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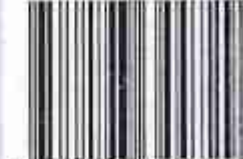
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ಒಳಬರುತ್ತಾರೆ. ಸಮಾನತೆಯ ಪರಿಕಲ್ಪನೆ ಎಲ್ಲರ ಹೃದಯಗಳಲ್ಲೂ ಹಾಗೆ ಹರಿದುಬರುತ್ತದೆ. ಆದರೆ ಬಸವಣ್ಣನವರು ಕೇವಲ ಜಾತಿ ವಿಭಾವಕ್ಕಾಗಿ ಮಾತ್ರ ಶ್ರಮಿಸದೆ ಸಮಾನತೆ ಉತ್ತಮ ನಡವಳಿಗಳಿಗೆ ಶೋಧಕನಾದ ಸ್ವೀ ಸಮಾನತೆ, ಅಂತರಂಗ, ಬಹಿರಂಗ ಶುದ್ಧಿ, ಜಾಯಕೊಪ್ಪೆ, ವರ್ಗ ಪ್ರತ್ಯಕ್ಷೆ, ಮುಂಜಾದಿವುಗಳ ಬಗೆಗೂ ಗಮನವಹಿಸುತ್ತಾರೆ.

ಬಸವಣ್ಣನವರ ಮಾತುಗಳಿಂದಲೇ ಬದುಕಿನ ನೀತಿ ಸಂಹಿತೆಗಳು,
|| ಕಳೆದೇಡ, ಕೊಲವೇಡ, ಕೂಸಿಯ ನುಡಿಯೊಲ ವೇಡ
ಮುನಿಯವೇಡ, ಅನ್ನರಿಗೆ ಅನಕ್ಕ ವೇಡೇಡ,
ತನ್ನ ಬಣ್ಣವೇಡ ಇದರ ಪರಿವಿಳಾ ವೇಡ,
ಇದೇ ಅಂತರಂಗ ಶುದ್ಧಿ, ಇದೇ ಬಹಿರಂಗ ಶುದ್ಧಿ
ಇದೇ ಸಮ್ಮಿ ಕೂಡಲಸಂಗಮವೇವರನೊಲಿವನ ಪಾ ||

ಓಗಿ ಪಟನಗಳಲ್ಲಿ ತನ್ನದೇ ಆದ ಕರಣ ಧರ್ಮಾಭಿಮಾನವನ್ನು ಹುಟ್ಟುಹಾಕಿದರು, ಆ ಮುಖವೇ ಎಲ್ಲರದರೂ ನಿಲುವನ್ನು ತೋರಿಸಿದ್ದರು. ಹಾಗೆಯೇ ಮೇಲಿನ ವಚನವು ಒಂದರ್ಥದಲ್ಲಿ ಜೀವನದ ಸಪ್ತ ಸೂತ್ರಗಳು ಎಂದೂ ಹೇಳಬಹುದು.

