and higher education institutions will be actively involved as volunteers. Anganwadi workers, ASHA workers, PRIs; and around 50 lakh NYSK, NSS and NCC workers will extend their support to the programme, the ministry said. The estimated total outlay of the programme is Rs 1,037.90 crore, which includes the central share of Rs 700 crore and the state share of Rs 337.90 crore for FYS 2022-27. The Nation's Education Policy NEP 2020 aims to cover "Adult Education and Lifelong Learning". According to the government, this program under the national scheme aims to give

the opportunity to attain foundational literacy, obtain an education, and pursue a livelihood. It believes that volunteerism, community involvement and mobilization are key success factors of adult literacy programmes, in conjunction with political will, organizational structure, proper planning, adequate financial support, and high-quality capacity building of educators and volunteers. It aims to build an outstanding adult education curriculum framework by NCERT that is dedicated to adult education. The curriculum framework for adult education will include at least five types of programmes, each with clearly defined outcomes:

- (a) Foundational literacy and numeracy;
- (b) Critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, child care and education, and family welfare);
- (c) Vocational skills development (with a view towards obtaining local employment);
- (d) Basic education (including preparatory, middle, and secondary stage equivalency); and
- (e) Continuing education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills).

The framework would keep in mind that adults in many cases will require rather different teaching-learning methods and materials than those designed for children.

Infrastructure for Adult Education

For this initiative to be a success, infrastructure has to be provided that is easily accessible to all. Schools will be used as after-school centres and public libraries for the courses. Sharing resources in all types of education will be beneficial to all and will create synergy in the community.

Suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning. A key initiative in this direction will be to use schools and school complexes after school hours and on weekends and public library spaces for adult education courses, which will be ICT-equipped when possible, and for other community engagement and enrichment activities. The sharing of infrastructure for school, higher, adult, and vocational education, as well as for other community and volunteer activities, will be critical for ensuring efficient use of both physical and human resources as well as

for creating synergy among these five types of education and beyond. For these reasons, Adult Education Centres (AECs) could also be included within other public institutions such as HEIs, vocational training centres, etc.

Instructor and Educators for Adult Education

Dedicated instructors and educators will be delivering the curriculum framework to mature learners to keep them in sync with the thought process. Volunteers are welcomed from the district, state, and national levels. Additionally, qualified community members can take a short training course so that they can serve others in this program. These instructors will be trained by the National, State, and district level resource support institutions to organize and lead learning activities at Adult Education Centres, as well as coordinate with volunteer instructors. Qualified community members, including from HEIs as part of each HEI's mission to engage with their local communities will be encouraged and welcomed to take a short training course and volunteer, as adult literacy instructors, or to serve as one-on-one volunteer tutors, and will be recognized for their critical service to the nation. States will also work with NGOs and other community organizations to enhance efforts towards literacy and adult education.

Participation in Adult Education

Encouraging people to take up this course is a challenge, and social workers travelling through communities will play a major role in convincing people to take up adult education. Dropouts can also take up education through this policy. Local organizations and NGOs will make announcements through events and initiatives so that enrollment can be maximised. All efforts will be undertaken to ensure the participation of community members in adult education. Social workers/counsellors travelling through their communities to track and ensure the participation of non-enrolled students and dropouts will also be requested, during their travels, to gather data from parents, adolescents, and others interested in adult education opportunities both as learners and as teachers/tutors. The social workers/counsellors will then connect them with local Adult Education Centres (AECs). Opportunities for adult education will also be widely publicized, through advertisements, announcements, and events and initiatives of NGOs and other local organizations.

Accessibility and availability of resources

Improving the availability and accessibility of books is essential to inculcating the habit of reading within our communities and

educational institutions. This Policy recommends that all communities and educational institutions - schools, colleges, universities and public libraries - will be strengthened and modernized to ensure an adequate supply of books that cater to the needs and interests of all students, including persons with disabilities and other differently-abled persons.

Monitoring of Adult Education

Close monitoring of this program is very important, and NGOs, and volunteers play a great role in the success of adult education. In coordination with Adult Education Centers (AEC), governments will work closely with community organizations and support to make people educated and a positive effort towards literate India. With Adult education implementation in the National Education Policy 2020, society will surely be a new world where they wish to be educated and support their family on a better path. One can enroll in such initiatives by the policy and can get benefitted plus a volunteer of education can always get in touch with local organizations and give support to the education system.

The effectiveness of adult education depends heavily on NGOs and volunteers, and careful monitoring of this programme is crucial. Governments would collaborate closely with community organisations and encourage efforts to educate people and create a literate India in conjunction with Adult Education Centres (AEC). With the inclusion of adult education in the National Education Policy 2020, society will undoubtedly be transformed into a place where people want to further their education and enhance the lives of their families. By following the rules, one may participate in these activities and get benefits. In addition, a volunteer in education can always contact regional organisations and help the educational system.

Role of Technology

Technology will be leveraged to strengthen and even undertake the above initiatives. Quality technology-based options for adult learning such as apps, online courses/modules, satellite based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed, through government and philanthropic initiatives as well as through crowd sourcing and competitions. In many cases, quality adult education could thereby be conducted in an online or blended mode (NEP 2020). The whole country has to make a sincere commitment to eradicate illiteracy, especially illiterate people in the age group of 15-35 years. There has to be a commitment to make literacy programs successful. Teachers, youth, students, voluntary organizations and employers etc. will have to be

involved in this work on a large scale. Concrete efforts will be made to improve educational aspects with the help of research institutes. Apart from literacy, development of functional knowledge and skills and inculcating among the learners an understanding of the socio-economic reality and making them aware of the possibility of changing this situation will be part of adult education.

A comprehensive program of adult and continuing education will be implemented using various methods and media. The following types of programs will come under this-

- i. Setting up ongoing learning facilities in rural regions.
- ii. Workers' education facilitated by employers, trade unions, and relevant governmental bodies.
- iii. Advancement of continuous education by higher educational institutions.
- iv. Encouraging extensive creation, publication, and access to books, along with the establishment of libraries and reading spaces.
- v. Utilization of radio, television, and films for widespread instructional and collective learning purposes.
- vi. Creation of learner groups and associations.
- vii. Implementation of remote learning initiatives.
- viii. Providing support for self-directed learning endeavours.
- ix. Development of vocational training programs catering to identified needs and interests.

The aforementioned measures will be strengthened and even carried out with the help of technology. Through government and philanthropic initiatives, as well as through crowd-sourcing and competitions, high-quality technology-based adult learning options, such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries, Adult Education Centres, etc., will be developed. Thus, effective adult education might often be delivered online or in a hybrid format (NEP 2020). To completely eliminate illiteracy, particularly among those between the ages of 15 and 35, the whole nation must commit. To ensure the effectiveness of literacy programmes, a commitment must be made. This initiative will need extensive participation from a variety of groups, including educators, youth, students, non-profit organisations, and companies. With the aid of research institutions, real attempts will be made to enhance educational features. Adult education will include, in addition to literacy instruction, the development of practical knowledge and skills, as well as teaching learners about socioeconomic realities and the potential for change.

Utilising a variety of tools and media, a comprehensive programme of continuing and adult education will be put into action. The programmes listed below will fall under this:

Conclusion

It is said in our ancient texts: Sa vidya ya vimuktaye, education is that which brings freedom from ignorance and oppression. Under this concept of education, every person should know how to read and write because, in today's era, this is the main medium of learning. For this reason, literacy and adult education have lots of importance. The important issue of development today is how to continuously upgrade skills and prepare the kind and quantity of manpower that society needs. Adult education will be linked to national goals. These national goals include all of these: the removal of poverty, national unity, environmental protection, promotion of the cultural creativity of the people, adherence to the ideal of the small family, and equality of women. The present programs of adult education will be reviewed and strengthened. Mr. Humayun Kabir has written while explaining social education, "It is the curriculum by which the consciousness of citizenship is created in people and social feeling is increased in them. Many times, adults have to keep education aside and take up other tasks in life, and many could not get the opportunity to brush up on their hands-on education system. In such scenarios, adult education plays a major role. Age is no bar for education, and the NEP 2020 policy has focused on it very closely. The importance of education is well-known to all, and heading on its path at any time is the right time. In life, one may not find opportunities to complete his/her basic education but if resources are available and you have a spark in yourself to be educated, then the lightened path is showcased by educators.

Suggestions

NEP 2020 has designed a program for adult education, where people will be made literate and study the key areas according to their profession. Firstly, let us look at how adult education can help an individual in life.

- A person can carry out their financial transactions on their own.
- Fill out forms for the opportunities in their interested field.
- Teach children.
- Improve one's life through the right Education.
- Follow instructions and safety measures in times of emergency.
- Appreciate literacy and promote it.

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सुनीता चौधरी

सहायक आचार्य
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माँ वैष्णो देवी महिला महाविद्यालय,
सियारामनगर, देवराकोट,
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5

भारत के जी-२० एजेंडे के केंद्र में महिला नेतृत्व विकास

सार

हाल के वर्षों में जी-२० ने भी लैंगिक समानता और महिला सशक्तिकरण पर कड़ा रुख अपनाया है। महिलाएं दुनिया भर में स्थायी आर्थिक विकास हासिल करने के लिए प्रयासरत हैं, फिर भी उन्हें अक्सर शिक्षा और रोजगार के अवसरों में भेदभाव का सामना करना पड़ता है। जी-२० महिलाओं को निर्णय लेने की भूमिकाओं में पहुंच को बढ़ावा देने और पारंपरिक रूप से पुरुष-प्रधान क्षेत्रों जैसे वित्त, प्रौद्योगिकी, विज्ञान और अभियांत्रिकी में उनके लिए अधिक अवसर पैदा करने के लिए प्रतिबद्ध है। गरीबी, आर्थिक असमानता और जलवायु परिवर्तन जैसे वैश्विक मुद्दों से निपटने के लिए जी-२० एक तेजी से महत्वपूर्ण मंच बन गया है। यह महिलाओं के आर्थिक विकास को बढ़ावा देने और उन्हें विश्व अर्थव्यवस्था में बड़ी भूमिका निभाने के लिए सशक्त बनाने में भी सबसे आगे है। जी-२० शिखर सम्मेलन लैंगिक समानता को बढ़ावा देने में सहायक रहा है, विशेष रूप से इसकी महिला २० (W-२०) पहल के माध्यम से, जो २०१५ में प्रारंभ की गई थी। W-२० महिलाओं को प्रभावित करने वाले प्रमुख मुद्दों जैसे- वित्त, शिक्षा, कौशल विकास और श्रम बाजारों तक पहुंच पर ध्यान देने के लिए जी-२० देशों की महिला नेताओं को एक साथ लाता है जी-२०

अन्य अंतर्राष्ट्रीय संगठनों के साथ भी काम करता है, जिसमें संयुक्त राष्ट्र और विश्व बैंक समूह शामिल हैं, ऐसी नीतियां विकसित करने के लिए जो महिलाओं को कार्यबल में उनकी भागीदारी बढ़ाने और वित्तीय स्वतंत्रता प्राप्त करने में सहायता करेंगी। यह सतत विकास लक्ष्यों को प्राप्त करने के साथ-साथ विश्व भर में लैंगिक असमानताओं को कम करने के लिए महत्वपूर्ण प्रयास है।

संकेत शब्द: जी-२०, एजेंडा, महिला नेतृत्व विकास।

प्रस्तावना

वैश्विक आर्थिक और वित्तीय मुद्दों पर चर्चा करने के लिए जी-२० एक महत्वपूर्ण मंच रहा है। भारत जी-२० की अध्यक्षता कर रहा है और जी-२० में 'महिला नेतृत्व विकास' मुख्य प्रतिबद्धताओं में एक है जिसमें महिलाओं के लिए समानता और गरिमा के साथ आगे बढ़ने के अवसरों की परिकल्पना है। यह महिलाओं के विकास की प्रगति के साथ-साथ उनकी प्रगति में बाधा डालने वाली चुनौतियों के बारे में बात करने का भी एक मंच है। जापान के ओसाका में आयोजित जी-२० शिखर सम्मेलन में लैंगिक समानता पर व्यापक रूप से चर्चा की गई। भाग लेने वाले देशों के नेताओं ने लैंगिक समानता को बढ़ावा देने और जीवन के सभी क्षेत्रों में महिलाओं को सशक्त बनाने की अपनी प्रतिबद्धता दोहराई। इसमें शिक्षा और रोजगार के अवसरों तक समान पहुंच सुनिश्चित करना, महिलाओं को हिंसा से बचाना और कार्य-जीवन संतुलन का समर्थन करने वाली कार्यबल नीतियों को मजबूत करना शामिल है। इसके अलावा, बुनियादी ढांचा परियोजनाओं में निवेश करके अधिक समावेशी विकास को बढ़ावा देने पर भी सहमत हुए, जो विशेष रूप से महिलाओं के लिए रोजगार सृजित करती हैं, साथ ही स्वास्थ्य पहल जो विशेष रूप से महिलाओं के स्वास्थ्य के मुद्दों को लक्षित करती हैं। इन प्रतिबद्धताओं को ध्यान में रखते हुए, यह स्पष्ट है कि जी-२० दुनिया भर में महिलाओं के विकास के उद्देश्य को आगे बढ़ाने में मदद करने में अपनी भूमिका को गंभीरता से ले रहा है। महिलाएं वैश्विक अर्थव्यवस्था का एक अभिन्न अंग हैं और फिर भी निर्णय लेने वाले पदों पर पर्याप्त रूप से प्रतिनिधित्व नहीं करती हैं। जी-२० लैंगिक समानता और महिला सशक्तीकरण को बढ़ावा देने में महत्वपूर्ण भूमिका निभा रहा है। जी-२० शिखर सम्मेलन सक्रिय रूप से विभिन्न देशों को लैंगिक असमानता को कम करने, महिलाओं के लिए आर्थिक विकास का समर्थन करने और कार्यस्थल में महिलाओं के लिए समान अवसरों को बढ़ावा देने के लिए प्रोत्साहित कर रहा है। यह लेख महिला विकास को बढ़ावा देने के लिए जी-२० द्वारा की गई विभिन्न पहलों और दुनिया भर में लाखों महिलाओं के जीवन को सकारात्मक रूप से कैसे प्रभावित करता है, इस पर गौर करता है।

जी-20 एवं महिला नेतृत्व विकास

जैसे-जैसे विश्व अधिक समावेशी और न्यायसंगत समाज की ओर बढ़ रहा है, जी-20 राष्ट्र वैश्विक महिला विकास को आगे बढ़ाने में महत्वपूर्ण भूमिका निभा रहे हैं। भारत में, जी-20 ने लैंगिक समानता और महिला सशक्तिकरण को बढ़ावा देने में महत्वपूर्ण प्रगति की है। जी-20 ने महिला उद्यमी वित्त पहल (वी-फाई) जैसी पहल की है, जो विकासशील देशों में महिला उद्यमियों को वित्त, सलाह और तकनीकी सहायता प्रदान करके उन्हें अपने व्यवसाय को बढ़ाने में मदद करती है। इस पहल का भारतीय महिला उद्यमियों पर सकारात्मक प्रभाव पड़ा है, जिसमें 99000 से अधिक लाभार्थियों को वी-फाई से वित्तीय सहायता प्राप्त हुई है। जी-20 ने अन्य कार्यक्रम भी शुरू किए जैसे महिला अधिकारिता सिद्धांत (WEPs) जो कंपनियों को उनके संगठनों में लैंगिक समानता का अभ्यास करने में मदद करने के लिए एक दिशा निर्देश के रूप में कार्य करता है।

इन पहलों का उन संसाधनों और अवसरों तक पहुंच प्रदान करके भारतीय महिला विकास पर अत्यधिक प्रभाव पड़ा है जो पहले अनुपलब्ध या उपयोग करने में कठिन थे। इन पहलों के साथ, भारत यह सुनिश्चित कर सकता है कि उसकी महिला आबादी भी इन प्रयासों से लाभान्वित हुई है, जी-20 देशों के प्रयासों से भारत ने महिलाओं के विकास में महत्वपूर्ण प्रगति की है। यह देखा गया है कि जी-20 देशों द्वारा की गई पहलों ने शिक्षा, स्वास्थ्य देखभाल, वित्त और प्रौद्योगिकी जैसे विभिन्न क्षेत्रों में महिलाओं की भागीदारी बढ़ाने में मदद की है। इन पहलों ने महिलाओं को अपने समुदायों और देशों में सकारात्मक योगदान देने के लिए सशक्त बनाया है। इसके अलावा, इन पहलों ने महिलाओं को लैंगिक समानता और मानवाधिकार जैसे महत्वपूर्ण मुद्दों पर अपने दृष्टिकोण साझा करने के लिए एक मंच भी प्रदान किया है। जी-20 अपने सभी सदस्य देशों में महिलाओं के आर्थिक सशक्तिकरण के लिए सहायता प्रदान करने के लिए प्रतिबद्ध है। इसमें उन कार्यक्रमों के लिए आर्थिक सहायता शामिल है जो महिला उद्यमियों के लिए रोजगार सृजित करने, वित्तीय सेवाओं तक पहुंच बढ़ाने और आर्थिक सफलता के लिए आवश्यक कौशल का निर्माण करने में मदद करते हैं। लैंगिक समानता विकसित करने की दिशा में जी-20 की प्रतिबद्धता भारत के लाखों नागरिकों के जीवन में सुधार करते हुए भारत की अर्थव्यवस्था में सकारात्मक बदलाव ला रही है। यह प्रतिबद्धता भारत को सबसे अधिक न्यायसंगत समाजों में से एक बनने के अपने लक्ष्य को प्राप्त करने की दिशा में आगे बढ़ने में मदद कर रही है।

W-20 के लक्ष्य

W-20 भारत का लक्ष्य समानता और समता की एक ऐसी विश्व का निर्माण है जहां हर महिला सम्मान के साथ रहे और मिशन महिलाओं के नेतृत्व वाले विकास में आने वाली सभी बाधाओं और चुनौतियों को दूर करना और महिलाओं के लिए एक सक्षम वातावरण और तंत्र सुनिश्चित करना है ताकि वे अपने जीवन को आगे बढ़ा सकें और बदल सकें।

W-20 का लक्ष्य इस प्रकार हैं

एक शक्तिशाली और प्रभावशाली विज्ञप्ति के लिए समावेशी परामर्श और कार्रवाई।

- W-20 की सिफारिशों को जी-20 परामर्शों और वार्ताओं में शामिल करें
- W-20 नेताओं की घोषणा और जी-20 विज्ञप्ति को प्रभावित करें और उसमें शामिल करें
- एक मजबूत W-20 वैश्विक और राष्ट्रीय नेटवर्क स्थापित करें
- W-20 एजेंडा की निरंतरता सुनिश्चित करें
- भारत जी-20 की अध्यक्षता में W-20 के चार प्राथमिकता वाले क्षेत्रों पर ध्यान केंद्रित करेगा:
- जमीनी स्तर पर महिला नेतृत्व
- महिला उद्यमिता
- लैंगिक डिजिटल विभाजन को पाटना
- शिक्षा एवं कौशल विकास के माध्यम से मार्ग बनाना

W-20 और लैंगिक समानता की मांग

W-20 पहले दुनिया भर में लैंगिक समानता और महिलाओं के आर्थिक सशक्तिकरण को बढ़ावा देने के लिए प्रतिबद्ध है। W-20 यह सुनिश्चित करने के लिए काम करता है कि जी-20 देश लैंगिक समानता, महिलाओं के आर्थिक सशक्तिकरण, और महिलाओं के लिए शिक्षा और रोजगार के अवसरों में सुधार के अपने लक्ष्यों को प्राप्त करने में प्रगति करें। अपने समर्थन प्रयासों के माध्यम से, W-20 लैंगिक असमानता के क्षेत्रों की पहचान करने और अंतर को कम करने के लिए रणनीति विकसित करने के लिए सरकारों, नागरिक समाज संगठनों और निजी क्षेत्र के भागीदारों के साथ काम करता है। इसके अलावा, W-20 अधिक लिंग समानता को बढ़ावा देने वाली नीतियों को सूचित करने के लिए अनुसंधान और डेटा संग्रह प्रयासों में संलग्न है। इन लक्ष्यों को प्राप्त करने की अपनी प्रतिबद्धता के साथ, W-20 सभी के लिए एक अधिक न्यायसंगत दुनिया बनाने में मदद कर रहा है।