ಮನುಷ್ಯನನ್ನು ಎಂದಿಗೂ ಜಾತಿಯ ಕೆರೆಯಿಂದ ನೋಡಬಾರದು, ಅವನ ಆಚಾರ, ವಿಚಾರಗಳ ಕೆರೆಯಿಂದ ಅಳಿಯಬೇಕು ಹಾಗೂ ಜಾತಿಗಿಂತ ಮಾನವತ್ವಕ್ಕೆ ಬೆಲೆ ಹಿಡಿಸಬೇಕೆಂದು ಬಸವಣ್ಣನವರ ವಿಚಾರವಾಗಿತ್ತು. ಇವರಿಗೆ ಜಾತಿ-ಮತ-ಕುಲ ಭೇದಗಳಿಂದ ಮುಕ್ತವಾದ ಸರ್ವ ಸಮಾನತೆಯ ಮೊದಲನೆಯನ್ನು ಹೊಂದಿದ, ಸರ್ವೋದಯ ಪರಿಕಲ್ಪನೆಯು ನವಸಮಾಜವನ್ನು ಕಟ್ಟಿದ ಸಪ್ತ ನಿಲುವನ್ನು ಬಸವರು ತರಬಾರು ನೇಮ ಪ್ರಕ, ಕೀಲ, ಮುಡಿ-ಮೈಲಿಗೆಯೆಂಬ ಕೊಳವು ಕಂಡಾಚಾರದಿಂದ ಹುಟ್ಟಿ ಭಕ್ತಿಯಲ್ಲಿ ತೊಡಗಿಕೊಂಡ ಕೊಳವ ಜನತೆಯ ದಿಗ್ಧ ದಿಗ್ಧದ ನಡವಳಿಗಳನ್ನು ತಮ್ಮ ಪಟನಗಳಲ್ಲಿ ವಿವರಿಸಿರುವಂತೆ, ಮೇಲು-ಕೀಲ, ಮೇಲ್ಮುಡಿ-ಕೀಲಜಾತಿ ಎಂದು ಮೆರೆಯುವವರನ್ನು, ಅವನಗಳನ್ನು ಸಂಪೂರ್ಣವರನ್ನು ತಿಕ್ಕುವಾಗ ವಿವರಿಸಿದ್ದಾರೆ. ತರಬಾರು ಪ್ರಗತಿವರ ವಿಚಾರವಾದಿಗಳು ಸಮಾನತೆ, ಶೋಧಕತೆಯಲ್ಲಿ ನಂಬಿಕೆ ಇಟ್ಟಿದ್ದರು, ಜಾತಿ ಪದ್ಧತಿಯನ್ನು ಕುಂಟಾ ಕೆಡೋರವಾಗಿ ಎರೋಧಿಸಿದರು.

ಜಾತಿಯಲ್ಲಿ ಕೀಲಾದ್ಯರೂ, ಜ್ಞಾನದಿಂದ ಮೇಲಾಗಿ ಸರ್ವಜನ ಪೂಜನೀಡಾದ ತುಂಬಿ ಜ್ಞಾನಿಗಳ ಬಗ್ಗೆ ಬಸವಣ್ಣನವರು ತಮ್ಮ ಮಾತಲ್ಲಿ ಓಗಿ ತಿಳಿಸಿದ್ದಾರೆ:

|| ವ್ಯಾಸ ಮೋಡುತಿಯ ಮಗ, ಮಾರ್ಕಂಡೇಯ ಮಾತಂಗಿಯ ಮಗ,
ಮಂಜೂವರಿ ಕಪ್ಪೆಯ ಮಗಳು,
ಪುಲವನುಪಿರಿಂದೇ ಕುಲದಿಂದ, ಮುನ್ನೇನಾರಿಂಜೀ?
ಸಾಕ್ಷಾತ್ ಅಗಸ್ತ್ಯ ಕಲ್ಯಾಣ ದುರ್ವಾಸ ಮುಟ್ಟಿಗೆ, ಕಲ್ಯಾಣ ಕಮ್ಬಾರ,
ಕೊಂಡಿವ್ಯನಿಂಟ ಮುತಿ ಮೂರು ಭಾವನೆಯೆ ಏಕವಿದ ಕಾಲೇಭೋ
ನಮ್ಮ ಕೂಡಲಸಂಗಮ ವಚನವಿಂತೆಯದು
ಶ್ವವೇಶೋಕಿಯಾದರೇನು ಕಿವಿಭಕ್ತನೇ ಕಿಂಜನು ||

ದೇವರು ಜಾತಿಯನ್ನು ಎಂದೂ ಪರಿಗಣಿಸುವುದಿಲ್ಲ, ಮಾದಾರ ಚೆನ್ನಯ್ಯಿಯು ಬ್ರಹ್ಮನಿಂದ ಕೀಳು ಜಾತಿಯವನಾದರೂ, ಅತನ ಭಕ್ತಿಗೆ ದೇವನೊಲಿದ. ಅವನ ಮಾನೆಯಲ್ಲಿ ಪ್ರಾಣದ ಸ್ವೀಕರಿಸಿದ ಎಂದು ತಿಳಿಸುತ್ತಾ ಜಾತಿ ಕಲ್ಪನೆಯ ಅನಾಚಾರವನ್ನು ಬಲವಾಗಿ ವಿಂಡಿಸುತ್ತಾರೆ. ಬಸವಣ್ಣನವರು ಪ್ರತಿಪಾದಿಸಿದ್ದು ಕರ್ಮಧರ್ಮ, ಎಲ್ಲರೂ ದೇವರ ಮಕ್ಕಳೇ, ಸಾಮಾಜಿಕವಾಗಿ, ಧಾರ್ಮಿಕವಾಗಿ ಸಮಾನ ಗೌರವಕ್ಕೆ ಪಾತ್ರರಾದವರು, ಎಲ್ಲ ಹೊರತನವನ್ನು ನಿರ್ದೀಕಿಸುವ ತಕ್ಕ ಲಿಂಗಕ್ಕದ ಎಂದಿದ್ದಾರೆ.

|| ಹೊಲೆಯನುಂಟೆ ಲಿಂಗವಿದ್ಯೆತೆಯುಂಟೆ?
ಕುಲವುಂಟೆ ಅಂಗವುಂಟೆತೆಯುಂಟೆ?
ಎಂಜಲಂಟೆ ಪ್ರಾಣವಿದ್ಯೆತೆಯುಂಟೆ?
ಅವಿವಿತ್ತದ ನುಡಿಯ ನುಡಿದ ಸೂತಕವೆ ಜಾತಕ
ನಿಜ್ವರಂಕ ವಿಚ್ಛಕ್ತ ತ್ರಿವಿಧ ವೀರ್ಯ
ಕೂಡಲ ಸಂಗಮವೇವಾ ನಿಮ್ಮ ತರಣಗಲ್ಲದಿಲ್ಲ ||

ಈ ವಚನದಲ್ಲಿ ಕರ್ಮಧರ್ಮದ ಜಾತಿ, ಕುಲ, ವಿವಾಹಗಳೆಂಬ ಅನೆಯ ವ್ಯಕ್ತವಾಗಿದೆ.

ಓಗಿ ಬಸವಣ್ಣನವರು ಮಾನವಜಾತಿ, ಮಾನವಕುಲ, ಮಾನವಧರ್ಮ, ಮಾನವ ಎಂಬ ಜಾತಿಯನ್ನು ಗೋಡಕುವುದಿಲ್ಲ ಇನ್ನಾವ ಜಾತಿಯನ್ನೂ ಅವರು ಸಹಿಸಲಾರರು, ಒಪ್ಪಲಾರರು, ಬಸವಣ್ಣನನ್ನು ಒಪ್ಪಿರುವ ಸಾವಿರ ಆದರೆ ತಪ್ಪಾದರೂ ಗಲಗೂ ಬೆಲೆ ಕೊಡಲಾರೆ, ಅವುಗಳನ್ನು ಅರ್ಯಾರೂವಕ್ಕೆ ತರಬಾರ, ಸರ್ವರೂ ಸಮಾನತೆಯಿಂದ ಬದುಕೋಣ.

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Quality improvement in **TEACHER EDUCATION**

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"IMPACT OF LANGUAGE ACROSS THE SCHOOL CURRICULUM"

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ABSTRACT:

Language across the school curriculum has two basic and intertwining principles behind introducing this LASC paper. Firstly it is believed that language plays a central role in learning. No matter what the subject area is, students understand new concept when they listen, talk, read and write about what they are learning. Goals in language across the school curriculum, Activities involving language across the curriculum. Beliefs in the language across the curriculum. Impact of language across the school curriculum. Impact of language on different school subject – social science, science, mathematics etc. Orientation should be done to the B.ED educators necessarily. LASC helps in developing the communication concept and good communication. These discourse functions can largely be divided into a number of mental linguistic, macrostructure.