आगे की राह

भारत के पास जी-२० शिखर सम्मेलन में महिलाओं के नेतृत्व वाले विकास का नेतृत्व करने का एक अनूठा अवसर है। १.३ बिलियन लोगों की आबादी के साथ, भारत में श्रम बल में महिलाओं की संख्या सबसे अधिक है और यह दुनिया की कुछ सबसे सफल महिला उद्यमियों का घर है। इसके अलावा, भारत ने बेटी बचाओ बेटी पढ़ाओ योजना और कौशल भारत मिशन जैसी पहलों के माध्यम से लैंगिक समानता को बढ़ावा देने और महिलाओं को सशक्त बनाने में महत्वपूर्ण प्रगति की है। इन पहलों के माध्यम से, भारत जी-२० में महिलाओं के नेतृत्व वाले विकास को आगे बढ़ाने के लिए अपनी प्रतिबद्धता प्रदर्शित कर सकता है और अन्य देशों के लिए एक उदाहरण स्थापित कर सकता है। जी-२० शिखर सम्मेलन भारत को अपनी सफलता की कहानियों और सर्वोत्तम प्रथाओं को अन्य देशों के साथ साझा करने के लिए एक आदर्श मंच प्रदान करता है कि यह वह कैसे सभी क्षेत्रों में लैंगिक समानता प्राप्त करने की दिशा में काम कर रहा है। अपनी बड़ी आबादी के साथ, भारत में लैंगिक समानता और महिला सशक्तिकरण पर महत्वपूर्ण प्रभाव डालने की क्षमता है। महिलाओं के नेतृत्व वाली पहलों में निवेश करके, भारत एक ऐसा वातावरण बना सकता है जहाँ महिला उद्यमी और पेशेवर फल-फूल सकें और आर्थिक विकास में योगदान कर सकें। जी-२० भारत को महिलाओं के नेतृत्व वाले विकास के प्रति अपनी प्रतिबद्धता और इस क्षेत्र में वैश्विक नेतृत्वकर्ता बनने की अपनी क्षमता को प्रदर्शित करने के लिए एक आदर्श मंच प्रदान करता है। महिला नेतृत्व विकास भारत के जी-२० एजेंडे का प्राथमिक फोकस है। भारत में महिला उद्यमी अपनी प्रतिभा का लोहा मनवा रही हैं। महिलाओं के स्वामित्व वाले व्यवसायों के विस्तार से अर्थव्यवस्था में काफी सुधार होता है। भारत में, ४३२ मिलियन कामकाजी उम्र की महिलाएं हैं, और १३.५ से १५.७ मिलियन उन फर्मों का स्वामित्व महिलाओं के पास है, जो लाखों लोगों को रोजगार देती हैं। उद्यमों का एक बड़ा हिस्सा महिलाओं द्वारा चलाया जाता है। भारतीय महिलाएं आत्मनिर्भर हैं और अपने स्वयं के उद्यम शुरू करने के लिए प्रेरित हैं। महिलाएं भारत में ५०,००० से अधिक स्टार्ट-अप उद्यम चलाती हैं, जो कुल का लगभग ४५ प्रतिशत है। महिला नेतृत्व वाली कंपनियों की सहायता के लिए भारत में कई सरकारी कार्यक्रम और नीतियां बनाई गई हैं। महिलाओं के लिए मुद्रा लोन, उदाहरण के लिए, महिला उद्यमियों को वित्तीय सहायता प्रदान करता है; भारतीय महिला बैंक एक नई रियल एस्टेट फर्म या खुदरा में एक छोटे और मध्यम उद्यम (एसएमई) शुरू करने के लिए व्यावसायिक महिलाओं को ऋण प्रदान करता है; महिलाओं की उद्यमिता आर्थिक विकास का एक महत्वपूर्ण स्रोत है। उदाहरण के लिए भारत सरकार का स्टार्टअप इंडिया कार्यक्रम महिला उद्यमियों के लिए स्टार्टअप नियमों को प्राथमिकता देता है। इन आंकड़ों से भारत महिलाओं के नेतृत्व वाले विकास और सशक्तिकरण के लिए मानक तय कर सकता है।

निष्कर्ष

आज भारत में प्रशासनिक कार्यालयों में १.६० करोड़ से अधिक महिलाएं, पंचायती राज संस्थानों में चुनी गई १७,००० से अधिक महिलाएं और रक्षा बलों में १०,००० से अधिक महिलाएं अपनी सेवाएँ दे रही हैं। महिला नेतृत्व वाले विकास के लिए इस तरह का दृष्टिकोण यह सुनिश्चित करने के लिए महत्वपूर्ण होगा कि उनके अद्वितीय दृष्टिकोण, अनुभव और नेतृत्व शैलियों को सार्वजनिक पटल पर लाया जाए, जिससे उनके अनुभव और नेतृत्व शैलियों का लाभ समाज को मिल सके और उनसे प्रेरणा लेकर और अधिक महिलाएं समाज और राष्ट्र के विकास में अपना योगदान दे सकें भारत की जी-२० अध्यक्षता हमारे लिए अगले चरण के विकास के लिए एजेंडा तय करने का अवसर प्रदान करती है।

महिलाओं को सक्षम बनाने एवं जमीनी स्तर पर बदलाव को बढ़ावा देने के लिए दूरदर्शी उत्साह के साथ, W-२० आदिवासी और ग्रामीण क्षेत्रों, कृषि, हथकरघा और हस्तशिल्प क्षेत्र से बातचीत में प्रमुख हितधारकों को समायोजित कर रहा है, इस प्रकार, भारत की जी-२० प्रेसीडेंसी महिलाओं के आर्थिक सशक्तीकरण को आगे बढ़ाने और सहयोग देने में महत्वपूर्ण भूमिका निभाने जा रही है, यह भारत के लिए लैंगिक मुख्यधारा के लिए देशों द्वारा अपनाई गई सर्वोत्तम प्रथाओं पर प्रकाश डालने और भारत में महिलाओं की आर्थिक वृद्धि को बढ़ावा देने में गेम चेंजर के रूप में कार्य करने का एक उपयुक्त समय होगा. अवसर की इस श्रृंखला में, यह महत्वपूर्ण है कि हम महिलाओं को अपने प्रयासों के केंद्र में रखें ताकि एक बेहतर कल को प्राप्त किया जा सके साथ ही साथ जी-२० के मंत्र को "एक धरती, एक परिवार, एक भविष्य" को चरितार्थ किया जा सके।

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6

Smart Phone Addiction among Parents: Children's Perspective

Abstract

Smartphone addiction, sometimes colloquially known as “nomophobia” (fear of being without a mobile phone), is often fuelled by an internet overuse problem or internet addiction disorder. Parental smartphone use can interfere with their interactions with their children. According to the displacement hypothesis, time spent on technology or media can reduce parent–child connections. Parents who were highly absorbed by media often took longer to respond to their children, did not respond to their behaviour at all, and even reacted to their children in a negative voice, thus missing opportunities to interact with their child. Because smartphones can provoke deeper absorption, they can further reduce parental conversations and engagement with children. When parents spend little time with their children or pay little attention to them, they can seem cold or distant from the child's perspective. This study focused on whether parents' addiction to mobile phones have any impact on the quality of life in the family from the perspective of children.

Keywords: *Smartphone Addiction, Nomophobia, Parents' Addiction.*

Introduction

Gut-wrenching confessions from children receiving trauma counselling have highlighted the crushing emotional effect of phone-obsessed parents (<https://nypost.com/2022/10/13/crushing-effect-of-phone-addicted-parents-on-children/>). Many researchers suggest that when mothers and fathers report being distracted by digital technology, this causes interruptions in interactions with their children. As the COVID-19 pandemic leads to growing dependence on smartphones, it is also negatively impacting relationships between parents and children.

Review of Literature

Phone addiction is also known as “Nomophobia”, which occurs due to the overuse of gadgets, devices like phones, computers, etc. Heavy smartphone usage can cause stress, depression, loneliness, and anxiety.

Bandura (1971) in his work “social learning theory” in ‘The War System: An interdisciplinary Approach’ says that the social learning theory reflects that observational learning is a great way for kids and teens to learn. This theory states that children’s behaviour is informed by looking at the things parents do.

Phubbing is an unhealthy behaviour that can hurt people’s social life (David & Roberts, 2017). While there is no direct evidence to support the belief that parental phubbing increases teen cell addiction, it is a logical argument while considering the following three points. First, studies based on social learning theory and informal social control theory (Bandura, 1971; Mason & Windel, 2002) found that parents who report themselves using cell phones are positively correlated with teens’ online addiction (Cho & Lee, 2017). Second, the marginalized family’s environment created by a difficult parent or poor parent child relationship makes it worsen the teen’s usage of the internet online (BonieliNissim&Sasson, 2018; Wang & Qi, 2017). Third, people feel excluded from society, and as a result use social media to compensate for related needs (David & Roberts, 2017).

Mason and Windel (2002), had stated that the informal social control theory shows that the family is the most important factor in controlling deviant behaviour of children and teens and that a poor family environment will exacerbate youth misconduct.

Skopp, McDonald, Jouriles, & Rosenfield (2007), in their article

“Partner Aggression and Children’s Externalizing Problems: Maternal and Partner Warmth as Protective Factors” in the journal “Journal of Family Psychology” found that, in a marital relationship, husband and wife’s anger has exacerbated the problems of children who go out of their way, especially in the families there is very low maternal warmth.

Marie Brannon (2009) criticized that compulsive cell phone users left others confused, trapped, disrespected, and angry. These users often feed their egos at the expense of others.

Cho & Lee (2017) had pointed out that parents who reported themselves using cell phones were positively related to teen online addiction.

Vaidyanathan and Latu (2007) argued that it was in line with peer pressure, family upbringing, and ultimately habits, attitudes, and strengths rather than technology alone. These are

Stewart (2008) pointed out that over the years, communication between parents and their children may become impersonal. Teens often text their parents instead of talking.

Chigona, Chigona, Ngqokelela, and Mpofu (2009) examined and have found the perception patterns of both parents and teens. Both, the parents and children have developed attachment and dependency on cell phones. They experience cognitive dissonance, which changes as a result of capturing two incompatible perceptions. Self-justification is used to overcome the disease.

Campbell (2005) studied the effect of mobile phones on young people’s social lives (such as peer relationships, family relationships, and school environment). Teens constructively use cell phones to organize and maintain social networking sites. Campbell and Rachel (2006) have suggested that in the case of a teenage girl, the cell phone is an all-encompassing feature, namely independence, security, and femininity. It works as a ‘technology of the self’. Teenagers go against norms by practically spacing their behaviour to actions and identities of society and what they internally desire.

Shambare, Rugimbana, and Zhoua (2012) conducted a study on an important research question, what are the behaviours associated with cell phone use? The result suggests that the cell phone may be a major non-drug addict of the 21st century.

Den Bulck (2007) has identified the most important effects of cell phone use even after turning off the lights. Excessive use of cell phones leads to increased levels of fatigue and tiredness. There is no safe rate and no safe time to use the phone to send messages or make phone calls after the lights are off. Current research suggests that there are many other threats to teen sleep in the bedroom. Cell phones are very attractive to use even after the lights are turned off, they may be too much.

Stuckey (2004) identifies 5 components like imagination, appropriation, objectification, incorporation, and conversion as the causes of cell phone addiction. He explained that cell phones have an unprecedented ability to influence our interactions with people and with our daily life. They are very active in our social environment. This technology can cause a person to have a unique personality that separates him from society or to change a single language or group of habits.

Kuldeep and Meenakshi (2012) conducted interviews to assess users and cell phone usage patterns in the Haryana area. More than 70% of active mobile phone users of the age group (15-45), 97% were educated 79% have a school level (primary to twelve). Mobile phone users were 42% of rural elite, 26% middle class, and 22% lower. More than 80% of users have purchased cell phones to connect with family and friends. Purchasing decisions (over 75%) on mobile phones are made by the head of the household, especially fathers or grandparents, with only 16% of users using customer care services.

Ahmet A et.al (2011 in his research paper “Internet Addiction and Depression, Anxiety and Stress” represents the relationship between online addiction and depression, anxiety and depression.

David & Robert’s (2017) found that the parents who be phubbed will experience a sense of social exclusion, and the adolescents will feel neglected when they are phubbed by parents.

Methodology

Research Methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study’s overall validity and reliability.

Statement of the Problem

Phone addiction is considered as the obsessive use of phones. Most of the research are focusing on phone addiction among children and youth. However, this study tries to find out the extent of addiction among the parents, to study the reasons regarding their addiction, and also trying to analyze the challenges and issues related to it.

General Objective

The general objective of this study is to examine the phone addiction of parents from the perspective of children with special reference to the Kochi City.

Specific Objectives

The specific objectives of the study include-

- To study the socio-economic profile of the parents in Kochi city.
- To examine whether there is phone addiction among the parents.
- To understand the causes of phone addiction among parents.
- To identify the challenges and issues faced by the parents.
- To identify the challenges and issues faced by the child due to the phone addiction of parents.

Definition of Concepts

Phone Addiction

Theoretical Definition According to the Addiction Centre “Phone addiction is the obsessive use of a smartphone. The behavioural addiction is often dubbed as “nomophobia”, or the fear of being without a mobile device”.

Operational Definition In this study, Phone Addiction refers to the compulsive overuse of mobile devices among parents in Kochi city.

Variables

The dependant variable in this study includes the issues faced by children due to mobile phone addiction of parents. The independent variables include Gender, Age, Education, Occupation, Income, Internet Availability and Locality.

Research Design

Cross Sectional research design is used in this quantitative study.

Universe, Sample and Sampling Method

The universe in this study refers to all the children who lives with their parents in Kochi city. 50 samples are selected from the children in Kochi City. Snowball Sampling is used as the method in this study.

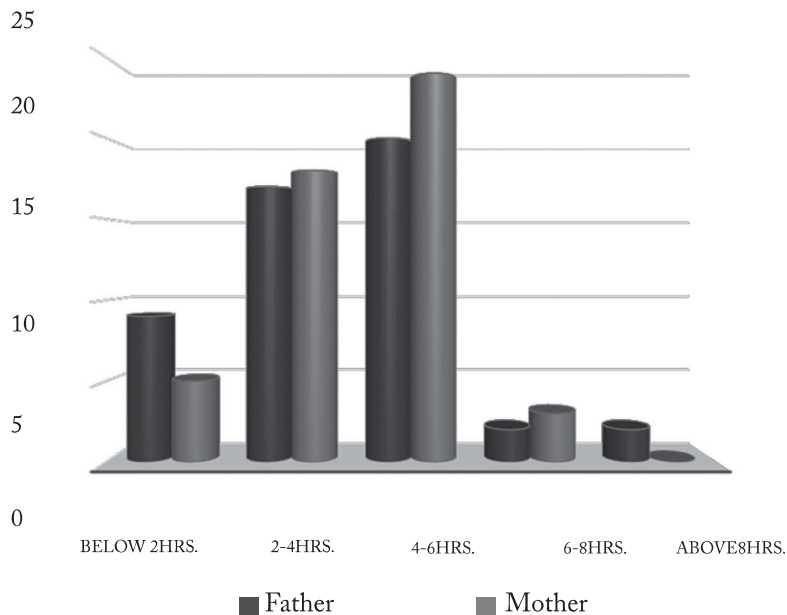
Tool of Data Collection

The questionnaire is used as the tool for data collection in this study.

Findings and Conclusion

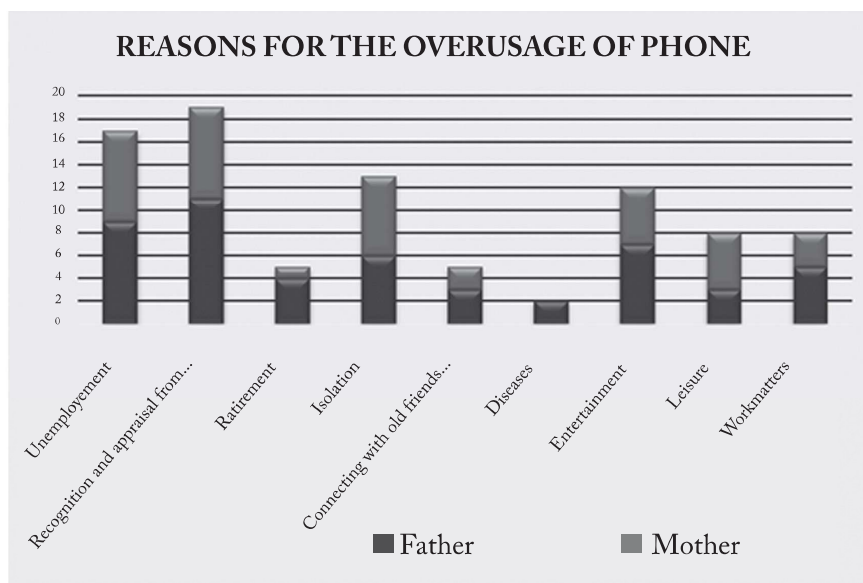
The first objective of the study was to find out the socioeconomic profile of the parents who have phone addiction in Kochi city. In the sample of 50 responses, the majority of the respondent's (80%) parents belong to the middle age group. And 60 percent parents respondents are residing in the urban areas. All the parents of the respondent are literate. Majority of the mothers (82%) of the respondents are homemakers. 82 percent parents respondents of this study use android phones.

Fig: 1 Graphical Representation of Hours Spent by Your Parents on the Phone per day



The second objective of the study was to find out whether there is phone addiction among the parents or not. 92 percent of the respondents have good internet connection. Twenty six percent of the respondents say that their father spent 300-400 rupees for data recharging every month. Sixty percent of the parents had started to use the phone excessively after the Covid-19 and 40 percent of the parents were using phone excessively before Covid-19. Further, most of the parents were using the phones for 4-6 hours daily and some of the respondents have said that their parents have become absent-minded sometimes. The Majority of the parents often check their phones continuously. 50% of the respondents' parents become disturbed and irritated when the children interrupt them while using the phone, especially the father of the respondents. From the statistical analysis, we come to the point that there is high usage of phones among the fathers as compared to the mothers.

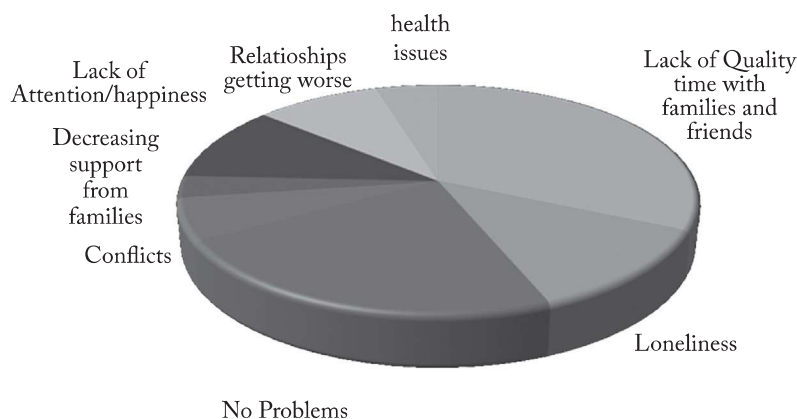
Fig: 2 Graphical Representation of the Reasons that lead to the over usage of Phone in Parents of the Respondents.



The third objective of this study was to understand the causes of phone addiction among parents. Most parents use phones mostly for the entertainment purpose, and then for social networking and gathering information.

The fourth objective of the study was to identify the challenges and issues faced by the parents. The Majority of the parents (56%) get nervous when they are not able to use their smart phones due to various reasons.

Fig: 3 Graphical Representation of the Problems faced by the Respondents, due to the Phone usage of Parents



The fifth objective of this study was to identify the challenges and issues faced by the child due to the phone addiction of parents. The Majority of the children say that the parents always find time to spend with them. From the entire sample, we understand that 60 percent of the parents always find time to spend with thier children. 50 percent of the participants of the study also say that the usage of the phone had resulted in the weakening of the parent-child relationship in the family . The Majority of the children say that there is lack of quality time with parents and there are respondents who say that there is no problem, and they also say the reason that their parents use the phone moderately, make time for them and also give the children the freedom they need. There are other problems like health issues, relationships getting worse due to lack of communication and misunderstandings, conflicts, loneliness and decreasing support from family and others.

Suggestions

- To reduce the phone addiction among the parents, the family members should ensure that they get proper awareness classes and counselling sessions.
- Parents should be more encouraged to participate in some physical activities, exercise, outdoor games, and socially-oriented activities.
- Children or family members should encourage and give support

to parents for developing their skills and creative ideas.

- Keep the phone and other related gadgets outside the bedroom and the place where the family members are present.
- Try to find out more time to spend with the family members and the children.
- Parents can also include yoga and meditation in their daily routines, which will help to reduce the stress and also it will help in reducing their phone addiction as well.

Conclusion

According to this study, Smartphone-addicted parents may be harming their child's development. Even though, it has not impacted the quality of family relationships to a scary magnitude, it is evident that, it is indeed posing a Frankenstein threat to the bonding between parents and children.