INTRODUCTION

Language Across the School Curriculum(LASC) as a concept acknowledges the fact that language education does not only takes place in specific subjects explicitly defined and reserved for it, such as mother tongue education, foreign language education, second language education.

Language learning and education also takes place in each and every subject in school, in each and every academic/mental activity, across the whole curriculum. The development of language skills and competences has to be integrated also into subject specific teaching.

LASC as a policy has to be understood as a necessary and systematic extension of the standard variety of language of school education (LE) into subject, specific ways of thinking and communicating or to phrase differently, into disciplinary mode of language use.

GOALS IN LANGUAGE ACROSS THE SCHOOL CURRICULUM

- ❖ Language develops through purposeful use
- ❖ Learning involves talking, writing, shaping and moving (in reaction to perceptions)

- ❖ Learning often occurs through speaking or writing as much as through shaping and moving
- ❖ Language use contributes to a pre-requisite for cognitive development
- ❖ Language is the medium for reflecting on learning, for improving it, for becoming autonomous as learners

ACTIVITIES INVOLVING LANGUAGE ACROSS CURRICULUM

- ❖ Listening: Comprehending oral input/intake
- ❖ Speaking: Constructing meaningful utterances
- ❖ Reading: Understanding written texts
- ❖ Writing: Producing written texts/coherent discourses
- ❖ Viewing: Attending to visual signs/information
- ❖ Shaping: Using visual means of expressions
- ❖ Watching: Attending to physical movement
- ❖ Moving: Using the whole body, the whole person for self-expression

BELIEFS IN LANGUAGE ACROSS CURRICULUM

- ❖ Language is more than communication skills
- ❖ Language is also linked to the thinking process
- ❖ Language is a tool for conceptualizing, for thinking for networking
- ❖ Language supports mental activity and cognitive precision
- ❖ Language for academic purposes helps to express thoughts more clearly
- ❖ Language helps to structure discourses and practice discourse functions
- ❖ Overall goal, therefore is not just the development of Cognitive/Academic Language Proficiency but of "Conceptual Literacy" and of "Discourse Competence"

IMPACT OF LASC APPROACH

- ❖ Subject teachers can expect competences to be already acquired through LS/L1 teaching
- ❖ Therefore they are readily available in subject specific learning contexts, without additional training or reflection about their meaning and use in these new contexts
- ❖ Subject teachers have to list clearly what they want to reach with their students in terms of minimal language goals in connection with subject specific goals

- ❖ It requires a cross-curricular matrix of education goals in general and linguistic competences
- ❖ Competencies comprise correct spelling and orthography in general as mastering the rules of phonology and pronunciation
- ❖ Reading competence has been the focus of investigation and international debate
- ❖ Media competence not only has the ability to transform information from one source into another but also translation of content or meaning constructed between members of different groups
- ❖ Mediation competences is at the heart of communicative competence, since it involves the ability to adapt one's message according to audience, purpose, language mode, text type and other variables

IMPACT OF LANGUAGE ON DIFFERENT SUBJECTS

A) SOCIAL SCIENCE

- ❖ Social science is a major subject of academic disciplines, concerned with society and the relationships
- ❖ Usage of simple words and sentences, enhances the comprehensive capacity of student
- ❖ Logical thinking and observation competences develop the knowledge power
- ❖ Helps in securing the students' attention towards the lesson/teaching
- ❖ Historical Biographies, achievements, states ruled by them with contribution of art, literature, culture and social reformers and their achievements. With the help of these, Language acts as a guidance for the enrichment of knowledge
- ❖ Analytical competences on historical events, geographical characteristics enable students to master over the content through language
- ❖ Language helps in detailed study of Geography, civics, political science, economics
- ❖ Language is learned and developed in a social context for functional purposes
- ❖ Older children should be provided with ample scope to develop listening, speaking, reading, writing skills
- ❖ Setting where language may be used for various purposes should be created
- ❖ One should be cognizant of multilingual interferences, identify them and provide remedies
- ❖ Student creative efforts should be encouraged