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7

Education of Muslim Women in Kerala and Rising of Certain Women Contributors during 1900 to 1970s with Special Reference to Haleema Beevi

Abstract

Mass education was popularized as a part of the National Movement in colonial India. But women's education gained no popularity, though there were certain women leaders who pleaded highly for the education and social development during the period. Women leaders from Muslim community were very rare in the colonial period in Kerala. Muslim women were religiously denied education for a long time. The opportunity for general education to Muslim girls was forbidden by religious rules. Though public education was deprived of by the Islamic religious leaders, there were certain women from the community who went to schools and later contributed for the education of other Muslim women. This paper is an attempt to trace out an unrecognized woman contributor from Muslim Community in Kerala, named Haleema Beevi. She tried to habituate and prescribe gender equality and social justice among the people of Muslim community. Haleema Beevi was the first woman journalist from Muslim community in Kerala.

Keywords: Education of Muslim women, educational contributors, unrecognized contributors, woman journalist.

Introduction

“Commit to memory, be aware of how you became who you are” is a piece of canto from popular poem Kurathi (in Malayalam) written by a famous Kerala poet Kadammanitta Ramakrishnan. Literally the verse indicates the relevance of recognizing the ideal self of each human being in a society, irrespective of his or her caste, creed, family status and any of such social or religious notions. Leaving a person with rich contributions unidentified is a social offence. A society must recognize and reveal the contributions of the personalities who renounced the luxuries of their life for the welfare of the society. There is a factual observation that we left behind many such notable contributors without giving them the deserving recognition.

According to Krishnakumari (2011) women participated and contributed equal part as men for making the History. But the role of women was either dishonored or expelled while documenting. Krishnakumari comments that patriarchal social system intentionally denied and marginalized the participation of women in any movement while illustrating it. The makers of history purposefully forgot the role of women in feeding their family while the most of the men were in jail or hide as the part of social/political/national movements. Sreekumari (2019) mentions that the strikes and strives of women were abandoned from the documents of History for a long time and continues now also. The highly acknowledged fact here is that the women leaders have innate capacity to break the gender, social and religious disparities prevailing on any time, but it is not properly addressed by the societies.

Education of Muslim Women in Kerala During 1900s

Presently, Muslim women in Kerala are having equal privileges as the women of any other religion. Picture was different almost up to 1980s. During the stint before independence and at the early decades after independence, schooling was not easy for Muslim girls. Regular practice among the Muslim families at that time was against the girls' education. Girl children were receiving education maximum to upper primary level only. Early marriage was a usual practice during those days. High school and beyond high school were distant destination for the common Muslim girls in Kerala in the decades of 1990. Distinguished will power of the family and of the individual was necessary to get education.

Muslim girls were lived without equality of educational opportunity due to religious rules. The Muslim community leaders denied promoting the girls education. Some Muslim religious groups in Kerala during

that time believed that learning the Malayalam alphabet was against Islam and it will dilute the devotion to the God Allah. Religious rulings (fatwas) were issued by fundamental religious leaders against learning the Malayalam alphabet. They proposed Arabic as the language and learning from Madrassa only.

While having a religious based discussion, it can be identified that the Christian community during the pre and post independent period in Kerala was highly focused on educating the individuals irrespective of gender. Both male and female Christian children got education. Christian women of the period were never religiously denied attaining modern education and naturally they were recognized by the society. Among Hindus, the higher caste people were having opportunity to get education. The contradiction was that the women from Brahmin community and lower caste communities have denied education beyond the school level. These facts can be précised as in table-1.

Table 1

Religion based Opportunities for Women Education in Kerala during the period 1900–1970s:

Religion	Opportunity Level
Hindu	Had no religious avowal against education. Caste based system existed. Higher caste people had educational opportunities. Opportunities for women were not satisfactory. Girls from lower caste were rarely sent to schools. Brahmin families also restricted public education to girls.
Christian	Education was open to all. Both girls and boys were provided opportunities for education among the Christian families. Even financial barriers were overwhelmed.
Islam	Religious leaders opposed learning Malayalam and English for all. They supported only learning Arabic and Madrassa education. Women were denied public education. Most of the girls from Muslim community were sent only to Madrassa. The approach began to change slowly by 1970s.

As mentioned above, the Muslim women had the hindrance of religious beliefs to get public education. Educating women was believed as an anti Islamic practice. This concept existed for decades among the Muslims of Kerala, extended even up to the commencement of 21st

century. Some women from the Muslim community were emanated to attain education by the inner fire though the entire social, cultural and religious situations acted against them. These types of religious and social hurdles were broken by the interactions of Muslim women themselves, but very slowly.

According to Jyoti (2011) in a Muslim community woman is considered as an “instrument” to transmit religion. Women in Muslim community were forced to follow her colonizer i.e., men.

There was dichotomy among Muslims in the case of education for women during the pre and post colonial period. As mentioned in table 1, religious leaders from the Islamic community strongly opposed educating women in public education system. They supported only religious education in Madrassa or at home for female children. On the contrary, some social leaders from the Islamic community demanded for public education of the Muslim women. This controversy between religious and social leaders from the Islamic community continued for a long time. In such a soiled condition, education was truly a tedious task to Muslim women. Those who with strong will and family support only reached school and colleges from the Muslims at this historic episode. Haleema Beevi was such a lady from Muslims with strong will power and unending quench to get education and also to light the torch of educational developments for others. Haleema Beevi educated by challenging the religious customs practiced in her time and also paved the way for attaining education to many others from her community.

Significance of Studying Education of Muslim Women in Kerala

Even though having sumptuous contributions, some may be alienated from the history of native society. This may happen due to many reasons like political, social and cultural. There are many charismatic personalities who fought for reforming society through their writings, speeches, literature, and many other forms of arts and acts. Among them some were mentioned, remembered and respected. But there are many people who were intentionally or accidentally neglected.

In the global education context the gender equality is a highlighted concept. The concept of inclusiveness and properly addressing the excluded is important. It is the need of the hour to search back the donations of certain people to the development of a state. They were

unacknowledged because of being part of a particular class. But they have their own role in the reconstruction of a society. Significance of this study is that it tries to reveal the contributions of certain personalities, who never reached the lime light. The study also focuses on the educational status of Muslim women in Kerala before and after independence. The study is very significant as it is an attempt to reveal the educational life of a community during a period of social development in Kerala state.

Objectives of the Study

This research is pursued with the following objectives.

- To trace out the unrecognized women educational contributors from Muslim community in Kerala during the pre and post colonial period
- To detail the contributions of Haleema Beevi as an educational reformer for the social development of Muslim women in Kerala

Methodology

The study basically followed historic research design. Details were collected from different resources through three different methods. The open-ended interview with the experts helped to collect details on the contributions of various unrecognized Muslim women including Haleema Beevi. The books and articles in religious journals that were published during 1990s gave an outline of Muslim women education on that time. Contributions of Haleema Beevi were sort out from the books and articles written by her and about her.

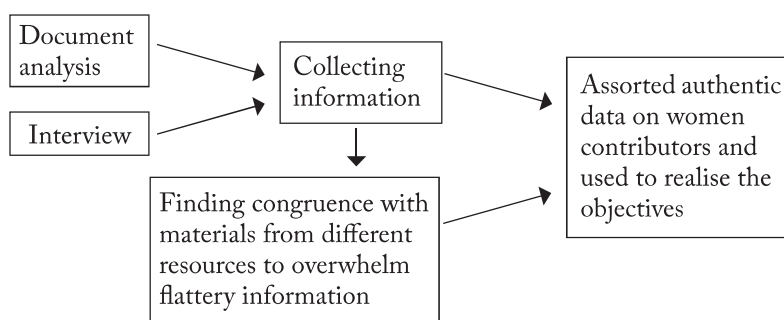
Researcher confronted with bias on information while collecting data by document analysis. Most of the books and articles written on the Muslim women, who are with notable contributions, are written by acknowledged Muslim religious leaders or by the heads of Muslim organizations. It is quite common that a Muslim religious leader may bring forth flattery writing on the contributions of a Muslim woman. So the authenticity of the article or write up or discourse may be questioned. In order to overcome the bias of information, researcher analyzed the congruence of received information in the light of different sources. That information which is given by two or more sources and those are without contradictions is considered as authentic information. The two step document analysis was followed in the present study; it means (a) collected documents from different sources on the contributions of women leader. (b) assorted the articles or write ups of different

authors (c) identified the flattery write ups or articles (c) analyzed the collected data in the light of different resources and (d) identified the authenticity of information by analyzing the write-ups through a three tier document analyses.

The research method can be summarized in the figure 1

Figure 1

Methodology of Applied for the Study



Muslim Women Educational Contributors of Kerala

The first objective of this study is to trace out the educational contributors from among the Muslim women. Document analysis and informal interview with experts were used to collect information in this regard. The information received was analyzed as mentioned in the figure -1. Details are given under.

There are many recognized women personalities in the educational and socio-political fields of Kerala region in 1990s. But women from Muslim community were rare. There is common opinion that the Muslim women were marginalized and they were rarely mainstreamed. Other than the restrictions from Islamic leaders, the Muslim women faced social discriminations. These two types of marginalization have reduced there presentation of Muslim women in education. But, though the number is very less, there are some Muslim women contributors in the early decades of independence and they should be properly identified and recognized (Abdul Rahman, 2022; Noora, 2002).

Analyses of the back volumes of the magazines such as Nisa-Ul-Islam, Mappila Review, Ansari Magazines and Malayalam Weekly special edition are referred to identify certain (Details of the magazines are duly acknowledged in the reference). Some of the Muslim women

educational contributors are listed in the table 2.

Table 2

Certain Muslim Women Educational Contributors of Kerala during the early decades of independence

Name	Place to which they belong	District (presently)
N. Habba Biwi	Neyyattinkara	Thiruvananthapuram
M K Aishukutty	Eranakulam	Eranakulam
Habsha Beevi Marakkar	Moonnar	Idukki
Ayisha Beevi Marakkar	Moonnar	Idukki
Khadeejakkutty	Tirur	Malappuram
Jameela Malik	Kollam	Kollam
Ayisha Mayan	Thalasseri	Kannur
Amina Mayan	Thalasseri	Kannur
Haleema Beevi	Tiruvalla	Pathanthitta
Malu Hajjumma	Karuvarakkund	Malappuram

All these Muslim unrecognized persons contributed highly for the educational development of their community in some or other way. Investigating the contributions of each personalities of this list is a time consuming task. Presently it is focused on Haleema Beevi and her unidentified educational contributions. Haleema Beevi was the first women journalist from Muslim community in Kerala. She was bold enough to question the male centered religious practices in her community. She worked for the development of Muslim women through different ways.

Haleema Beevi: A Life Sketch

Haleema Beevi was born in 1918 (exact date of birth is not available) to Peer Muhammad (father) and Maiteen Biwi (mother) in an ordinary Muslim family. She belongs to Adoor, presently in Pathanamthitta district, Kerala. Haleema Beevi died in 2000.

During her childhood the Muslim girls were not used to going to school. But, Haleema Beevi got opportunity to go to school. She studied in the NSS School Adoor up to the 7th standard. She was the only Muslim girl who completed seventh standard at her time from her native village. Haleema Beevi got married at the age of 16. It was actually a 'late aged

marriage' in that time. Her husband was K. M. Muhammad Maulavi who was a religious scholar and writer and was a follower of Vakkom Maulavi. Vakkom Moulavi was a religious reformer and run a periodical named Ansari Magazine. It is surprising to know that wife of a Muslim religious leader became a spoke person against the illogical religious practices of Islam during the middle decades of 1900s (Haleema, 1960).

Life with husband was the turning point in Haleema Beevi's social attitude. With the support of her husband she launched 'Muslim Woman Magazine' in 1938, which was published from Thiruvalla, a municipal town where she lived after marriage. Haleema entered the field of journalism as editor of this women's magazine. Haleema was the printer, editor and publisher of the magazine. Hence she was marked in the history as first Muslim women editor in Malayalam. Another periodical magazine named 'Bharata Chandrika' was started in 1946 by a few Muslim women under the custodianship of Haleema. 'Bharata Chandrika' had an astounding editorial board with eminent writers of that time. It is amazing to know that acclaimed Malayalam writers of those decades like Vaikom Muhammed Basheer, Ponkunnam Varki, Balamaniyamma, Changampuzha, S. Gupthan Nair etc. were the chief writers of Bharata Chandrika. In 1949, Haleema Beevi had to stop publishing Bharata Chandrika due to extreme financial crisis.

Halima Beevi returned to journalism in 1970 with a new magazine called 'Adhunika Vanita' (Modern Women), started to publish from Perumbavoor. Haleema was very conscious to appoint only women in the team of 'Adhunika Vanita' as the managing editor, co-editors, printer and publisher. It was the only one magazine in its kind in Kerala.

Along with the tasks of publication and journalism, she initiated to reform women's societies to empower Muslim women. She convened "Muslim Women's Conference" in 1939 at Thiruvalla. 'Akhila Travancore Muslim Women Samajam' (All Travancore Muslim Women's Organisation) was formed in the conference. The conference called for approval for free will and equality of educational opportunity for Muslim women.

Haleema Beevi spoke against the fundamental Islamic customs and rules of religious leaders against learning Malayalam and attaining school education by Muslim girls. She spoke for the essentiality of general education to Muslim women. Education of Muslim women was the topic discussed in most of her articles. She spoke not against

the religion Islam, but against the superstitious beliefs of the leaders of Islam. She was the first journalist from Muslim community.

Contributions of Haleema Beevi for Educational Development of Muslim Women

The educational contributions of Haleema Beevi are traced out by (i) open interview with the experts in the specific area, (ii) with her family members and (iii) analysis of books and articles written by herself and by others on her.

The collected data were employed for qualitative analysis. The crux of the educational spoken by Haleema Beevi can be summarized as below;

- Halima Beevi tried to modernize Muslim Women as her prime agenda
- She actively engaged in print media journalism along with educational activities
- She made use of print media and Muslim women organizations as tools for empowering women in her community
- She used lay man language in her speeches and writings for creating awareness in the ladies of her community
- Through the meetings and conferences of women organizations she argued to provide special placement for the educated Muslim ladies in Government jobs
- She opposed the 'religious rules' (fatwa) of Muslim community leaders. The rule of religious leaders was that general education is illicit (Haram) to women. She questioned the fundamental priesthood in her community
- She argued that general education can never be replaced by religious education or vice versa.
- She strongly argued for the equal rights of women
- She believed liberation of women is the only measure to community refinement

She argued for gender equality in Muslim community in every aspect of life. She strongly believed the relevance of economic independence of women. She justified the importance of general education than religious education and opined that the priesthood need to take care of religious education and not the general education.

Haleema Beevi strongly believed that the embodiment of women is the most prior process in the development of any community, society and to the whole country. She continuously interacted with different segments of people through different methods. Her ways of interactions were:

- ‘Speech on stages’ as a medium to transact her ideology on education and social status of women in her community
- Through the periodical titled ‘Muslim Vanitha’, of which she was the publisher, published many articles on the issues of Muslim women. She published her own works and write ups of many other authors.

She worked ceaselessly through her speech and profession of journalism.

Educational Ideology of Haleema Beevi

Haleema preached that emancipation of women is the prime necessity for the development of community. All the tools and measures that trigger the development of a community should be set out through the educated women. Haleema Beevi considered education as a pathfinder to independent thinking and social services (Shamsad, 2009). In the opinion of Mumtas (2018) Haleema Beevi realized general education other than the religious education as the best tool to liberate the Muslim women who were immersed in superstitions and unethical believes.

Haleema Beevi rendered immense effort to make women of her community to develop a sense of identity and self-conscious. Her general and educational ideology helped her in succeeding it. The general ideas of Haleema Beevi on education reveal her visions and philosophies. Haleema wrote that knowledge should be able to equip a person to elaborate and express his/her ideas. Educated men are contributing mainly to the family, but educated women work for molding a new knowledge society. Unlike educated men, women never lag behind in giving and transmitting knowledge to the future generation. (Mumtas, 2018; Kinaloor, 2003). Education should address the issues of the marginalized and be able to make them identity conscious. Education must make women vocationally trained. Education should inculcate social value, personal values, and democratic values, values of gender equality, social realization and social justice in the minds of people. True education should enable people to fight against all types of inequalities (Shamsad, 2009). Haleema Beevi talked about the humanitarian face of education, not about the religious face.

Conclusion

Social contributors are made not in one day. The renowned people have a history of renunciation and exertion. If they are reaching to the lime light from a highly fundamental social background, their contribution must be told apart. The educational and social life of Muslim women in the period of 1900 to 1950s was pathetic in Kerala. The fundamental priesthood of Islamic religion denied easy access for general education to the Muslim women during these decades. They supported only religious education. Women with high will, exertion and urge only were able to break the religious restrictions. Some women from the community during the period broke these restrictions with the social support of democratic organizations and family supports. Haleema Beevi was one among them. She is made up of her own efforts, with the support of her family and social organizations. The contributions of such great individuals have paved the way for the present socially and educationally rich life of Muslim women in Kerala. The first government of Kerala formed separate scholarships and legal provisions for the education of Muslim girls based on the watch words of the social contributors like Haleema Beevi. Contributors like her must be well reeled and explained before the future generations to fire their social aspirations. As noted by Mubhashir, (2018) at a time when a society is falling in the grip of conservatism, irrationalism religious fundamentalism and over-religiosity, we must remind ourselves of the works of the people like Late Haleema Beevi; one who was born and brought up in a religiously fundamental society and later fought against the fundamentalism and brought revolutionary changes in the society for women.

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8

Integrating Life Skills by Teachers as Envisaged in NEP 2020

Abstract

Life skills and holistic development of students go hand in hand and the later is incomplete without the former. According to Swami Vivekananda, the ultimate aim of education is 'man-making' which cannot be restricted to acquiring bookish knowledge only. In this, life skills are fundamental and cannot be neglected. Gandhiji also advocated education for self-reliance and self-realization. So, it is needless to stress on the importance of life skills but more important to focus on making life skills teaching an inseparable part of our education system. India has one of the world's youngest populations. This young population can serve as a valuable asset in the 21st century for the country only if their educational needs are taken care off. The youth with mere degrees and without life-leading skills will not improve their quality of life. After a time lapse of over three decades, the New Educational Policy, 2020 aims to address such pertinent issues and proposes to revamp the educational system so as to produce young citizens who are not only knowledgeable but also creative, productive, self-sufficient and skilled to meet the global demands. The present paper focusses on life skills and the role of teachers in inculcating these skills and highlighting the views regarding the same in NEP 2020.

Key words: life skills, education, NEP 2020, creative, self-sufficient.

Introduction

“Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development.” This is the opening line of the NEP 2020 document.

It not only reiterates the immense importance of education in our lives but also focuses to reaffirm our attention on the ultimate aim of education vis a vis national and individual context.

Education as a concept is dynamic concept which is ever evolving both at micro and macro levels, liable to changes and modifications as per the needs and demands of the individual, society and world at large.

The changing face of education has been reflected at both national and international levels from achieving universal primary education stated as one of the Millennium Development Goals, 2000 to quality education as SDG-4 of the 17 sustainable development goals of the 2030 Agenda for Sustainable Development adopted by India in 2015. The shift is clearly visible from universalization to quality and from access to equity. The term ‘quality’ is open to interpretation but it generally encompasses the education that is successful in metamorphosing young children into self-supporting, confident and able youth that can contribute in the sustainable development of the world and global partnership.

The global education development agenda of the 2030 Agenda for Sustainable development seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved. NEP 2020

The above mentioned “reconfiguration” clearly demands a shift from the bookish learning system to an education system that focuses on not only imparting knowledge but also inculcating life skills among learners so that it leads to creation of empowered citizens and knowledge societies that are sustainable and serve as an asset for national development too.

Life Skills

Life skills are defined as “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.” (WHO)

On dissecting this definition, two key terms emerge, one is ‘adaptive’ and the other is ‘positive behaviour’. ‘Adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances. ‘Positive behaviour’ implies that a person is forward looking and even in difficult

situations, can find a ray of hope and opportunities to find solutions.

In the easiest of connotation, life skills are skills required for life or leading a life. The holistic development of any individual is incomplete and meaningless without the knowledge and proficiency in life skills. These skills empower the children to realise their full potential and transform into happy and successful individuals with balanced personality and equipped to deal with the everyday challenges of life.

Life skills are necessary to deal with the stress present in the lives of students in any and every form be it peer pressure, parent discord, changing relationships, academic performance, expectations and many more.

Life skills education has broadened the realm of school education and has blurred the boundaries of classroom teaching.