- ❖ Excessive writing or rote repetition should be deemphasized, a relaxed environment for free expression of ideas, thoughts and feelings should be provided
- ❖ Students should be helped to develop early reading habits and enable them to do book reviews

B) SCIENCE

- ❖ Language plays an important role in effective learning of ideas, principles, rules, formulae, experiments of scientific studies
- ❖ Language helps in eradicating problems in science learning
- ❖ Language helps in developing interest in student towards science subject
- ❖ Effective usage of language in learning science subject enables the student to excel in the subject

C) MATHEMATICS

- ❖ Adapting language activity that is conveying, recognizing and explaining in mathematics
- ❖ Adapting language acting in identifying, calculating in mathematics
- ❖ Adapting language in effective communication in mathematics
- ❖ Adapting language activity in experimenting and solving in mathematics

CONCLUSION

In conclusion, LASC promotes the quality improvement of teachers education in 2 years BED program. Language helps in giving social justification to the students from the teacher. LASC helps in developing the communication concept and good communication characteristic and communication importance. LASC also encourages students in self learning. LASC aims at creating Mental and Social personality of student language and content are interdependent on each other. Without language, learning of any subject is not possible.

LASC in the broadest sense aims at enabling students to manage the diverse discourse functions involved in academic/vocational language proficiency for satisfactory participation in relevant discourses. These discourses functions can largely be divided into a number of mental linguistic macrostructures namely describing/reporting, naming/defining, explaining, exemplifying, arguing/supporting, assessing and evaluating. They reflect fundamental forms of language use in a pre-scientific or scientific manner. Orientation should be done to BED teacher educators necessarily.

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Dr. Jagannath K. Dange Working for Education, Social Equality and Women empowerment is an Educationist, an excellent speaker, a great critique, writer and inspiring teacher. Pursued his M.Sc. (Psychology), M.A. (Sociology), M.Ed. and Ph.D. in Education. He was the member of curriculum development committee for Two year B.Ed. teacher-education programme constituted by Higher Education Council Karnataka and oriented the teacher - educators of the Karnataka state. His contribution includes a newly developed Theory of Contribution, Life Skills Model and Step Learning Experiences model. He has published Eleven books and developed Blended Learning Material for B.Ed. Course first time in India in collaboration with Common wealth of Learning Canada and also published Two Hundred and Seventy research and conceptual papers. He is working as International peer review committee member for Eleven International online journals. He was honored with Karnataka State "Dr.B.R.Ambedkar rathna" award for 2018 and "Indian Ideal Citizen Award", "Karnataka Bhushana Award and Karnataka Basva Jyothi Award in 2019". His vision is to India must to have "One country one Education system" so that equality can be brought through Education system.