Types of Life Skills

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others and cope with managing their lives in a healthy and productive manner. Life skills education and cce manual cbse

Ten core life skills as laid down by the WHO are:

1. Self-awareness
2. Empathy
3. Critical thinking
4. Creative thinking
5. Decision making
6. Problem solving
7. Effective communication
8. Interpersonal relationship
9. Coping with stress
10. Coping with emotion

Life skills pave the way to transform knowledge, attitudes and values into actual abilities.

Life skills act as catalyst to develop competencies and wisdom in young individuals with the ultimate target of a holistic and healthy living.

These are a concoction of thinking skills, social skills and emotional skills. It is imperative that these skills must be assimilated in the lives of children in such a way that it becomes their way of living and this will be possible

when they are exposed to opportunities for imbibing these skills from the foundational stage so that when they reach the adolescence, they are already equipped with the cognitive, conative and emotional skills to deal with the 'storms' of life.

NEP 2020 and Life Skills

The education in the 21st century aims to enhance the soft skills and life skills along with the knowledge level of the students. The world has become a global village with the advent of sophisticated communication systems. The students are no longer isolated due to geographical barriers. They can learn anything from anywhere anytime in these times. To succeed in such a versatile scenario it is mandatory to be equipped with many skills. The importance of life skills has been recognized nationally and is reflected in the new educational policy, NEP 2020.

The following excerpts from the NEP, 2020, highlight the importance and use of life skills-

- The National Education Policy 2020 lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities but – both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.
- Principles of this Policy- The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.
- Among the fundamental principles, life skills such as communication, cooperation, teamwork, and resilience focus on regular formative assessment for learning rather than the summative.
- The Vision of this Policy- This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.
- The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the 21st century key skills.

- While students must have a large amount of flexibility in choosing their individual curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world.
- In addition to proficiency in languages, these skills include: scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking; ethical and moral reasoning; knowledge and practice of human and Constitutional values; gender sensitivity; Fundamental Duties; citizenship skills and values; knowledge of India; environmental awareness including water and resource conservation, sanitation and hygiene; and current affairs and knowledge of critical issues facing local communities, States, the country, and the world.

From the above excerpts, the important place given to life skills in the New Education Policy is starkly evident.

NEP 2020, has stressed on the restructuring of school curriculum and pedagogy which must be relevant to the developmental needs of the learners as well as their interests at different stages.

Broadly speaking, the policy has outlined a gradient for curriculum from being play based, discovery based and activity based at the Foundational stage to being based on experiential learning and exploration at the middle stage culminating into greater critical thinking and consideration for life aspirations at secondary stage and beyond.

Emphasis is laid on holistic development via true understanding and learning the art of how to learn. This beautiful aspect of education will remain incomplete without life skills development.

The policy also sheds light on the aspect of reducing the curriculum so as to create room for critical thinking, discovery based, inquiry based, discussion based and analysis based learning.

Life skills isn't a new term in our education scenario. The previously introduced Continuous and comprehensive evaluation have focussed on life skills too. But, in order to meet the growing demands of global advancements, the life skill education also needs to be updated. Hence, the policy aims to include contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic

Living, Environmental Education, Global Citizenship Education (GCED), etc. at relevant stages to develop various important skills in students at all levels.

Role of Teachers in Inculcating Life Skills

Teachers have a pivotal role in the process of education. The teachers are equipped with necessary skills and knowledge to bring about more or less permanent changes in the behavior of the students. It is they who make a child capable to effectively adjust in their social environment and also deal with the challenges of everyday life.

To help students imbibe the various above mentioned life skills, the teachers ought to make use of the social learning theory which largely involves four phases-attention, retention, reproduction and motivation. The underlining idea of the theory is that children learn the best by observation. This observational learning can be the appropriate way to facilitate the learning of life skills by students.

The successful implementation of the New Educational Policy with regard to development of life skills will require the teachers to employ interactive manner and encourage questioning by the students.

In the NEP 2020, the best ways to impart life skills are mentioned as in the below excerpt:

- “In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling- based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education.”
- For the experiential learning, leading to inculcation of many life skills shall require creative, collaborative and exploratory activities which the teachers will have to design making the optimum use of their creativity and imagination and a deeper understanding of individual differences.
- Integrated and cross- disciplinary approach adopted by the teachers will lead to enhanced critical thinking, deeper understanding and social skills.
- The NEP 2020, proposes a 10 day ‘Bagless period’ sometime between class 6-8 for the students to get hands-on experience with vocational experts and many enrichment activities like quiz, sports, vocational crafts and arts. This period will result in imbibing life skills.
- Sports-integrated learning will be undertaken in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement.

Ways to Inculcate Life Skills by Teachers

In order to ensure effective life skills teaching, the teacher must first engage the students regarding the skill, giving positive and negative examples related to it, then lead to skill acquisition and skill maintenance.

Along with observational learning and modelling, Participatory learning can be used in teaching of life skills. This process comprises of four components-

1. Practical activities
2. Feedback and reflections
3. Consolidation and reinforcement
4. Practical application of day to day challenges

The different methods which can be used by teachers and specially designed pertaining to a particular life skill can be used:

- Role play
- Group discussions- small groups and class discussions
- Story telling
- Brainstorming
- Case studies
- Debates
- Visual and audio activities including art, music, dance, theatre
- Simulations

Conclusion

The aim of education is to make one self-reliant and enable an individual to live with dignity in the society. Life skills education is a pre-requisite to realize this aim. We must strive to inculcate these skills as an integrated part of the curriculum, within the walls of the school as well as beyond it. Life skills, equip a child to face the challenges of the world and make him or her adjust better in the society as well as contribute to the progress of the nation. Life skills education make a child 'whole' by creating a beautiful resonance between the different aspects of his or her personality and transform the child into a balanced and empowered individual.

The integration of life skills can be in a formal or an informal manner, it can be structured into different layers and levels or it can be done on a daily basis in everyday class proceedings. The pragmatic society requires individuals who have a practical approach towards life. The integration of life skills will turn our children into practical beings who can solve their day to day problems, handle crisis well and remain stable even during the

trying times of life. The NEP, 2020 is a revolutionary step for attaining the goal of India becoming a “Vishvaguru” which can turn into a reality only if every child contributes towards the fulfillment of this goal.

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9

Education and Career Development of Girls

Abstract

The education of girls today is widely acknowledged as the most effective development investment, a country can make. Education transforms lives of girls, safer, is better nourished, experiences less discrimination, makes her own decisions and has control on her productive and reproductive life. Education helps girls to play a considering role in her community and society at large. Importance of career in case of women is hardly visualized. This paper examines the importance of girl's education and career development. In NEP 2020 Girls' education is part of the section on Equitable and Inclusive Education Learning for All. Provision of quality education to girls is a key strategy in attaining five of the Sustainable Development Goals. The vocational and career studies have largely been focused on male population, ignoring the female population. The paper points out that how gender affects career development of female and numerous challenges in girl's educational and career development. Increasing access to education and career for girls is expected to bridge the gap and bring about gender parity at all levels of representation.

Key Words: Education of girls, Career development of girls.

Introduction

Girls need to be educated because it is their Right, it is their basic entitlement. Education is 'sure way of giving them much greater power of enabling them to make genuine choices over the kinds of lives they wish to lead. Educated girls will have skills, information and self-confidence that help her to be a better worker, citizen and a parent. Education transforms lives of girls, safer, is better nourished, experiences less discrimination, makes her own decisions and has control on her productive and reproductive life. Education helps girls to play a leadership role in her community and society at large. Providing women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes will fuel sustainable economies and benefit societies and humanity at large (UN, 2010).

It is believed that provision of quality education to girls is a key strategy in attaining five of the Sustainable Development Goals. The education of girls today is widely recognized as the most effective development investment, a country can make. Women are the foundation of life due to their multiple and critical roles in the family. Their education therefore acts as a springboard for sustainable development, hence the best strategy to achieve the Sustainable Development Goals.

In NEP 2020 Girls' education is part of the section on Equitable and Inclusive Education: Learning for All, clubbing girl's education as part of Socio-Economically Disadvantaged Groups (SEDGs). This approach did not emphasize the historical, structural barriers and treats girls as mere numbers. Their commendations that policy proposes remain generic, like providing bicycles and organizing cycling and walking groups to provide mere access to school. The transformative role of education in bringing gender equity in the society is totally ignored.

Gottfredson (1981) presented a career choice theory that appears to be relevant in discussing the reasons of males and females for selecting distinct career paths for themselves. Her theory draws on from the developmental aspect that highlights the role of gender role attitudes and one's own gender self-image in selecting a particular career. She put forth the notion that while growing up, children learn through interaction with the societal perceptions that which occupations and career paths are appropriate for males and females. This orientation to sex roles in relation to appropriate lines of work develops between the ages of 6 and 8. As children grow older and gain exposure of the social values as well as their own unique self, they narrow down their career options to those that match their own gender roles and eliminate those career choices that stand in contrast to their gender roles.

In our society both the boys and girls consider occupations in a sex-stereotyped fashion. The development of these career biases is the result

of role learning process which starts in early childhood. According to cognitive development theorists, after the 'sex-assignment' which occurs after birth, the next major event of sex-typed development occurs at the age of two or three years when the child develops self-categorization as girl or as boy. Not only that children look to other people to try to understand what it means to have the label "girl" or "boy" they strive for competence in being what they think they are supposed to be because of the label. Hence the "sexual-identity" becomes "sex-role identity". The result is that boys at all ages show strong preference for the male role and identify with work. So a boy develops his identity through work. His educational and career achievements are expected and pleased. For the girls it is different. At the earlier stages (3-6 years) they may show preference for masculine role in contrast with the feminine role as the children find masculine role more rewarding and stronger, but later on they adapt to feminine role for which they are rewarded. Thus, a girl's self-concept is not what she is or she 'should' be, but what the society wants her to be.

Career Development of Women

Importance of career in case of women is hardly visualized. A working mother is not visualized as working for satisfaction, she is perceived as earning for buying wellbeing for the family. Similarly, a single working woman is not appreciated as the society wants women to be married at the "right" age and have children too at the right age. This also makes girls more persuaded towards marriage than towards work-role orientation. Today, some of the women have started exploring beyond the traditional home making role. The learning process in role perception in woman is undergoing change and influencing the role expectations for women, which are becoming less definite. Today, women are in conflict with traditional thinking and learning, and with their new career development interests, aspirations and explorations.

The concept of gender role attitudes that have remained largely inflexible and conservative for people in this part of the world, gain special importance in regards to women's careers. It is observed that as women increase their activity in the occupational circles and aspire for careers, their gender role attitudes become more liberal and they shun the view of women as a stay-at-home housewife and that of a man as a sole breadwinner (Aziz & Kamal, 2009; Colaner & Warner, 2005; Ming, Ahmad, & Ismail, 2007).

The contemporary gender role ideology holds that those times are far-gone when men were considered to hold the public sphere as the ultimate breadwinners for the family and women occupied the private sphere as the prime caregiver of the family. Khalid (2011) notes that factors such as urbanization, modernization, increased emphasis on higher education, migration, technological advances, media and subsequent exposure to other cultures are responsible for this dramatic shift in gender roles.

Career development is the process of choosing a career, improving skills, and advancing along a career path. It's a lifelong process of learning and decision-making that brings closer to ideal job, skillset, and lifestyle. The career development is a part of all round individual development. It has always been studied with reference to men, ignoring its concern for women, even in the developed countries where participation of women in labor force is significant. One reason may be that it is difficult to study career development in women. The traditional theories of career development have not taken into consideration the important elements of women's career development such as marriage, family and spouses' attitudes towards wives work, etc. The vocational and career studies have also largely been focused on male population, ignoring the female population, or just assuming that they "fit" the male behavior patterns. With women opting for higher education and having high career ambitions, perhaps more research is required to study what they are, what do they want from life as individuals, and as women

The gender affects career development of female in numerous ways as discussed below;

Role of Women as Home Maker

Traditionally, women have been home makers and not the bread winners. Even today most women are home makers and this role is exclusive. In career planning women are supposed to think of marriage and home making along with career, which is not demanded of men. The home maker role affect women's interest in joining the labor force, performance at work, and even stay in it. Thus career does not occupy a major position in the lives of women as it is in case of men. Many working women choose a job that will allow them the flexibility to manage their household duties and do not require them to put their career above family (Iverson, 2000). That is why the career development processes in both the sexes differ. There may not be significant sex differences in abilities and interests but differences are there in career aspirations and goals.

Gender Biases at Home

The feeling of difference between the boy and the girl is introduced of all in the family. Here, the Gender-bias begins from conception of a child. The uninvited and unwanted girl child who is devoid of proper food, love and care in comparison to the male child; whose education is of secondary importance and who is not allowed to play or participate in any activity except the household chores and sibling care, grows into a female adolescent with expected feminine behavior and marriage goals. Hence her physical, personal, social and emotional development is restricted. Girls in India bringing up do not prepare for higher education or vocational training or employment.

Place of Work

All the employers don't accept women as workers like men. They even hesitate to employ women. Women seeking employment is viewed as a future wife and mother who will have primary responsibility towards her home and family and not work. In comparison to a man she is less preferred in offering employment and is paid less. She is also not given required leave for home making and child rearing by employers other than public sector. Above all she has to suffer from sexual harassment at work.

Job Participation

Our constitution grants the right of equal opportunity with regard to employment to men and women without distinction. However, a large number of women are still without work. According to census data, the work participation of women has improved during the past decades. The type of work performed by women workers is one of the most important aspects to be considered from the point of view of their career development. Women are behind men in work participation. Women are generally engaged in unskilled work as agricultural or other labor. Their percentage is, however, more than men. Women are concentrated in community, social and personal services, which is the direct extension of their feminine role at home. In comparison to the picture of type of work performed by women, presented above, there is information on minority women which is valuable such as Civil Services, Administrative Services, Police Service and Foreign Service.

Educational and Occupational Aspirations

Women's attitudes towards career and their career aspirations are likely to be shaped in the early years of development. It is presumed that higher education, intelligence and better achievements stimulate the individual occupationally. However studies have shown that the women's attitudes towards career could not be linked with their intelligence, academic achievement and history of achievements in other school activities as is the case with the men. Men during their school/college days verbalize about their vocational goals and are found to be concerned with the extrinsic rewards of the work. They are also concerned about the future and prestige in careers while girls pursuing school education or even higher education hardly speak out their concerns for careers. At the most they talk about non-career type work which hardly speaks about their interests or aspirations. Even the achievers don't seem to be planning for higher level occupations. The situation is still worse for the girls from lower socio-economic background and other disadvantaged sections of the society. For these girls, the chances of pursuing higher education or career goals are much reduced even if they are highly intelligent or can excel educationally. In brief, it is the higher need for self-approval which is related to social approval in the role of wife and mother which determines women's concern for marriage and family and not the career.

Problems in Making Vocational Choice

There are several contingency factors and difficulties which women face in making career choices. The girls receive little orientation towards career choice while the question of career choice is emphasized for boys. Parents, teachers and significant others are more likely to emphasize salary and status in boy's career choice while for girl's emphasis on career is even missing. The options open to girls are considerably more restricted than for men and they are forced to consider their role as a home maker before making career selection. The girls have few opportunities for vocational training and higher education. Very often girls wait for marriage before choosing or joining any job as marriage and husband's home takes priority over-career. Although, approximately all types of courses and occupations are open to women, they frequently lack awareness of these opportunities and the financial support for their education and training. Above all, girls also lack information about their abilities and interests, and awareness of skills in them which are the motivating factors to make career decisions. Most of the girls, still believe that girls are weak in science and mathematics and they are better in social sciences and home science subject. The girls also lack positive role models to identify with and develop their career potential.

Environmental Factors

The career development in girl is also largely determined by parental attitudes, economic conditions at home and the cultural opportunities. It has been found in various research studies that girls from the better socio-economic backgrounds and especially having educated parents (at least father) relatively opt for higher education. Working mothers who derive satisfaction from their work and home are also known to be acting as source of inspiration for their daughters. The girls who are exposed to strong role models at home or in their near environment have positive attitude towards their career.

Societal Factors

Many societies are strongly sex-biased. The expectations of family, neighbors and other social groups form a girl of 'traditional women' who has no sense of Men. She is subservient, committed home maker, obedient wife and daughter-in-law, and a sacrificing mother. She is submissive, soft spoken, reserved, shy, docile, and tolerant and does not resist husband and his family for atrocities committed by them. If otherwise, then she is labeled as home breaker and uncultured. All these biases severely hinder the process of career development of girls as the girls prefer to be obedient home makers rather than decision makers and career oriented. Also, different kinds of cultural norms, values, stereotypes deeply rooted in patriarchal traditions that promote male privilege constitute the most fundamental barrier to women's career development (Tlaiss, 2014).

Poor Self-Image or Self-Esteem

As mentioned earlier, the girls are treated in many societies with specific behaviors, attitudes and expectations. The discriminatory treatment which a girl receives prior to her birth through her childhood and till her death is the best indicator of formation of self-image in case of girls. Often, a girl is not preferred even prior to her birth, treated as unwanted after birth; neglected in nutrition, health and education; treated as helping hand at home and even outside from her childhood; suppressed, neglected throughout her life and treated as sex-object, she develops a poor image of herself. Life discrimination against girls is prevalent across all cultures, castes and socio-economic strata. Development of poor self-image or low self-esteem is a strong psychological barrier in individual development. Family reasons as well as organizational demands become detrimental to both working women and their organizations that fail to tap the full potential of experienced women, thereby becoming less productive themselves (Sekarn, 2000).

Working vs. Non-Working Women

With respect to career development, women can be broadly classified into working women and non-working women, the latter being either totally devoted to marriage and family life, or holding some non-career type jobs as and when required. The working women could be further divided into two categories: one who plans to work but in feminine occupations and the other who aspire to enter traditionally masculine occupations. The first type of working women work outside their homes but in the female dominated occupations or in accepted work settings. They seem to have favorable attitude towards home and family and integrated home, family and career. This group is generally successful and characterized by feminine personality traits.

Conclusion

A wealth of research over the last few decades has established that the benefits of female education are substantial. Psacharopoulos (1985) reviewed research from 61 countries and concluded that the rate of return to the educational investment on women exceeds that of men, particularly in developing countries. According to the study, the average return for all levels of education combined was 15 percent for women as compared to 11 percent for men. Heinz et al, (1982) note that the social returns to female education are high and exceed the returns to male education: female education improves children's health, reduces the number of unwanted births and causes women to want smaller families. The potential for more 16 productive labors, better health and slower population growth all argue for more investment in female education. Without education, it is difficult for women to exercise their other rights and meet their aspirations: adequate livelihoods, negotiating power in marriage, participation in

political decision-making, and a fair chance in the modern economy for their children. According to the Population Council (2009), in addition to helping girls and women fulfill their aspirations as individuals, educating girls also has well documented benefits for the broader society. These include increased economic productivity, improvements in health, delayed age at marriage, lower fertility, increased political participation, and generally more effective investments in the next generation. While there are many other possible interventions to achieve these social goods, girls 'education is the only one which impacts all of them simultaneously.

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10

Connecting Students and Educators in 21st Century: The Power of Social Media in Education

Abstract

Social media has rapidly changed the way individuals communicate and access information. The impact of social media on education has been a topic of interest and discussion in recent years, as it has the potential to greatly influence the way students learn and educators teach. This paper aims to review the literature on the use of social media in education and to explore the opportunities and challenges that arise from its integration into the educational system. The paper also explores the role of social media in education, including its use as a tool for communication, collaboration, and information sharing. The findings of this paper suggest that while social media can be a powerful tool in education, it also poses a number of challenges that need to be addressed. This paper concludes by highlighting the importance of finding ways to effectively integrate social media into education in a manner that takes into account its potential benefits and drawbacks.

Keywords: Education, social media, educators, students perception.

Introduction

Social media has dramatically changed the way we communicate and interact with each other, and education is no exception. In recent years, social media has increasingly been used as a tool in education, providing new opportunities for students to connect with peers and teachers, access educational resources, and engage with course material in new and innovative ways. However, the use of social media in education is not without controversy, with many questioning its impact on student attention and learning, and its potential to contribute to issues such as cyberbullying and mental health concerns.

The use of social media in education varies widely across the world, depending on a range of factors such as cultural attitudes, technological infrastructure, and government policies. However, some general trends can be observed.

In many developed countries, social media is widely used in education, with teachers using platforms such as Facebook, Twitter, and YouTube to supplement their teaching, and students using social media to connect with peers, access educational resources, and engage with course material. For example, in the United States, many universities have embraced the use of social media in education, with many professors using platforms such as Twitter to share class updates and resources, and students using social media to form study groups and collaborate on projects.

In developing countries, the use of social media in education is often more limited, due to a lack of access to technology and internet infrastructure. However, in some cases, social media is being used to address these inequalities and to provide students with access to educational resources that would otherwise be unavailable. For example, in India, initiatives such as the Khan Academy have used social media to provide students with access to high-quality educational resources and to supplement formal education.

Overall, the use of social media in education is growing rapidly worldwide, and its impact is likely to be significant, both in terms of the benefits it can provide to students, and the challenges it can pose. To ensure that social media is used effectively in education, it is important for educators, researchers, and policy makers to continue to examine its role, and to consider how it can be used to enhance student learning and engagement.

Despite these challenges, the use of social media in education is only likely to continue to grow, as educators seek new and innovative ways to

engage and support their students. This makes it crucial for educators, researchers, and policy makers to understand the role of social media in education, and to consider both the potential benefits and drawbacks of its use. Through this examination, we can determine how social media can be used effectively in education to enhance student learning, support the development of key 21st-century skills, and prepare students for success in the digital age.

Review of Literature

A number of studies have investigated the impact of social media on education. For example, a study by Ko and Rossen (2010) found that social media can enhance student engagement and motivation, while also providing opportunities for collaboration and communication. Similarly, a study by Papacharissi (2010) found that social media can be a valuable tool for promoting student-centered learning and improving critical thinking skills.

Social media can enhance student engagement and participation in learning activities. Studies have found that incorporating social media tools such as blogs, wikis, and discussion forums can increase student interaction and collaboration, leading to improved learning outcomes (Kirschner & Karpinski, 2010; Manca & Ranieri, 2016).

Social media can be used to facilitate communication and collaboration between educators and students. Teachers can use social media platforms to share course materials, provide feedback, and communicate with students in real-time (Junco et al., 2011). This can improve the quality of feedback and increase student satisfaction with the learning experience. Social media may support informal learning and self-directed learning. Social media platforms such as YouTube, Twitter, and LinkedIn can provide learners with access to a wide range of resources and experts, allowing them to learn at their own pace and on their own terms (Kop & Hill, 2008).

Social media can be used to promote critical thinking and digital literacy skills. Studies have found that incorporating social media into classroom activities can help students develop critical thinking skills, as well as digital literacy skills such as online identity management and information evaluation (Greenhow & Gleason, 2012; Rinaldo et al., 2011). It can increase cultural awareness and global citizenship. By connecting with learners from diverse cultural backgrounds and engaging in global discussions on social media platforms, students can develop a greater understanding of cultural differences and become more globally aware (Yu, Tian, Vogel, & Kwok, 2010).

However, despite its potential benefits, the integration of social media into education also poses a number of challenges. For example, a study by Comber, Galley, and Hodgson (2012) found that social media can be a source of distractions for students, and can also lead to cyberbullying and other forms of online harassment. Additionally, a study by Livingstone and Brake (2010) found that social media can contribute to the spread of misinformation and the reinforcement of existing biases.

Thus, the literature suggests that social media can be a valuable tool for enhancing learning outcomes and engagement in both formal and informal educational settings. However, it is important to consider the potential challenges and limitations of social media use, such as privacy concerns and the need for appropriate digital citizenship education.

Objectives

The main objectives of this paper are to:

- Explore the role of social media in education and the recent trends.
- Analyze students perception of social media use in education.
- Identify the challenges that arise from the integration of social media into education.
- Provide recommendations for effectively integrating social media into education.

Data Sources and Methodology

The study is based upon primary data collected from a random sample of 120 students from degree colleges of Chandigarh. The responses were collected through a structured questionnaire in Google form. The data was further analyzed with the help of descriptive statistics such as frequency distribution, percentages, weighted average scores and charts. The the paper also referred to available literature related to the subject.

Role of Social Media in Education

Social media can play a number of different roles in education, including:

- **Communication:** Social media can be used to facilitate communication between students, educators, and administrators.
- **Collaboration:** Social media can provide opportunities for students to collaborate on projects and assignments, and to engage in group discussions.

- **Information Sharing:** Social media can be used to share educational resources, such as videos, articles, and presentations, and to keep students up-to-date on important information and events.

Recent Trends of Social Media use in Education

Virtual learning: The COVID-19 pandemic has led to a significant increase in the use of social media for virtual learning, as students and teachers have had to adapt to remote and online learning. Social media platforms such as Zoom, Google Classroom, and Microsoft Teams are now commonly used for virtual classrooms and online discussions.

Gamification: Educators are increasingly using social media to gamify the learning experience, making it more engaging and fun for students. For example, teachers may use platforms like Kahoot! or Classcraft to create interactive quizzes and games that help students learn and retain information.

Micro-learning: Social media is being used to deliver micro-learning experiences, which are short, focused bursts of information that can be completed in just a few minutes. Platforms like TikTok and Instagram are being used to share bite-sized educational content, making it easier for students to fit learning into their busy schedules.

Personalized learning: Social media is being used to personalize the learning experience, by providing students with customized content and resources based on their individual needs and interests. For example, platforms like Edmodo and Classcraft allow students to access customized content and assignments, as well as communicate with their teachers and classmates.

Social learning networks: Educators are using social media to create social learning networks, which are online communities where students can connect with each other, share resources, and collaborate on projects and assignments. Platforms like Edmodo and Schoology allow students to join online communities for specific subjects or classes, where they can engage in discussion, ask questions, and collaborate on projects.

These are just a few of the latest trends and examples of the use of social media in education. By embracing these and other innovative approaches, educators can harness the power of social media to enhance the learning experience and help students succeed.

Students' perception of social media use in Higher education: Social media has become an integral part of our daily lives, and it has also made a significant impact on education. Many educators have started using social media as a tool for enhancing the learning experience, but

it is important to consider students' perceptions of social media use in education. In order to understand the students perception regarding use of social media in education, a random sample of 120 students from all streams were taken from colleges in the Union Territory of Chandigarh. The following table no. 1 shows the sample profile of the respondents.

Table 1. Sample profile

Particulars	Frequencies
Gender	
Male	68
Female	52
Subject	
Commerce	47
Science	26
Arts	32
Computer	15
Degree Program	
Under Graduate	72
Post Graduate	48

Usage of Social Media for Education

Majority of the student respondents (98%) are using social media for various educational purposes in one way or the other. When asked about the usage rate of social media for education, 32% respondents are using it on daily basis whereas, 40% are on weekly basis.

Chart 1. Types of social media used by students

The above Chart no.1 shows that the majority of the respondents (60%) are using You Tube platform most of the time. This may be due to the ease and convenience of using this channel for academic purpose.

Chart 2. Educational Content Consumed on social media

Chart 2 shows that Majority respondents (45.9%) have been using text-based posts available on different social media platforms for making notes and assignments. Followed by Infographics (30.6%) and Video lecture (20.4%). As during COVID-19 pandemic outbreak all the educational institutions went on online mode, almost every student has gained some experience at least of using social media in education like attending classes on Google Meet, Zoom, Webex and uploading

assignments on Google Classrooms etc. So, 86% of the respondents found social media very effective for educational purpose and therefore, they recommend (84% respondents) that social media platforms should be integrated with our present educational system. Majority of the respondents (74%) are enthusiastic and hopeful to see more such social media platforms specifically designed for education and students friendly.

Table 2 shows the students' perception of benefits and challenges of using social media in education. The study found that students are very positive while using social media in education as they view it as an important tool for having access to more valuable learning resources (WAS 4.3) that enhances students' engagement in learning (WAS 4.1) and offer advantages of more collaborations and knowledge sharing (4.1) amongst students.

Despite having many benefits, the students also perceive the challenges of social media in education such as distraction, privacy risk and lack of feedback and personal interaction. However, majority students would like to have more integrated and students friendly social media platforms that can be used along with traditional classroom settings.

Table 2. Students Perception of Social Media Impact and Challenges

Sr. No.	Statements	Weighted Average Score
1	Social media platforms provide valuable educational resources	4.3
2	Social media can improve students' engagement in learning	4.2
3	Social media offers convenient and flexible ways of learning	4.0
4	Social media can facilitate collaboration and knowledge sharing among students	4.1
5	The use of social media platform can be distracting and detrimental to learning	4.2
6	Social media poses risk to privacy and security of students	3.6
7	Social media provides opportunities to connect with experts	3.8
8	Social media platforms should be integrated with educational system	4.1

9	Social media platforms in education should be carefully monitored by regulators and institutions	4.5
10	Social media should offer more engaging learning experiences in classroom settings	3.9
11	Social media increases dependency on technology	3.8
12	There is a limited opportunities for feedback and personal interaction with peers' teachers	4.2

Earlier studies have also explored students' attitude towards using social media in education. For example, a meta-analysis by Manca and Ranieri (2016) found that students generally had positive attitudes towards using Facebook for learning, citing benefits such as increased collaboration, communication, and engagement. Junco (2012) found that students who used Facebook more frequently and participated in more Facebook activities reported higher levels of engagement in their courses. However, Kirschner and Karpinski (2010) found that there was no significant correlation between Facebook use and academic performance. Wang, Q., Chen, W., & Liang, Y. (2011) also found that students saw social media as a useful tool for sharing information, connecting with classmates, and enhancing their learning experience.

These studies suggest that students generally have positive perceptions of using social media in education, but it is important to note that there are potential drawbacks to social media use, such as the risk of distraction and the need to maintain a healthy balance between screen time and other activities. Further research is needed to explore students' perceptions of social media use in education and to better understand how social media can be used effectively to enhance the learning experience.

Challenges of Using Social Media in Education

The integration of social media into education can also pose a number of challenges, including:

- **Distractions:** Social media can be a source of distractions for students, taking away from their attention and focus in the classroom.
- **Cyberbullying and online harassment:** Social media can be used to engage in cyberbullying and other forms of online harassment, which can have negative impacts on students' mental health and well-being.
- **Spread of misinformation:** Social media can contribute to the spread of misinformation and the reinforcement of existing biases, which can negatively impact the quality of education.

- **Lack of privacy:** Social media can compromise students' privacy and security, particularly when personal information is shared online.
- **Inadequate supervision:** If social media is not properly monitored and supervised, students may be exposed to inappropriate content or behavior.
- **Inequity:** Not all students have equal access to social media and other technology, which can create inequities in education and limit the ability of some students to participate fully in the educational process.
- **Limited pedagogical value:** Some educators may be skeptical of the pedagogical value of social media, and may not see it as a valuable tool for teaching and learning.

Despite these challenges, social media also presents a number of opportunities for education, including the ability to enhance student engagement and motivation, promote student-centered learning, and improve critical thinking skills. It is therefore important to find ways to effectively integrate social media into education in a manner that takes into account both its potential benefits and drawbacks.

Opportunities in Using Social Media in Education

The integration of social media into education can also present a number of opportunities, including:

- **Enhanced student engagement and motivation:** Social media can provide students with opportunities for interactive and engaging learning experiences, which can increase their motivation and engagement in the educational process.
- **Student-centered learning:** Social media can promote student-centered learning, allowing students to take control of their own learning and collaborate with their peers.
- **Improved critical thinking skills:** By exposing students to a wide range of perspectives and information, social media can help to improve critical thinking skills and foster independent thinking.
- **Increased collaboration and communication:** Social media can facilitate communication and collaboration between students, educators, and administrators, making it easier for teachers to provide feedback and for students to work together on projects and assignments.
- **Access to educational resources:** Social media can be used to share educational resources, such as videos, articles, and presentations, which can provide students with a wealth of information and support their learning.
- **Flexibility:** Social media allows students to access educational resources and participate in learning activities from any location, making education more accessible and flexible.

- **Real-world applications:** By integrating social media into the educational process, students can gain hands-on experience with the technologies and tools they will use in their future careers.

In conclusion, the integration of social media into education presents a number of opportunities for enhancing student engagement, promoting student-centered learning, and improving critical thinking skills. It is therefore important to find ways to effectively integrate social media into education, taking into account its potential benefits and drawbacks.

Recommendations for using social media In Education More Effectively

To use social media more effectively in education, it is recommended to:

- **Develop clear guidelines and policies:** Educators should develop clear guidelines and policies for the use of social media in the classroom, to ensure that it is used in a safe and responsible manner.
- **Foster responsible use:** Educators should teach students how to use social media responsibly, including guidelines for ethical behavior and online etiquette.
- **Encourage critical thinking:** Educators should encourage students to critically evaluate the information they encounter on social media, to help prevent the spread of misinformation.
- **Promote student-centered learning:** Educators should use social media to facilitate student-centered learning, allowing students take control of their own learning and collaborate with their peers.
- **Foster collaboration and communication:** Educators should use social media to facilitate communication and collaboration between students, educators, and administrators, making it easier for teachers to provide feedback and for students to work together on projects and assignments.
- **Provide training and support:** Educators should provide training and support to help students and teachers effectively use social media in the classroom.
- **Balance the use of social media with other teaching methods:** Social media should be used in conjunction with other teaching methods, to ensure a well-rounded and effective educational experience.
- **Regularly evaluate the use of social media:** Educators should regularly evaluate the use of social media in the classroom, to assess its effectiveness and make changes as needed.

By following these recommendations, educators can effectively integrate social media into education and take advantage of its potential benefits, while mitigating its potential drawbacks.

Conclusion

In conclusion, the role of social media in education is complex and multifaceted. On one hand, social media has the potential to enhance the learning experience by providing students with new and innovative ways to engage with course material, connect with peers and teachers, and access educational resources. On the other hand, social media can also pose significant challenges, such as the distraction it can cause, the impact it can have on students' mental health, and the potential for cyberbullying and other negative behaviors.

Despite these challenges, the use of social media in education is only likely to continue to grow, as educators seek new and innovative ways to engage and support their students. To make the most of these tools and maximize their impact, it is important for educators to be intentional and strategic in their use of social media, by considering how it can be used to enhance student learning, foster collaboration and community, and support the development of key 21st-century skills.

In short, social media has the potential to be a powerful tool in education, but it is important to approach it with caution and careful consideration, to ensure that its benefits are maximized and its drawbacks are minimized. By doing so, educators can help ensure that social media plays a positive and productive role in education, now and into the future.

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11

Role of Teacher in Planning and Managing the Teaching Learning Process at Elementary level

Abstract

Education leads to change...a change towards growth, a change in thinking and a change in positive direction. It's key to human progress and teacher plays the most crucial role in the system of education. Equally important is the teachers' passion for continuous learning and self-improvement. A teacher is a member of the society. He/She should be guided by the ideals of democracy, secularism and socialism. The teachers mould and shape the attitudes, habits, manners and whole personality of the students. In this regard, a competency framework plays an important part in providing teachers with reference descriptors that assist them in identifying their own strengths and developmental needs. The purpose of this study is to identify different competencies which are used in teaching learning process and also help teachers to find ways and means of inculcating these competencies in their class rooms.

Keywords: Elementary School Teachers, Teaching Competencies, Planning and Managing Teaching-Learning Process

Introduction

The quality of a nation depends upon the value of its citizens, the quality of the citizens are based upon the value of their education and the quality of education depends upon the competence, enthusiasm and quality of the teachers. Every teacher must reevaluate who they are and what they do, define long-term pedagogical acting goals, and comprehend the various student learning styles, as well as their thoughts and feelings and performance. These challenges and expectations are imposed by both the professional and social environments. Teachers acquire information and abilities that support student self-esteem in addition to those that enhance their own fulfilment and performance.

According to Ryan (1960) an effective teacher maybe understood as one who helps in the development of basic skills, understandings, appropriate work habits and attractive attitudes, value judgements and adequate personal adjustment of the students, as a part of it. The use of content knowledge and teaching skills decide competency of a teacher.

In recent years, the quality of education has significantly changed. The major aim of the educational institutions was to provide students with certain types of knowledge that they were expected to apply later. These institutions today focus primarily on “life skills.” Their goal is to teach students to obtain knowledge for themselves and to work in ways that enable them to come up with new ideas. Generating new ideas is a key tenet of modern society. We seek culturally competent professionals who are talented, innovative, and creative problem solvers as well as skilled and critical thinkers. New technologies give us an opportunity to encourage critical thinking.

Elementary School Teachers

Today, in the changing educational context, teachers are experiencing expanded duties and expectations in a variety of educational settings. To meet the increasing needs of students and maximize the effectiveness of the curriculum, teachers need to develop and update their skills and competencies continuously. Competency can be described as a set of knowledge, skills, abilities, and behavioural attributes that are required to deliver superior performance in a job position. Competency development and training generally go hand in hand. The organization, which gives priority to building and developing the competencies of people, gives priority to training. Similarly, the organization, which gives priority to training, conducts the training with good intentions, continuously building and rebuilding and tuning and fine-tuning

competencies. Competency development must be a continuous process in the organization. Organizational training programmes must address the methods and means of effectively building the competencies of the people in the organization. A clear understanding of the process of competency development will help organizations impart training effectively. These teacher competencies have been specified in terms of two focus levels.

At the Elementary level, when a child enters school, teachers can help children make satisfactory adjustments, provided they are perceptive affectionate and sympathetic. But his/her main function is to teach effectively. Such teaching requires proper academic qualifications, training and attitude to take the task of teaching seriously.

Teacher Training

It reflects the hard work of teacher educators to help a teacher grow in competence that is to add other competencies to his or her repertoire of particular interest in in-service preparation. The set of competencies acquired by a teacher at the end of in-service training is a fusion of pre-existing teacher characteristics and knowledge, abilities and idea acquired during training.

Meaning of Teacher Competencies

Teacher Competencies is a study performed on the basis of scientific methods, and the study is the outcome of an understanding that has an important role not only in teacher development but also in the quality progress of students, parents, schools, and thus the education system in general.

The term “teacher competencies” appears to have a different meaning for different people: for some, it is synonymous with “skills,” for others, it refers to “standards,” and others believe it means “performance.”

Some characteristics of a competency are as follows:

- A competency consists of one or more skills whose mastery would enable the attainment of the competency.
- A competency is connected to all three of the domains under which performance can be assessed: knowledge, skills and attitude.
- Possessing a performance dimension, competencies are observable and demonstrable.
- Since competencies are observable, they are also measurable. It is possible to evaluate a competency from a teacher’s performance.

Teaching competencies may require the same amounts of knowledge, skill and attitude, but some will not. Some competencies may engage more knowledge than skill or attitude, whereas, some competencies may be more skill or performance based.

There are two alternate approaches to identifying competencies. In the first approach, it has been defined as a position of conscious, trainable skills and abilities that makes a teacher successful. The other is “competences,” which are addressed from the standpoint of transformation and uniqueness of each and every educational circumstance in which a teacher imparts knowledge, moral values, educational techniques, or pedagogical skills. For the present study, the researcher will delimit the study to two main teaching competencies, namely, planning and managing teaching learning process and planning co-curricular activities.

Objective of the Study

To identify the Teaching Competencies for planning and managing teaching-learning process.

To explore the use of teaching competencies in the class room by the elementary school teachers.

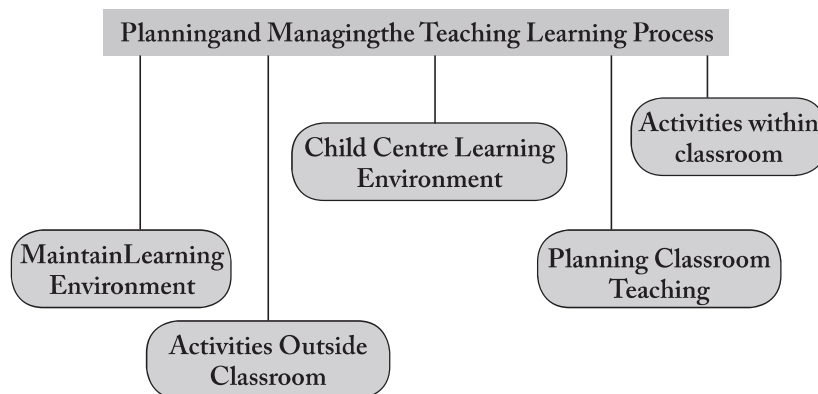
Method of the Study

The present study is a descriptive survey approach. The population of this study consists of elementary school teachers who are enrolled in the D.El.Ed. programme (ODL) conducted by SCERT, Bihar. 100 trained in-service teachers of elementary school were selected through purposive sampling for collecting data. Self-constructed questionnaires on planning and managing teaching learning process and planning in co-curricular activities were used for collecting data. The questionnaire altogether contained 50 items of yes-or-no type questions related to areas of teaching competencies. The questionnaire also includes personal information and information about the different types of teaching competencies that the teachers have acquired during the teaching-learning process. The data was analyzed using percentage analysis.

Planning and Managing Teaching Learning Process as a Teaching Competency

In order to understand the role of teacher in planning and managing teaching learning process, the researcher identified some competencies which are shown in fig. 1. In this study, the researcher aims to study child centred learning process; Create and maintain learning environment; managing teaching learning activities in the classroom; planning

classroom teaching and planning activities outside the classroom as dimensions of planning and managing teaching learning process. These competencies, help the teachers to create and maintain safe learning environment by using child centered learning process. This includes different classroom activities apart from classroom teaching. Here, the teacher knows the importance and use of library study and laboratory classes and also plan classes for the students to self-study.