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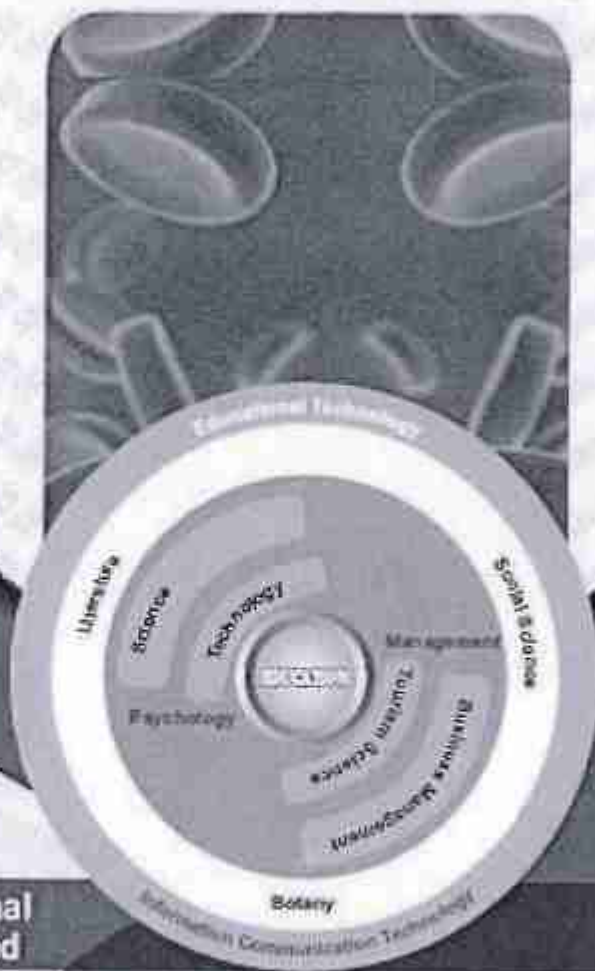


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OPEN EDUCATIONAL RESOURCES IN INDIA: IT'S SIGNIFICANCE

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Abstract

Technology plays a much larger role in the digital age than in previous generations and it has become important today that education adapts to this digitalization. Sharing educational resources was traditionally limited in the competitive world of education. Educational institutions keep their educational materials and resources private. Today, an increasing number of institutions and individuals have made such digital resources available for distribution on the Internet by removing legal, financial, and technical hurdles. Open Educational Resources creates the right way to provide free and accessible education to all and access information for the public good. It is important that OER is inexpensive and freely adaptable. The ability to adapt and modify content provides a significant advantage, especially when targeting specific populations such as the disabled or those with special needs. Efforts are being made in India to transform it into a knowledge society. Access, equity and quality are the main focus of new initiatives in education in India. This paper has made an attempt to understand the concept, features, significance and open educational resources in the digital era. Further, this paper focuses on OERs in India.

Keywords: Open Educational Resources (OER), Education, Significance, Digital era.

Introduction

Open Educational Resources are those teaching and learning materials that are available to anyone free of cost and under an open license to allow others to retain, reuse, revise, remix and redistribute them with few or no restrictions. The phrase 'Open Educational Resources' was first coined in 2002 at UNESCO's Forum on the Impact of Open Course-ware for Higher Education in Developing Countries. OER are teaching, learning and research resources that reside in the public domain or have been released under an intellectual property licence that permits their free use or repurposing by others. The Organisation for Economic Co-operation and Development (OECD) defines OER as: "digitised materials offered freely and openly for educators, students, and self-learners to use and reuse for teaching, learning, and research. OER include learning content, software tools to develop, use, and distribute content, and implementation resources such as open licences". Technology is the name of tools and devices that make life easier in all areas of life education is changing rapidly. In this changing environment, it is necessary to bring a digital dimension to education. Today, not being able to benefit from technological opportunities in education cannot meet the needs and expectations of the age (Karasar, 2004). The introduction of the Internet into our lives has made it easier to access information. Access to e-books, public and private digital libraries, digital encyclopaedias, articles, blogs, websites and discussion forums where we can exchange information with one click has become easier. This digital transformation fundamentally changes the access and sharing of information. While digital transformation is developing rapidly around the world.

The concept of Open Educational Resources

UNESCO defines OER as "teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

Open Educational Resources are learning and teaching materials that are freely available online for anyone to use. OERs can consist of full courses, course materials, modules, textbooks, videos, tests, software and any other tools, materials or techniques used to support access to knowledge. OER are freely and publicly available teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-

purposing by others. Open Educational Resources are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.

The 5R's of the OER format are Retain, Reuse, Revise, Remix, and Redistribute facilitate greater engagement with the curriculum. Teachers can enhance existing learning materials with the use of videos, infographics, exercises, assignments, or any other tool that they deem fit to drive better student engagement.