Planning and preparation of lesson-plan with suitable teaching method and teaching aids is next important duty of the teachers. If the teacher explains the objectives of lessons or why they need to know something to students, they will understand the importance of lesson in a better manner. By using lesson-plan teacher identifies learning objectives and covers the syllabus in time. They are able to give assignment, homework, project work etc. at student's pace and their own plan.

Managing within the classroom and outside of classroom activities helps the teacher in efficient time management, classroom management, conducting morning assembly and organization of activities like sports, school functions, club activities etc. All these maintain good discipline among students. When events occur outside the school, it may affect a students' ability to pay attention, excite the students about learning and explain the activity in an enthusiastic manner.

Planning Co-Curricular Activities as A Teaching Competency

Planning co-curricular activities according to students' interest and needs, it helps fosters self-discipline, responsibilities, creativity and motivation. It is needless to stress the importance of co-curricular activities in the present system of education. They are equally significant as the academic's subjects and the teacher can hardly afford to be indifferent to this portion of school life.

Analysis and Interpretation

As revealed in Fig no.1, the researcher identified the teaching competencies for planning and managing teaching-learning process, which help the teachers understand to create appropriate and positive learning environment, plan their lessons with child centred learning process, maintain discipline and have effective control over the classroom and manage activities in and outside of classroom. After finding the competencies, the researcher collected the data from respondents on these competencies and the objective was realized by tabulating the collected responses.

Child Centred Learning Process

Through the child-centred learning process, teachers understand various characteristics of students and manage classroom tasks. According to Table 1, about 93% of teachers are present in the classroom when students are involved in their task, so they help and supervise the students work, but 7% of them are not present in the classroom; maybe they are involved in another school's work. 65% of teachers say that students are waiting for them to complete the project work, so they give proper guidelines for their project, but 35% of teachers say that students are not waiting for them; maybe they give all suggestions before the project. 74% of teachers agree that children make noise while doing projects, and 33% of them also accept that students quarrel with each other during project work. 92% of teachers say that his/her interference stops students' arguments. They try to provide a new direction for their students.

Table-1: Child Centred Learning Process

S.No.	Statement	Percentage (%)
1	Teacher presents in room & students do project work.	93
2	Students ask for help easily project work/ class work	65
3	Project work involves too much noise	74
4	Noise and Discussion lead to arguments	33
5	Teacher intervenes to stop negative argument and disharmony	92
6	Conducting debate and discussion	89
7	Students participating	93

8	The teaching strategies include dance and drama	75
9	Students enjoy this teaching strategy	79
10	These teaching strategies are used:	
	2 times	12
	1 time	20
	More than 2 times	42
	Never	25

On social topics, 89% of teachers hold discussions and debates. The discussion group is set up this manner to give students a chance to learn from one another. However, 11% of them did not engage in Only 7% of them disagree, while 93% claim that the children voluntarily participate in this. By discussing their personal encounters with contemporary issues, they encourage students to express their interests. 25% of teachers answer no, they haven't planned for dance and drama, while 75% of them use dance and drama as a teaching approach and direct students to use role plays or sociodrama in conjunction with their assignments. 79% of them claim that students are anticipating this, whereas only 21% disagree. Overall, the teacher is aware of the importance of being involved with fostering a healthy learning environment and accepts a variety of responsibility for doing so. Overall, the instructor conducts an assessment of the learning environment and makes decisions and modifications to improve the motivation of the students and their engagement in fruitful work.

Create and Maintain Learning Environment

Strategies for increasing and maintaining active learner involvement are important to establishing effective environments. In order to make good decisions about the instructional process, the teacher must have information about how effective learning activities are.

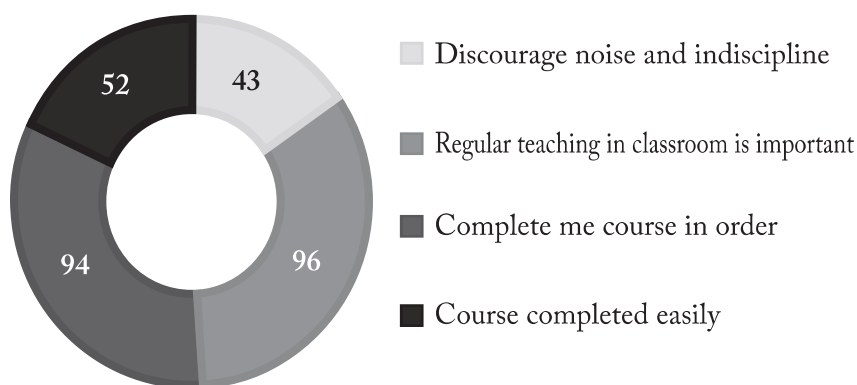
Table-2: Create & Maintain Learning Environment

S.No.	Statement	Percentage (%)
During teaching:		
1	Maintain discipline.	98
2	Discourage noise and indiscipline	43

3	Regular teaching in classroom is important	96
4	Complete the course in order	94
5	Course completed easily	52

As depicted in Table 2, when asked about important work during teaching, 98% of the teachers agree that they maintain discipline. Maintaining discipline by being consistently friendly, fair, and firm, while only 2% of them do not maintain discipline. 43% of the teachers ignore the noise and indiscipline, developing desirable work and habits, while 57% do not. They convert the destructive tendency into the constructive capacity of his students. 96% of the teachers teach the class in a regular way, while 4% teach at a regular interval. 94% of the teachers complete the course as per the norms, while 6% of them do not follow the norms. 52% of the teachers do not take any load off completing the course, while 48% of them take special attention to completing the course.

Create & Maintain Learning Environment



Managing Teaching Learning Activities in Classroom

Table-3: Managing Teaching Learning Activities in Classroom

S.No.	Statement	Percentage (%)
Guidance in teaching-learning activities in classroom		
1	Use of library	83
2	Encourage study in library	92
3	Use laboratory	79
4	Encourage self-study	94
5	Self-study is a part of the subject taught	81

6	Above activities are waste of time	12
7	Text book study is sufficient	14
8	Lecture methods helps quick completion of syllabus	64

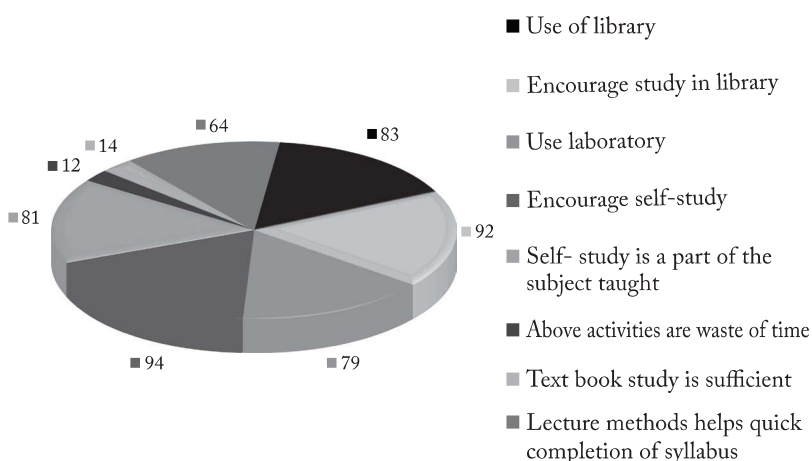
As shown in Table 3, during teaching, 83% of the teachers use the library. In the library, there are a number of books and other study materials, so teachers study a new concept and instill new ideas in students. But 17% of them do not use the library because they do not have sufficient time for study, they are busy with other schoolwork, or maybe their library facilities are not proper. 92% of the teachers encourage the child to study in the library. In the library, there is silence, and children can easily concentrate on their own study, so they've developed a good habit for studying, but 8% of them do not encourage it. Either the books are not available in adequate numbers or there is no proper provision for library periods in the timetable.

79% of the teachers use laboratories to explain the content more practically. In the laboratory, children learn the concept by seeing and doing, while 21% of the teachers do not use the laboratory. Maybe they explain the content with suitable examples or make diagrams on the board, or there are not proper laboratory facilities. 94% of the teachers encourage the child to self-study. It is a good habit; the more you study, the more you learn each time. But 6% of them do not encourage the child for themselves. Maybe they think studying is sufficient in the class; there is no need to self-study. 81% of the teachers agree that the child's self-study is a part of their teaching and helps develop reading skills. Self-study of the topic read by the students in advance is helpful for the teacher in teaching the lesson, while 19% of them say they do not support it because children study by themselves and they create problems in class. 12% of the teachers say that all these teaching and learning activities are a waste of time. They like simple classroom teaching, while 88% of them treat these activities as very necessary and important for a child's better development.

14% of the teachers say that studying from a text book is enough. A text book is very helpful in self-study, and 86% of them say that a text book is the only source of instruction material. So, they support taking help from the library or any other written study material, sharing personal books, etc. 64% of the teachers say that only by using the lecture method is it easy to complete the syllabus. They all agree that lecture presents the content as a whole, and large amounts of content may be taught in

a short duration, but 36% of them say that it is not easy to complete the syllabus by only lecture because this one is basically for higher classes and not elementary classes. Here, teaching activities are dominated by the teacher, and there is no place for students' interests, abilities, or learning.

Fig-3: Managing Teaching Learning Activities in Classroom



Co-Curricular Activities in the Classroom

Table-4: Co-Curricular Activities

S.No.	Statement	Percentage (%)
1	Organizing the Co-curricular activities according to child interests	93
2	No of students participating in the activities	
	25%	4
	More than 25% and less than 50%	18
	50% and less than 75%	36
	More than 75%	42
3	Selecting students for participation	84
4	Co-curricular activity participation, supports classroom teaching	91
5	These activities motivate to get to know the students	94
6	Co-curricular activities waste time	10

As depicted in Table 4, when asked for co-curricular activities, 93% of teachers organize the co-curricular activities according to the child's interests. 84% of them decide by planning which student will participate in which activity. So, they provide many experiences through games, puzzles, clay, painting, drawing, singing, dancing, etc., but 16% of them have no plan for this; maybe they do not have proper training for organizing such activities. 91% of them agree that co-curricular activities are part of classroom teaching. All co-curricular activities are organised with a specific purpose; they develop academic and literary interest. But only 9% agreed; they thought that these types of activities create interference in studies. 94% of them say that these activities help in classroom teaching and also motivate them to get to know the student's inner talent, while 6% say they do not get any help. 90% of teachers agree that organising these activities gives proper direction and direction to students energy, but 10% of them say all these activities are a waste of time and inconvenient hours. No extra payment or credit was given to them for organizing this.

Self-Discipline

Table 5: Self-Discipline

S.No.	Statement	Percentage (%)
Development of a sense of self-discipline in the students		
1	Assign responsibility to the class	89
2	Discuss the benefits of discipline	96
3	Force in strict discipline	35
4	Punish indiscipline	30

As presented in Table 5, when students develop self-discipline, 89% of teachers assign the responsibility of the class to them. Make a class monitor among the students and change the monitor from time to time. Assigning responsibilities to pupils for the care and housekeeping of the classrooms' physical assets 96% discuss the benefits of discipline with students; it helps in the formation of the right attitude, manners, and good habits in learners, but only 4% of them discuss discipline. 35% of them keep students in strict discipline, and only 30% of them give punishment for indiscipline, while 70% of them do not support punishment for indiscipline because it cannot inculcate love for discipline.

Motivation and Reinforcement

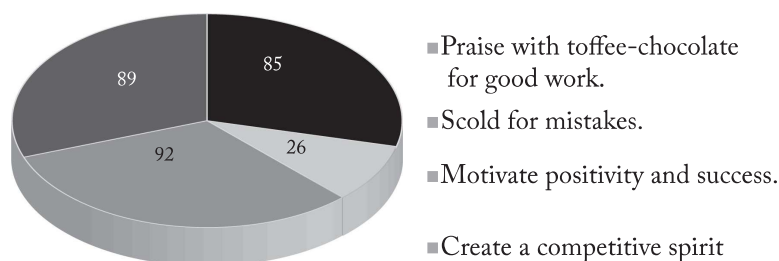
It involves the teacher encouraging pupils' responses using verbal praise, accepting their response, or using non-verbal means like smiling, nodding, etc. The effective use of reinforcers to modify pupils' behaviour in the desired direction.

Table 6: Motivation and Reinforcement

S.No.	Statement	Percentage (%)
To motivate the students to learn right and wrong		
1	Praise with toffee-chocolate for good work.	85
2	Scold for mistakes.	26
3	Motivate positivity and success.	92
4	Create a competitive spirit.	89

As shown in Table 6, when motivating the students and learning about what is right and what is wrong, 85% of teachers give some toffee to the child for their good work; it is a way of encouraging the child for better performance, but 15% of them do not give such an object; maybe they praise with words like good, very good, excellent, etc. So, they give positive reinforcement. 26% of teachers scold children for wrong behaviour; they use discouraging words like weak, very poor, dull, and moron. So, pupils demoralise. Positive reinforcement encourages pupils to participate actively in the classroom; it also enhances confidence and a positive self-concept. 92% of teachers discussed students' performance and gave proper suggestions for their success. So, they easily motivate child behaviour in the way of success, but 8% of them do not discuss students performances. 89% of teachers create an environment for healthy competition among the students. The spirit of completion is awakened in the students, and they get an incentive to work hard, but 11% of them did not develop a sense of competition. They recognize factors and situations that are likely to promote self-motivation and know how to help students become self-motivated. So, the teacher is committed to the continuous development of each student's abilities.

Fig-4: Motivation & Reinforcement



Learning Activities Outside the Classroom

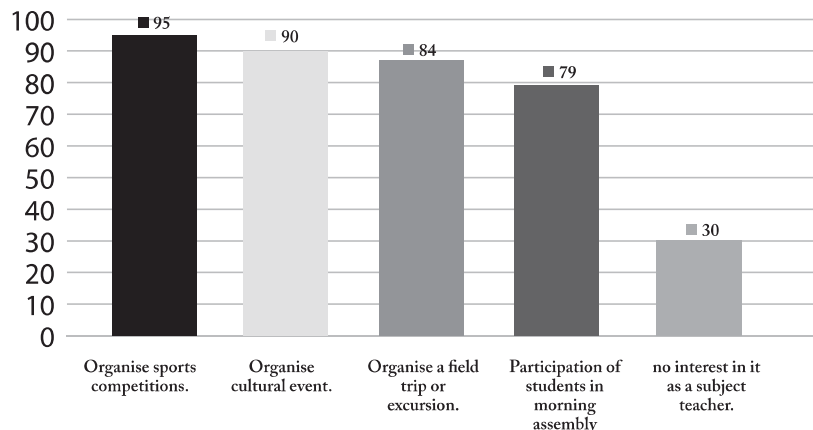
Learning activities that are too easy or too difficult make poor use of instructional time. So, give positive directions and include all necessary information. Tell each student what you want them to do, rather than what you don't want.

Table 7: Learning Activities Outside the Classroom

S.No.	Statement	Percentage (%)
To keep students active in the learning process		
1	Organise sports competitions.	95
2	Organise cultural events.	90
3	Organise a field trip or excursion.	84
4	Participation of students in the morning assembly	79
5	No interest in it as a subject teacher.	30

Table 7 presented here, shows that teaching learning process is not only important in the classroom; it is also important outside of the classroom. It creates a learning environment in a practical way, so keep students active in the learning process. 95% of teachers organised a sports competition. It develops cooperation, teamwork, and established peer relationships. 90% of them organised cultural events. It develops social skills. 90% of teachers organised field trips. It provides the real experience through perception. 70% of them worked with students in the morning assembly. It develops self-discipline and encourages good audience behaviour. So, they provide out-of-classroom learning in school and in the community. Only 30% of them thought that they were subject teachers and that there was no need to pay attention to this type of work.

Fig. 5: Learning Activities Outside the Classroom



Planning Classroom Teaching

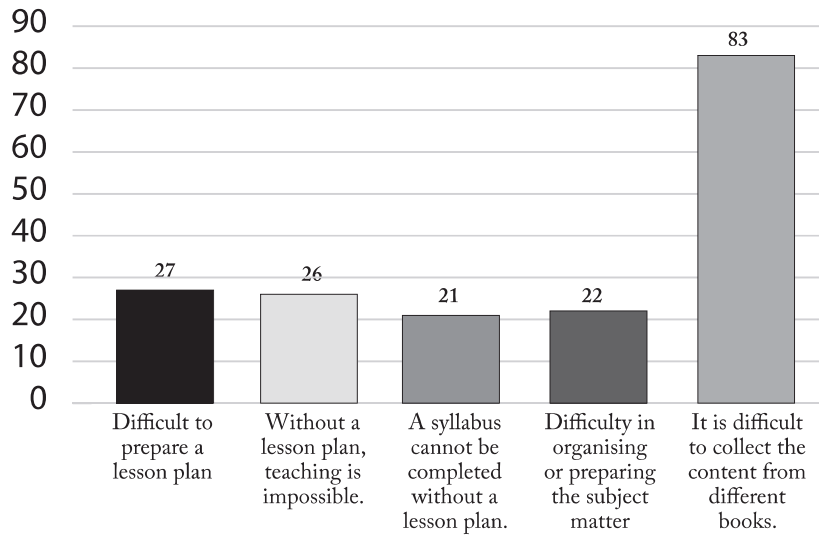
While a lesson is being presented, the teacher can use a number of strategies to keep all students actively engaged in the classroom. Review as necessary prior to giving directions, and provide a connection to a past lesson. It allows the teachers to assemble needed materials and supplies so that lessons are not interrupted. The lesson plan should provide a convenient method to record student responses or progress.

Table 8: Planning Classroom Teaching

S.No.	Statement	Percentage (%)
1	Difficult to prepare a lesson plan	27
2	Without a lesson plan, teaching is impossible.	26
3	A syllabus cannot be completed without a lesson plan.	21
4	Difficulty in organising or preparing the subject matter	22
5	It is difficult to collect the content from different books.	83

Table 8 depicts the teacher's planning for classroom teaching and making a lesson plan before taking class. 27% of teachers felt difficulty making decisions according to aims and objectives, but 73% of them did not feel any difficulty. In the lesson plan, they select appropriate teaching strategies, methods, and teaching aids according to the aims and objectives. 26% of teachers agree that without any planning, taking a good class is possible, but 74% of them do not agree; they think if you explain the objective of the lesson or why they need to know something, they will understand the importance of the lesson. Although 21% of teachers believe that completing the syllabus through lesson plans is difficult, 79% do not. 22% of them feel difficulty preparing the subject matter for teaching. Maybe the sequence of subject-content is not followed by them. But 78% of them are ready to teach content without any problem. They read text books, reference books, etc. 83% of them collect the content from different books. They read similar topics from other subject books. But 17% of them did not collect content from different books.

Fig. 6: Planning Classroom Teaching



Classroom Management

Classrooms are used for a wide variety of activities. Work areas can be set up for specific activities and then removed. It is important that all students are within the view of the teacher at all times. Students should be seated facing the teacher, not another student.

Table 9: Classroom Management

S.No.	Statement	Percentage
1	The classroom needs proper arrangement.	90
2	Students are organised and well-mannered.	98
3	Make use of the resources available in the classroom appropriately.	95

According to Table 9, here when asked about classroom management, 90% of teachers say classrooms need proper arrangement. So, they maintain the seating arrangement, the light's direction, the direction of the blackboard, and benches. But 10% of them do not need proper arrangements in the classroom, so their teaching is not affected by this. 98% of them give importance to having students sit in an organised manner. So, in front of the blackboard, a physically unable child sits on the first desk, but only 2% of them give any importance to the sitting arrangement. 95% of teachers are able to make appropriate use of the resources available in the classroom. So, they arrange the classroom in

ways that reinforce the theme of the lesson or the subject. Developing, preparing, or providing material and equipment and displaying them in a manner so But only 5% of them are able to use the available resources in the classroom.

Findings From the Study

All the classroom activities are managed by the teachers using appropriate methods, strategies, techniques, aids, and media of communication. The objectives of teaching are achieved through desirable changes in the behaviours of students. After analysing and interpreting the data, the researcher discusses the findings and provides some educational implications on the basis of her study.

The teachers are able to create and maintain a safe learning environment. Many of them use a child-centred learning process. They conduct debate and discussion on social issues. They present in the classroom and supervise or monitor the students work. Many of them bring dance and drama into play in their teaching strategies, but some of them discourage such types of strategies.

It does imply that every student should be provided an opportunity to participate in the discussion. Irrelevant criticism should not be encouraged.

The teachers are understanding how to manage the teaching and learning process in classrooms and outside of classrooms. Encourage the child to study in the library or self-study; conduct the class in the laboratory. They organised annual sports, cultural events, field trips, club activities, and morning assemblies. Some teachers state that all these activities are a waste of time, and some of them do not pay any attention to them. They agreed that a text book is enough for study, and many teachers easily complete the syllabus through lectures.

It implies that the lecture method cannot be easily used in elementary classes, but the teachers can use it effectively. It should be supported by question-and-answer techniques and appropriate teaching aids. The language should be simple and easy.

The teachers organised extracurricular activities, considering students interests and needs. It's fostering self-discipline, responsibility, and creativity. On the other side, some of them say that these activities are barriers to the teaching schedule. No extra credits are provided to teachers for this work.

It implies that extracurricular activities should be organised at school. There should be an event for teachers in every activity, if possible. Such as

in a school magazine, a place is available for teacher write-ups, plans for a game, debates on social issues, etc. An activity timetable and a calendar for activities may be prepared. The teachers should vary their own roles in the instructional process, like instructor, facilitator, coach, and audience, in relation to the purpose of instruction and the needs of students.

The teachers want to develop a sense of self-discipline in the students. They assign the responsibility to students and discuss the benefits of discipline. Some of them want to keep students under strict discipline and punish them for indiscipline. They motivate students to learn about what is wrong and what is right. They praise the students, reinforce good work, discuss the path to success, and create a feeling of healthy competition. But some of them scold for wrong work.

It's implying that teachers should maintain discipline and develop faith in democratic ideals. Maintaining self-discipline, helped by rewards, is a positive instrument to develop discipline, and punishment is a negative direction in this. Students should be made to realise that rewards are given to them as a token of good appreciation and that they are meaningful. Providing a number of scholarships to the students and giving them full freedom to organise events In this way, discipline is maintained through the influence of the social group and developed into self-discipline.

The teachers involved in the preparation of teaching material. Planning the lesson identifies objectives, uses different types of teaching methods and various teaching aids, and completes the syllabus on time. They plan short-term and long-term plans related to students' needs and performance. But some of them are having difficulty making lesson plans according to aims and objectives and also have some problems completing the syllabus by making lesson plans. They say that without a lesson plan, good teaching is not possible.

It implies that the teacher must prepare a mini or macro lesson plan on content before taking class. They also reuse these lesson plans each year with new ideas. Training should include the development of specific lesson plans that deal with the high cognitive demands and potential.

Teachers should conclude the lesson in a unique way. These forms of summary, review questions, quiz sessions, and reverse questioning (by students) can be suggestive measures for effective class end.

The teachers say the classroom needs proper management. They manage a democratic environment, time management, sitting arrangements, and good physical condition in the classroom. They were able to use resources available in the classroom.

Conclusion

Over all, the conclusion is that the role of the teacher in teaching and learning is very significant. Due to the vast extension of roles and responsibilities, a teacher has to display a high level of professionalism inside and outside the classroom. For the development of the professional attitude of teachers, it is advisable to recognise institutions. Such an institution should be equipped with facilities for organising various types of activities, such as community living, social work, and co-curricular activities. However, by bridging the gap between theory and practise, we may develop such types of teacher training programmes that can cater to the emerging needs of society and fulfil the larger goals of Teacher Education. So, there is a need to establish a strong connection between theory and practise.

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12

NEP 2020 and Status of School Teacher

Abstract

The National education policy 2020 provides an education system of India with a concept of transforming our nation in a sustainable manner for an equitable and vibrant knowledge society by imparting high-quality education to all. The National Education Policy allows teachers and faculty to play a vital role and act as the heart of the learning process. Teachers provide a helping hand to shape the future of our children and so help build the future of our nation. Teachers in India are the most respected member of our society. Teachers are the most learned class; thus, society gave teachers or gurus to give students their knowledge, skills, and ethics optimally. The challenges the teacher's community faces today are teacher's education, recruitment, deployment, service conditions and empowerment of teachers, which leads to poor quality and motivation of teachers that do not reach the desired standards. The high respect for teachers and the high status of the teaching profession has to be taken care of and must be restored so as to act as an inspiration for others to enter the teaching profession. For the best possible and bright future for our children and our nation, the empowerment and motivation of teachers are required in nation-building. The New Education Policy paves the way to recruit the very

best and with the brightest brain to enter the teaching profession at all levels, giving a chance for better livelihood, respect, dignity and autonomy while providing better quality control and accountability in the system. The present paper focused on NEP 2020 and the STATUS OF SCHOOL teachers, as a teacher has a broader role in shaping the minds and souls of the younger generation. The fruitful interaction between students and teachers is very important in the new education era. Also, study some observations related to NEP 2020.

Key Words: Status of school teachers, NEP 2020, Education System

Introduction

The National Education Policy 2020 is the first education policy of the 21st century that caters to the needs of our country's many developmental imperatives. This policy suggests the revision and revamping of various points and details of the education structure, and its Regulation and overall governance, to perform a new system that it is matched with the aspirational goals of the 21st-century education system, including SDG 4, on other hands, conserving India's rich diversified culture, traditions and preserving unique value systems. The national education system policy lays a foundation for the development of the Creative potential of each individual. The role of education in the system plays a vital role in the development of cognitive capacities, both the 'foundational capacities' of literacy and numeracy, along with "higher order" cognitive capabilities, like critical thinking and problem-solving and also develop social, ethical and emotional capacities and dispositions.

Teachers play a pivotal role in the fundamental reform and maintenance of standards of the education system. The New Education Policy enforced from April 2022 will certainly improve learning, educate and re-establish teachers more towards teaching pursuits. It provides a solid foothold to enhance and empower the teachers, enabling them to impart the best teaching to the student at the national and international levels. The New Education Policy helps us understand all aspects of legging, from selecting and recruiting quality brains in the teaching profession and empowering them for innovative thinking, livelihood generation, and developing discipline and work culture in the education system.

An excellent teacher takes education as a mission. Unilateral offers do not fill up this mission. Instead, it needs collaboration and cooperation of all stakeholders involved through the innovation in the teaching system. It may be the outcome of an individual thought process. Still, its completion and supplementation depend solely on the collaboration

of paraprofessionals with another teacher to develop a team to achieve innovative ideas. Teamwork is generated if all the team members work together on a defined goal in which the teacher is a leader of the group, has a great responsibility to drive the team towards refining of education policy, to make the student's vision able and capable to seek/generate employment for their livelihood security.

A teacher must have a broad vision and show multidisciplinary approval to follow the mandate of NEP to impart holistic education to the students. This can only be possible if a teacher being specialized/commanded in one subject must have a comprehensive idea with authentic knowledge in other fields of education. It enables the teacher to instill exposure to the students in an area other than their subject of study. With such efficiency, a teacher can integrate the knowledge of the different fields to provide a comprehensive outlook. As such, students can be inspired to think and interact beyond his/her area of study/specialization.

To value real-world learning is an essence of a good teacher. The NEP-2020 provide experimental learning or real-world learning. To earn up this, the curriculum should be revised in light of recent development in the field. To better understand the student's different learning methodologies such as articles, online resources and videos, training workshops, conferences and events, e-learning programmes, best practice techniques and idea sharing, all focused on an individual to improve and hence effective professional development.

These are continuous development as innovations emerge in each scientific and non-scientific field. To be updated in his/her field of learning, teachers should always be inspired to improve his/her knowledge with the latest development to have recent concepts in their profession. This can be offered to the teachers through National and International workshops, meetings, seminars, or physical or online programme modules. Each educator should be interested in participating in at least 50 hours of continuous professional development programme (CPD) every year to enhance their professional skill and teaching abilities. CDP enables learning to become constant and proactive rather than passive and reactive.

This National Education Policy 2020 provides for reforms at all levels of education, from school to higher education, and it focuses on:-

- No rigid separation between art and science curricular and extracurricular, vocational and academic streams.

- Emphasis on promoting multilingualism since learning of the school.
- Students' assessment reforms.
- Equitable and inclusive education to socially and economically challenged disadvantaged groups.
- Transparency in the recruitment of teachers.
- Setting up an authority to evaluate the teaching-related standards of schools.
- Setting up of multidisciplinary education and research university.
- Single regulation for promotion of higher education sector teachers and tight regulation for judging the standard of education and institution.
- Internationalization of education.

Status of School Teachers' Teacher Employment & Recruitment

The candidate willing the employment as a teacher, either in Govt. or Private schools, must clear the relevant TET. He has passed the interview, demonstrate in classroom practical orientation and must have knowledge of the local language. For such procedures, NEP 2020 provides the following-

- Teacher Eligibility Tests (TETs) should be extended to cover the standards of teaching from the initial level of schooling via fundamental, Preparatory, Middle, and Secondary levels of school education.
- For the teachers of particular subjects, the TET, as well as NTA test in respective subject/discipline, should also be conducted for recruitment.
- NEP 2020 provide the idea of recruiting personal teachers in school with a comprehensive concept of different activities like music, craft, dance, art, counsellor, coaches, vocational training, technical and mechanical maintenance etc.
- The NEP 2020 also allows the school administration to hire an eminent person in a particular field of school activities to impart specialized expertise in teaching to enhance the quality and standards of education of the students at any level of their education system.

Teaching Career & Professionalism

The NEP 2020 aims to create higher performance and standards for a teacher, indicating the role of a teacher at different stages of learning/expertise and the competency required at the respective stage of teaching.

- It has been proposed that by the end of 2022, the central Govt. will explore the provision to determine the teacher career management, tenure of service, professional development skill, salary, promotion, rewards and recognitions.
- The NEP 2020 also provides the criteria to evaluate the teachers and the preparation of their appraisal report. Further, it has indicated that the promotion and salary increment will not be based merely on seniority but on their appraisal report.
- It is also viewed that the school teachers must go every year for at least 50 hours of CPD opportunities to keep them updated and aware of the recent developments in their specialization/interest.
- Provides teachers there is a provision for the principals of the school to under CPD module training in the field of education management, leadership development and academic administration to improve their competency in the related to education management.
- In addition to the following internal efficiency improvement and training system, the teachers will be exposed to the information concept of primary and secondary education standards through a pedagogical approach by NCERT or through CPD.

Enculturation of Teacher Empowerment

Teacher empowerment defines the improvement in teachers' capability to take them, enable them to understand the school's goals, instill creativity and positivity, enthusiasm and determination among the students, and exercise professional skill and judgement about the teaching contents and methodology (Bolin, 1989). The teachers should be given a congenial environment to engage in the reform process and control their work. This ensures an understanding of the teachers' responsibility and makes them feel empowered and motivated to take challenges and work harder enhancing their commitment to their students.

- The NEP 2020 gives the freedom to the teacher to select the required pedagogy for teaching the students. The additional teacher can

reform and restructure the prescribed pedagogy, keeping in view the students' socio-economic, socio-emotional learning and cultural development from time to time as per the need of the hours. This will lead to the holistic development of the students.

- The idea of using innovative teaching methodology used by teachers will be accepted and recognized by the competent authority. It will be disseminated for the benefit of other schools and stimulate the generation of new innovative teaching methodologies among teachers of the other organization.
- The collaboration of teachers from different schools will be engaged. The sharing of the teaching experience among the teachers will be encouraged to get the closer association of teachers for the benefit of the institution and the personality development of the students.
- The school management will be directed to develop vital infrastructure, safe and hygienic facilities. A congenial atmosphere in school and school complex ensures the best delivery of teachers as vibrant, caring student-teacher relations and parents participation to get the best output as a visionary and competent student outcome.

Service Environment and Culture

- The primary goals of reconstructing or improving the service environment and culture of schools will be to enhance the teacher's teaching and guiding capability so they can efficiently perform their duties and also to ensure that they are parts of vibrant, caring, and inclusive communities of teachers, students, parents, principals and other supporting staff, all of whom have a common objective that is to impart the quality education and become a part of the workforce for the upliftment of students learning process and in overall nation building.
- The first step is to improve and follow decent and pleasant school service conditions. Implementation of safe and satisfactory Infrastructures with proper working toilets, clean drinking water clean, attractive and spacious spaces, provision of computing devices, internet, libraries and sports amenities and recreational resources will be provided to all schools irrespective of any discriminations among any educational institutes, to ensure teachers and students including children of all genders and children with disabilities must receive a proper, safe, inclusive and effective learning environment and provided with a basic amenities required to inculcate the

inspiration to teach and learn in their school. In-service training will provide and develop inputs on safety, health and the environment at the workplace in schools to ensure the fulfilment of pending demands so that all teachers are sensitized to this requirement.

Special Educators

There is an urgent need for additional special educators for specific areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/Divyang children at the Middle and Secondary school level, including teaching for specific learning disabilities. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education but also the relevant skills for understanding children's special requirements. Therefore, such areas could be developed as secondary specializations for subject teachers or generalist teachers during or after pre-service teacher preparation. They will be offered as certificate courses, in the pre-service and in-service mode, either full-time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities.

National Curriculum Framework for Teacher Education

- The 4-year integrated B.Ed., the bare minimum degree requirement for school teachers, is designed to be a multidisciplinary and integrated dual-major bachelor's degree in Education and a specialised subject. The National Testing Agency (NTA) will administer appropriate academic and aptitude examinations for admission to this programme.
- The establishment of an education department and the operation of B.Ed. Programmes in conjunction with other departments, including those of psychology, philosophy, sociology, neuroscience, languages, arts, music, history, literature, physical education, science, and mathematics, have been mandated for all multidisciplinary universities. In order to improve the quality of their B.Ed. The programme will also conduct cutting-edge research in a variety of educational areas.
- A wide variety of academic material, pedagogy, and a solid practicum are all taught as part of the B.Ed. Degree. Additionally, the curriculum will cover effective pedagogical methods for teaching essential reading and numeracy skills, multi-level instruction and assessment, teaching youngsters with disabilities or who have unique interests or talents, using educational technology, and learner-centred and collaborative learning.

Conclusion

The change in the Indian educational system would be significantly aided by National Education Policy 2020. In India, the development of the pre-primary through higher education systems would be substantially influenced by NEP. The National Education Policy 2020 and the Status of School Teachers were researched in the current article. The present study also concentrated on the status of the teacher because teachers play a more significant role in forming the minds and souls of the younger generation. In the modern educational period, a positive student-teacher relationship is crucial. Teachers must be inspired and empowered to ensure the finest future for our students and our country.

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13

Enhancing Teacher Education in India: Challenges and Adopting Effective Strategies

Abstract

The purpose of teacher education is to produce teachers with professional competencies. The role of teachers is no longer confined to teaching room. Aims and objectives can achieve through the efficient teacher for an education system of its man of any society through proper education. Research shows that teachers are the single most important factor in student learning in schools. Students who have access to highly qualified teachers achieve at a higher rate, regardless of other factors. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education. This paper provides an overview of teacher education and evaluation in India and lastly, we discuss about Problems in teacher education and strategies for improving the quality teacher education. This paper also deals with key roles required for a teacher in new digital era.

Keywords: *Teacher Education, Problems and Strategies, Teachers' Role.*

Introduction

Every nation's classroom holds the key to its future. This suggests that the majority of India's destiny resides with its teachers, who manage and organise the classroom. He is creating the nation's future citizens. He will shape the nation in the same way that he shapes the youth. From this perspective, it is largely the teacher's obligation to carry out their tasks properly. Therefore, it is essential for teachers to have the information, skills, and talents needed to deal with children. As a result, any nation should place a high priority on teacher education. The job of teachers has evolved in the twenty-first century as a result of the practically infinite amount of knowledge available today. The transition from traditional learning methods to creative learning methods is a major problem for education in the emerging digital and knowledge-centered society of the twenty-first century. It also creates strong pressures for teachers to transition from their traditional roles as knowledge transmitters to new ones like facilitators and coordinators. This transition necessitates that instructor be more adaptable to their new jobs and be prepared for their new positions. But the system of teacher education is plagued by a number of flaws and concerns. The topic of teacher preparation has been discussed at all levels, including by the government, several ministries, educational institutions, and professional organisations .

Meaning of Teacher Education

The policies and practises aimed at providing teachers with the information, perspectives, dispositions, and abilities necessary to carry out their duties successfully in the classroom and at school are referred to as teacher education. According to the Goods Dictionary of Education, teacher education refers to all formal and informal activities and experiences that prepare a person to take on obligations as a member of the teaching profession or to carry out such responsibilities more successfully. Early on, many instructors were clerics or intellectuals who had no official training in how to instruct the subjects in which they were experts; in fact, many people held the view that "teachers were born, not made." The importance of teacher training wasn't appreciated until pedagogy, the "art and science of teaching," became a recognised academic field. Although there has been ongoing discussion regarding whether teaching is a "science that can be taught or whether one is born to be a teacher." Since at least the nineteenth century, it has been widely accepted that a person must possess specific qualities in order to be qualified to teach, including knowledge of the subject matter to be taught, an understanding of effective teaching strategies, and actual experience with both. Today, these topics are the main emphasis of the majority of teacher education programmes. However, the

individual's internal character is also a significant factor in education; whether this quality is innate or can be acquired, as well as the attributes required for the position of teacher, are also up for debate.

Meaning of Quality of Education

Despite the importance of "quality" as a motivating element for educational planning, approaches to quality can vary greatly. A lot of the literature assumes agreement on the meaning of the term and the desirability of the numerous educational goals and methodologies that are pushed under the banner of quality. There is always a concept of high-quality education inherent in nations, whether it is apparent or not, policies and programmes. Harvey (1995) provides a valuable framework for thinking about quality by defining five educational goals that form the quality vision inside educational institutions. Education systems differ in their emphasis on a single vision or, more typically, a combination of the five goals :

1. Education quality as exceptionality: excellence is the aspiration that motivates education; quality education is exemplary education; schools should maximise the pursuit of individual students' best potential.
2. Quality education as uniformity: consistency and quality is the goal that drives education; quality necessitates equitable experiences; and educational institutions and classrooms should give learners identical opportunities across the system.
3. The quality of education is regarded as fitness-for-purpose: the system is shaped by the goal of refinement and perfection in particular subject areas; quality is considered as preparing students for particular roles; and instructional specialisation is prioritised.
4. Value for money in education: Education shows reasonable correspondence to personal and societal investments. Quality is defined as the degree to which the system provides value for money.
5. The transformative potential of high-quality education: the vision that underpins education, how it can catalyse positive changes in people and society, and how it can itself be a force for social change.

Major Problems and Issues of Teacher Education

Education undoubtedly contributes significantly to the growth of a country, but the quality of education is strongly influenced by the calibre of the teachers. As a result, substantial efforts have been made and continue to be made to raise the standard of teacher education. The following are some of the issues with teacher education that are discussed.

1. Restricting Liberalized Admission Process

Many recent graduates and postgraduates start their careers as teachers each year. Some of them don't seem to care. Parents are pressuring them to enrol in a teacher education programmes, and they do so to avoid unemployment issues. After completing their training, they search for employment with a good wage. when, as a final resort, they turn to teaching. Additionally, self-finance It is foolish to expect quality education from such disinterested people in this situation, so it is time to limit this liked realised admission process by organising rigorous counselling sessions departs to determine the candidate's sincere interest in teaching. Higher education institutions are giving admission to the candidates having good paying capacities regardless of their ability and sincere interest in the profession. The next session should result in admission. On the basis of the entrance test's merit list, the university's connected colleges and institutes should fill every available seat. The management quota needs to be eliminated.

2. Survey-Based Affiliation or Opening new Teacher Education Institution

When NCTE first began operations in 1995, there were 663 secondary teacher training colleges. The number has currently more than doubled, and the majority of the new institutions were established in locations where they were not required. Despite the NCTE provisionally recognising their institutions, they fall short of meeting all the requirements. Anyone who could provide the physical infrastructure required to meet the basic standards, either through financial means or by being able to demonstrate it when the NCTE In section team arrived, was given permission to open a training college, regardless of the necessity in the region in question. Instead of paying them their full salaries, these institutions impose exorbitant capitation fees on the applicants. Strong measures are therefore required at the federal and state levels to stop the commercialization of teacher education. These measures include allowing the opening of new TEIs based on need assessments and requiring the state's planning department to conduct regular surveys to determine the number of teachers needed to teach various subjects at various levels. Eminent educational experts should be included in the inspection terms.

3. Upgrading Entry Qualification

Each year, a sizable number of students with graduate and postgraduate degrees start working as teachers all around the nation. The school curriculum calls for instructors with a strong academic foundation and higher-level abilities for effective communication of course content in order to promptly address the problems of knowledge expansion and the information revolution process. Therefore, it is necessary to

modify the current admission qualification standards. Since graduates and postgraduates respectively make up the majority of applicants to programmes for elementary and secondary teacher education, the current trend likewise points in a good direction. Every year throughout the nation, a sizable number of students with graduate and postgraduate degrees begin their careers as teachers. The school curriculum necessitates teachers with a strong academic background and higher-level competences for effective transaction of course content in order to address the difficulties of knowledge expansion and the information revolution process fast. As a result, the current entry qualification standards must be modified. As most applicants to elementary and secondary teacher preparation programmes are graduates or postgraduates, respectively, the current trend likewise points in a good direction.