Features of Open Educational Resources

- Many resources have a review or annotation feature so instructors have more in-depth.
- Knowledge of the resource and its quality quickly.
- Makes learning and teaching more collaborative.

Significance of Open Educational Resources

The use of Open Educational Resources provides various advantages to educational institutions, academics and learners. It is foreseen that the gap between different classes in the society and countries in the international arena will decrease with Open Education Resources, the quality of education will increase and access to information will accelerate. In addition, it is stated that the number of people receiving informal education and lifelong learning tendencies will increase with OER. One of the core values of OER is the universal use of these resources, independently of the education system and national curriculum frameworks. Open Educational Resources and open applications as having more personal learning, good learning experience. In addition, they stated that by increasing the access of individuals to information, it allows more efficient and better use of resources that provide learning equality. Students can access different educational resources suitable for their learning styles through OER.

- To contribute to the lessons of the students who continue their education life and to support their preparation for the exams,
- To ensure that all individuals who want to follow their developments in the field of science and technology,
- To pave the way for educators to improve themselves and therefore their teaching methods with accessible course-related resources and sample course teaching methods,
- To meet these needs of educational institutions that is insufficient in terms of resources.
- To contribute to making conscious choices by ensuring that students who will enter higher education life have preliminary information about the departments and courses they want to choose.
- By providing a universal information sharing environment, especially at the university level, to ensure that students in any country benefit from the offered by the university anywhere in the world,
- It can be used to serve purposes such as creating a developing discussion environment, especially for students and educators.
- Cost Savings is One of the most significant and immediate benefits of open educational resources is the availability of quality learning material to teachers and students in diverse formats at no cost or very little cost. This makes it the perfect alternative to expensive textbooks. Thus, making education more accessible and affordable for students who cannot afford to purchase course materials.
- Teachers can augment these existing materials as per their understanding of the subject and their students' needs, and then, share it further with the education community. As this process goes on, a collective effort by teachers and education experts can curate high-quality teaching resources. Thus leads to Improved Quality of Education

- Even though open educational resources are not essentially digital resources since many of these programs are designed to be used in the printed format, digital distribution can truly help leverage their optimal potential.
- Better Retention is possible through the collaborative nature of OER fosters a pedagogically sound learning experience. It has a positive impact the students' retention rate of new information and knowledge. Studies have shown that digitized and interactive learning material can elevate students' learning abilities and success.
- OERs give educators an opportunity to browse, customize, and apply educational materials that are innovative, accessible, and affordable. By decreasing the costs associated with higher education, we can create a more equitable and sustainable future that enables an ever-widening community of learners to reach their academic, professional, and personal goals.

Limitations of Open Educational Resources

Quality and reliability concerns in OER materials, language barrier, cultural barriers, technological issues, sustainability issues and limitation of copyright property protection.

Open Educational Resources in India

Knowledge Commission (2007) set up by the Government of India has brought out these aspects very clearly. Nowadays, many institutes are taking initiatives specifically for creating open educational tools and resources that are directed towards basic sciences and engineering education. One significant undertaking in this area is the National Program on Technology Enhanced Learning. It is a joint venture by seven Indian Institutes of Technology (IITs) and the Indian Institute of Science (IISc) funded by the Indian Ministry of Human Resource Development (MHRD), to enhance the quality of engineering education in the country by developing curriculum-based video and web courses (<http://nptel.iitm.ac.in>). Another illustrative open education initiative is Eklavya, launched by Indian Institute of Technology, Bombay. The Eklavya project has developed an Open Source Educational Resources Animation Repository (OSCAR) that provides web-based interactive animations for teaching. OSCAR also provides a platform for student developers to create animations based on ideas and guidance from instructors. Funding for the Eklavya and OSCAR project comes mainly from private industries. A third prominent initiative, E-Grid, supported by the MHRD and the Indian Institute of Information Technology (IIIT), provides subject-specific portals that are developed and maintained by subject domain experts. Currently, this programme offers OER only for science and engineering. A Confederation of Indian Industry (CII) has developed a collaborative e-Learning system and portal under its initiative Shiksha India, which will help Indian students search for contents in various topics.