4. Enhancing the Quality of Practice Teaching

The most effective intervention in teacher preparation has been thought to be practise teaching. Currently, neither instruction nor its supervision are taken seriously or consistently monitored. The most widely acknowledged causes of the decline in practise teaching quality are the supervisors' indifferent attitude towards lesson supervision, the practise schools' lack of cooperation and support, the departments' skeleton staffing, which results in a greater reliance on visiting or guest faculty, the wider variations in teaching practises between institutions, and the disagreements among teacher educators on various topics. The discussion above suggests that a few steps should be taken, including scheduling practise teaching after adequate orientation, developing teaching skills through microteaching, orienting to the creation of instructional support materials, orienting to peer group observation programmes, allowing students to experiment with novel techniques, systematising practise teaching supervision through observational schedules, and having follow-up conversations with student teachers.

5. Orientation for Using Culture Specific Pedagogy

Instead of utilising a single uniform mechanistic method of teaching and learning, the national curriculum framework for quality teacher education and the national curriculum framework for schools both advocated employing culture-specific pedagogy. It is believed that culture-specific pedagogy is the answer to the issue of the variation in information processing capacity of the students living in different parts of the country. Cultural practises such as storytelling, dramatics, puppetry, folk play, community living, etc. should become a strong basis for classroom teaching. Therefore, it is necessary to take some quick actions, such as training teacher educators to apply culture-specific pedagogy in classroom instruction, encouraging pupil teachers to use it at the elementary and secondary stages, and increasing exposure to different kinds of instructional materials and teaching aids.

6. Assessment of Training Needs

In contrast to rural and tribal areas, as well as in some specialised fields like physics, maths, and geography, there seems to be an oversupply of qualified instructors in metropolitan areas. This suggests that an assessment of needs survey at the state level is urgently required to provide a comprehensive picture of the demand and supply of qualified teachers, both geographically and academically.

7. Researches and Field Experiment

The degree whereby research and field experiments undertaken at the organisational, institutional, and individual level and their results are used for further improvement would be one of the key inputs for improving the quality of teacher education. Most elementary and secondary teacher educators don't participate in research activities. The reasons for this include the faculty's low level of motivation for conducting research, their lack of expertise, the lack of dissemination mechanisms like journals, the publication of findings in various formats, the lack of academic and technological support, and their little communication with elementary schools and officials. To get around the mentioned restrictions It is important to encourage teacher educators at all levels to conduct doctoral and post-doctoral research in order to directly contribute to improving the standard of teacher preparation programmes. The MoE and NGOs should offer fellowships, and the government should set aside funds for study leave. On hot topics in research, regular discourses and discussions should be held, and informational bulletins should be distributed to the appropriate institutes.

8. Orientation/ Training for ICT Literacy

Even today, most of our classroom activities are based on "chalk and talk." The in-service teachers must be immediately oriented to ICT in pre-service teacher preparation programmes. The instructor should receive training on how to use contemporary ICT tools, such as CD-ROMS, Hypertext and its pedagogical features, multimedia, CAI, the Internet, and the World Wide Web, among other offline and online electronic resources.

9. Professional Development of the Teacher Educators

The standard of teacher education is directly correlated with the standard of teacher preparation. A master's degree in a school topic and a second master's degree in education are typically required of faculty members at teacher training schools. They are without a doubt excellent in principle, but because there is no course available on teacher-training approaches, they lack the specialised expertise needed to develop future teachers. While learning one subject may be simple, transferring that information to another is a challenging endeavour that calls for many other talents in

addition to subject knowledge. Therefore, before introducing freshly chosen teacher educators to their new career, it is appropriate to give them professional training. In-depth training is required for teacher educators in a variety of areas related to new innovations and techniques, such as microteaching, diagnosis testing, action research, cooperative teaching, using culture-specific pedagogy, constructivist approach in teaching and learning, etc.

10. Developing life skills

Certain abilities known as “life skills” are crucial for personal development and expansion. These abilities let man deal with the challenges and hardships of life more skilfully. These abilities include thinking skills, self-awareness, problem-solving, and creative thinking, decision-making, and critical thinking, interpersonal relations, effective communication, and empathy, social skills, and stress management, and cognitive skills. The main problem is that teacher education is memory-based, meaning that students are not actively involved. As a result, we are deficient in the development of students’ life skills, which are crucial for their overall growth.

Some Effective Strategies

Some strategies here to improve the condition of teacher education:

- (1) The theory and practise study programmes should be rearranged. Some institutions should perform this practical research to determine the course structure that will be most beneficial for achieving the objectives of teacher education. The foundation for rewriting teacher education courses should unavoidably be a thorough job analysis of teaching in our schools.
- (2) The teaching style used in the teacher education programmes should encourage respect among various academic divisions at universities and colleges: Therefore, a teacher education department should run unique, innovative programmes in the following areas: a seminar, a combination of a seminar and discussions with lectures, team teaching, a panel discussion, and faculty-sponsored projects to promote learning across a variety of fields.
- (3) Recognising the institution of education as a standalone entity will be prudent for the development of a professional mentality. Such a facility should have the resources to host a range of extracurricular activities that foster the democratic spirit of respect and camaraderie, such as daily assembly programmes, community service, social work, library organisation, and other extracurricular activities.

- (4) The B.Ed. admissions process needs to be fully systematised, and steps need to be done to make it as impenetrable to manipulation and interference as possible.
- (5) Each state's department of education needs to have a planning division. This department's role should be to control the supply and demand for teachers at different levels of education. This unit may also be tasked with predicting the needs for teachers in other categories in the future.
- (6) It is important to have confidence in the operational schools. For this reason, the staff at teachers' colleges should have a tight relationship with the educational institutions. It is simple to modify the study schedule, the practical work, and practise teaching so that they will have positive effects on enhancing school procedures.
- (7) The teacher education programme should be structured in accordance with the findings of the following research: behaviours of teachers, creating a theoretical framework and an institution theory. Innovative methods of instruction include interaction analysis techniques, simulation, and microteaching.
- (8) In the ordinary university departments, the teacher education department should serve as the hub for research on teaching curriculum and evaluation. It may also be charged with the task of funding outreach initiatives, such as initiatives that bring university academics and the local community together. Scholars from one department to the next should be able to swap freely. This will significantly raise the calibre of programmes for educating teachers.
- (9) There should be more frequent seminars, summer institutes, and research symposia for the professional development of teacher educators.
- (10) The subject of teacher education lacks round textbooks and reading materials, including reference books in Hindi and regional languages.
- (11) There should be correspondence programmes for teacher education, with a stringent admittance process and thorough evaluation procedures.
- (12) To better serve all researchers, libraries must provide complete reference sections that include every journal currently in print.
- (13) In addition to having a strong educational background, linguistic fluency, and ICT training, teacher educators must be well-qualified.

- (14) Stricter requirements should be put in place for affiliation. The selection process must be enhanced, interviews, group discussions, and the common admission test and marks should be established, and NCTE should conduct frequent and thorough inspections.
- (15) The continual ritual of teacher educators' professional development for teacher educators, refresher courses should be held periodically, and research in teacher education should be encouraged.

Redefining the role of Teachers in the Digital Era

The transition from traditional learning methods to creative learning methods is a major problem for education in the emerging digital and knowledge society of the twenty-first century. It also creates strong pressures for teachers to transition from their traditional roles as knowledge transmitters to new ones like facilitators and coordinators. Teachers must be able to adapt to their new tasks and be ready for their new roles in order for this shift to be successful. From being an instructor to a constructor, facilitator, coach, and designer of learning environments, the job of teachers has changed and is still changing. Teachers are today expected to be facilitators who assist students in making judgements about the quality and validity of new sources and knowledge, to be open-minded and critical independent professionals, to be active co-operators, collaborators, and mediators between students and what they need to know, and to provide scaffolding for understanding (Weinberger, Fischer, & Mandl, 2002). Teachers' roles have been redefined, and in order to thrive in this ever-changing environment, they must be able to adapt new practises and tactics to fulfil the needs of individual, unique learners .

1. A Planner for 21st Century Careers

Today's pupils' career options will become more diverse. Rather than following a single static, linear, and prescribed career route, today's young individuals are more likely to pursue multiple multidisciplinary occupations throughout a lifetime, with more options to frame their predictably different working experiences. To prepare kids for a variety of professional paths, we will need teachers who can create learning plans for pupils who are ready to fulfil their potential as a whole person adaptable to whichever career paradigm emerges. Multidisciplinary professions necessitate effective teachers who will design courses and learning units that prioritise the students' abilities. That will need crossing disciplines and moving into new and different employment. Problem solving and thinking. Collaboration and communication must take front stage and create a pathway for all students, not just a chosen few, to navigate this multidisciplinary world.

2. An Instructor for Different ways of Learning

Instead of employing similar tactics for all students, effective teachers in the twenty-first century must construct education that inspires each student through engaging, authentic, and difficult encounters. Teachers explain the topic in a way that students may understand based on their past knowledge and abilities. Because these children learn in different ways and at varying rates, effective teachers differentiate their teachings accordingly. Several well-known high yield instructional strategies that are backed by meta-analyses and allow teachers to differentiate their instruction are highlighted by Robert J. Marzano, Debra Pickering, and Jane E. Pollock (2001) and John A. C. Hattie (2009). Effective teachers can investigate these tried-and-true tactics to determine those that are most suited to their subject area, grade level, or instructional goals.

3. A Technology Designer for Learning

Technology will increasingly be used to aid in the execution of these tactics in the future. We believe that there will be a greater emphasis on teachers' technological-pedagogical content knowledge (TPACK), which will include knowledge integration across all three essential components: technology, pedagogy, and content. Designing technology-integrated learning will continue to be critical. Teacher-related characteristics such as confidence, attitudes towards technology integration, and desire to implement a change involving technology use to improve student learning (Levin & Wadmany, 2008) are characteristics of the best teachers of the twenty-first century.

4. New Relationships and Practices

It is their responsibility to provide guidance to students as they develop and mature, assisting them in integrating their social, emotional, and intellectual growth so that the union of these occasionally disparate dimensions yields the abilities to seek out, comprehend, and use knowledge, to make wiser decisions in their personal lives, and to value contributing to society. In actuality, this new dynamic between teachers and students manifests itself in a distinct notion of instruction. When teachers give their students a say in the structure and subject matter of their education, they become more engaged in what they are studying and put more effort into developing their own learning strategies and lesson plans.

5. New tools and Environments

The primary goal of education nowadays is not to impart knowledge to students, but rather to assist them learn how to apply it by fostering their capacity for critical thought, problem-solving, sound judgement, and knowledge creation that benefits both them and society. It is necessary for the school's organisational structure to change in order to recast the interaction between students and teachers. The practise of team teaching, in which two or more educators share responsibility for a group of pupils, is one of the most significant advances in instructional organisation. This implies that a teacher is no longer required to be everything to every student. With this strategy, teachers are able to use their strengths, interests, talents, and abilities to the fullest extent while also knowing that students won't be harmed by their deficiencies because someone else is supporting them with a different set of capabilities. .

6. New Professional Responsibilities

Teachers are not just re-evaluating their basic job as managers of student learning, but they are also assuming additional roles within schools and throughout their profession. They are trying to establish precise and attainable criteria for the knowledge, skills, and values we should expect America's youngsters to learn, in collaboration with co-workers, family members, legislators, academics, community members, employers, and others. They are taking part in daily decision-making in schools, collaborating to set priorities, and resolving organisational issues that have an impact on the academic performance of their pupils. Additionally, a lot of teachers invest time in learning more about the dynamics that students experience by conducting research on a range of issues related to educational efficacy. To ensure that recent graduates of education schools are actually prepared for the difficult difficulties of today's classrooms, more and more teachers are investing time in mentoring prospective members of their profession.

Conclusion

All efforts must be made to inspire teachers to become inventive and creative since they serve as the centre of gravity for the school system as a whole and are the primary catalyst for bringing about desired changes in the way students are educated. The key to ensuring the quality of education is to hire qualified teachers, as evidenced by the output and result quality. Building a high-quality education is difficult without qualified, capable teachers. However, without the right environment to support them, a certified, competent teacher will not be able to perform their job in an appropriate way. As a result, on the one hand, we must constantly raise the calibre of instructors, and on the other, we must create the right environment for them to work in.

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14

Ensuring Research Ethics in Indian Universities: An Analysis of the Role of the University Grants Commission (UGC)

Abstract

Research ethics is a fundamental aspect of maintaining integrity and credibility in academic research. However, this pursuit of knowledge requires adherence to stringent ethical principles to safeguard the welfare and rights of participants, serious researchers, the beneficiaries of the research output, funding agencies, the research community, and the nation as a whole. The University Grants Commission (UGC) plays a pivotal role in promoting and upholding research ethics in Indian universities. This research paper examines the significance of research ethics, the role of the UGC in regulating research activities, and the initiatives taken to ensure ethical practices in Indian academia. By addressing ethical challenges, recommendations of UGC and suggestions to reduce unethical practices, this paper aims to foster a culture of ethical and responsible research practices in the educational domain on the part of the researcher and the research community.

Keywords: *Research ethics, UGC, Ethical Challenges, Indian Universities*

Introduction:

Research ethics encompasses the principles of integrity, objectivity, confidentiality, and informed consent. It works on the policy of no harm and confidentiality. Various research papers and documents on ethical issues in the context of research have shown two important directions to ethical considerations in research. Primarily, research ethics is crucial for safeguarding the rights of the participants and secondarily ethical considerations are justifiably important to build up a positive research culture. Belmont Report (1979) has primarily included the physical and psychological concerns about the participants of the research program from whom the data is collected. Respect for persons, beneficence and justice have been laid as the three basic ethical principles for research involving human subjects. Thus, the report significantly talks about informed consent from the subjects pertaining to the amount and type of risk involved and their voluntariness to be a part of the research project.

BERA (British Educational Research Association) has suggested that in the case of social and educational research, the seriousness of ethical problems has been overemphasized. Although the research project must be dealt with ethical problems, the research report seems to have less effect on the lives of the participants. These researches are a normal day-to-day activity and are not very significant in the lives of the participants.

There is still another perspective for looking at the ethical issues of research. UGC in its guidance document on Good academic research practices (2020) has emphasized plagiarism, fabrication, falsification and misinterpretation of data in research. Plagiarism is the most common form of scientific misconduct, and it can involve copying text, ideas, or results without proper attribution. This will not only lead to the repetition of text in the form of research papers but indeed will affect the credibility of serious researchers. The UGC, as the apex regulatory body for higher education in India, holds the responsibility of fostering research excellence and upholding ethical standards across universities. It also highlights the ethical challenges faced by researchers and the importance of adhering to international ethical guidelines.

Ethical Challenges in Research:

Researchers encounter various ethical challenges throughout their research endeavours, stemming from the complexities of the research

process, involvement of human participants, potential conflicts of interest, and technological advancements. Key ethical challenges include obtaining informed consent, especially with vulnerable populations on sensitive topics and protecting privacy and confidentiality in the era of big data. Researchers must strike a balance between the scientific significance of their work and participants' well-being, manage conflicts of interest transparently, and refrain from data manipulation and fabrication. Considering the dual-use implications of research findings and navigating ethical review processes are vital. Transparency in reporting and cultural sensitivity is crucial for research reproducibility and for conducting cross-cultural studies responsibly. Researchers also have post-research responsibilities, such as disseminating findings responsibly and addressing research misconduct. Addressing these challenges necessitates ongoing education, adherence to ethical guidelines, and fostering a culture of integrity in the research community, ensuring credibility and ethical conduct.

Key principles and practices that align with the UGC's emphasis on promoting good academic research practices:

1. **Research Ethics:** Researchers should adhere to high ethical standards when conducting research. This includes obtaining informed consent from participants, ensuring data confidentiality and privacy, avoiding plagiarism and fraudulent practices and being transparent about conflicts of interest.
2. **Institutional Review Boards (IRBs):** Institutions are encouraged to establish and maintain Institutional Ethics Committees or IRBs to review research proposals involving human participants. These committees ensure that research projects comply with ethical guidelines and safeguard the rights and welfare of research participants.
3. **Rigorous Methodology:** Researchers should follow rigorous and appropriate research methodologies that align with the research objectives. Clear and well-defined research methodologies contribute to the reliability and validity of research findings, thus ensuring the confidence of the researcher in the results.
4. **Data Management:** Proper data management practices are essential to maintain the accuracy, integrity and security of research data. Researchers should document their data collection, storage, and analysis processes and make efforts to preserve research data for future verification and replication.

5. **Plagiarism Prevention:** Institutions should actively promote awareness and prevention of plagiarism. Researchers should attribute the work of others appropriately and give proper credit to previous research that informs their work.
6. **Publication Ethics:** Researchers should comply with publication ethics standards and guidelines, such as those outlined by the Committee on Publication Ethics (COPE). This includes avoiding simultaneous submission, duplicate publication, and fabricating or falsifying data.
7. **Collaborative Research:** Encouraging collaborative research fosters interdisciplinary approaches and can lead to more comprehensive and impactful research outcomes.
8. **Funding and Grant Management:** Institutions and researchers should follow transparent practices regarding funding sources and grant management. This involves clear reporting on the utilization of research grants and funds.
9. **Responsible Authorship:** Authors should be listed appropriately based on their contributions to the research project, and authorship disputes should be resolved in a fair and transparent manner.
10. **Continuous Learning and Skill Development:** Institutions should provide opportunities for researchers to enhance their research skills, attend workshops, conferences, and seminars, and stay updated on the latest developments in their respective fields.

UGC for Prevention of Unethical Conduct in Research:

UGC in its regulations for Prevention of plagiarism in higher education institutions has defined plagiarism as taking someone else's work or idea and passing them as one's own. It has excluded the quoted work with required permission and attribution, bibliography, table of content, references, acknowledgements, and preface, and the use of generic terms and laws and standard symbols and equations from plagiarism checks. Four levels of plagiarism and the corresponding penalties have been defined in the UGC Regulations 2018 for the promotion of academic integrity and prevention of plagiarism in higher educational institutions and can be summed up as follows:

Levels	Percentage of Plagiarism (Similarity)	Penalty for Thesis/ Dissertation submission	Penalty for Academic/ Research publication
Level 0	Upto 10%,	No penalty	No penalty
Level 1	10% – 40%,	Submission of the revised script within six months	Withdrawal of the manuscript
Level 2	40% - 60%	Denial of the submission of the revised script up to one year	Withdrawal of the manuscript, Denial of one annual increment and debarred from supervising a new research scholar/ dissertation work for two years
Level 3	above 60%	Cancellation of registration for the programme	Withdrawal of the manuscript, Denial of two successive annual increments and debarred from supervising a new research scholar/ dissertation work for three years

INSA (Indian National Science Academy), 2018 advocates that the Impact factor and the number of research papers published should not be the deciding features for the contributions of the scholar. The pressure of publishing research papers has led to an increase in the number of published papers rather than emphasizing their quality. Fabrication and manipulation have been enhanced due to the easy availability of software also. The same concept has been mentioned in the Quality Mandate for Higher Education Institutions in India, the e-book published by UGC. As a result, according to the new regulations of UGC (2022), it is not mandatory to publish research papers for the award of Ph. D. degree.

Suggestions for Creating an Ethical Research Environment:

Including ethics in research is more of a self-regulated process but certain extrinsic factors may motivate the research scholar for this self-discipline. They can be outlined as follows:

1. Reducing the pressure of published papers for professional growth as well as for academic enhancement. This will not only help in quality enhancement rather than quantity but also reduce the tendency of using unethical means for writing and publishing research papers.
2. Creating a conducive, energetic and motivated environment for research. This can be promoted by including research scholars with high aspirational levels and competent faculty to work with the best infrastructural facilities.
3. Helping the faculty members to spare more time for research by reducing their teaching load and enhancing their autonomy for conducting and documenting the research process.
4. Linking research and research institutions to Industry so the research findings may show their usefulness and in turn energize the research environment.
5. Constant monitoring by the Internal quality assessment cell or the research committees meant for the purpose.
6. Emphasis on timely completion of the research project as procrastination is usually the root cause for delay which eventually leads to the demotivated research environment.
7. Providing assistance from eminent personnel in each area during the time of topic selection itself.
8. Developing a more centralized collaborative platform in various fields of research.
9. Laying emphasis on writing the research project with greater objectivity rather than subjective writing.
10. Increasing the accessibility of the research workers to published research papers without paying or at a minimal cost.

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