National Digital Library of India (NDLI) is a repository of open learning resources searching and browsing facility for the learner community. National Digital Library of India launched in May 2016. It developed, hosted and maintained by the Indian Institute towards Excellence.

National Programme on Technology Enhanced Learning (NPTEL) is Massive Open Online Courses was initiated in 2003 by 7 Indian Institutes of Technology, i.e. Bombay, Delhi, Kanpur, Kharagpur, Madras, Guwahati & Roorkee and Indian Institute of Science Bangalore. It has 235 courses in web and video format covered with five core engineering disciplines, i.e. Civil, Computer Science, Electrical, Electronics and Communication & Mechanical. In phase II, added 600 more web and videos during 2019-14 in all major branches of engineering, physical science and management course at undergraduate and postgraduate levels

Swayam is a free online education program initiated by the Government of India. It contains the courses in video formats, downloadable reading materials, quizzes, and assessment and online discussion forums. The courses available for class 9 to post graduation level, accessible by anyone at anytime and anywhere

Swayam Prabha is a free DTH channel for education, 34 DTH channels telecasting only quality education programs on a 24X7 basis by using GSAT-15 satellite. The DTH channels cover Higher and School level education. NPTEL, IITs, CEC, IGNOU, NIOS, NCERT and UGC are contents provider for Swayam Prabha.

Shodhganga is a reservoir of Indian Theses. It is an open-access digital repository of Indian Electronic Theses & Dissertation, and it has M.Phil. and PhD theses full-text collections and it is set up and maintained by INFLIBNET Centre.

Open Government Data (OGD) Platform India is a platform developed by Government of India to support Open Data Initiatives. This portal is joint initiatives of Government of India and US Government. The portal is intending to use for Government Ministries/Departments their organisation to publish dataset, documents, services, tools and application collected by them for public use.

Vidya-mitra Integrated e-Content Portal (A gateway to all learners) is web based interface developed by INFLIBNET Centre and funded by Ministry of Education, Government of India under the National Mission of Education through Information and Communication Technology (NME-ICT).

Conclusion


Open Educational Resources not only helps students, schools, and educators save on money, but it also improves the quality of education by giving thousands of teachers access to a vast resource of high-quality instructional material. It must be realised that mere development of OER and uploading them to the website will not achieve the expected impact. There is a need to create awareness about these resources among the end users. At the same time they need to be convinced that these resources are useful to them. Awareness campaigns and personal contacts are required to spread the movement of OER in India. It is a fact that dedicated Internet connections are not available in many schools in rural areas. The task of providing this facility should be undertaken on a priority basis. It enhances traditional education and learning systems with open education materials and online tools that can be used unlimitedly in standard and online education through objectives that enable collaborative and constructivist learning, critical thinking and exchange of ideas and provides an opportunity to create new knowledge. The culture of designing and using open educational resources in the country would certainly lead to citizens capable of informed decision-making and sustainable problem solving in digital era.

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ROLE OF ARTIFICIAL INTELLIGENCE IN EDUCATION

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Abstract

Artificial Intelligence is the Science and Engineering domain concerned with the theory and practice of developing systems that exhibit the characteristics we associate with intelligence in human behaviour, such as perception, natural language processing, problem solving and planning, learning and adaptation, and acting on the environment. Teaching students about AI can help them develop the knowledge and skills needed to pursue careers in technology, data science and other in-demand industries. Adaptive learning platforms can adjust to each student's progress in real-time, identifying gaps in knowledge, providing immediate feedback, and suggesting targeted interventions to help students master the material. AI can also help teachers automate administrative tasks, enabling them to focus more on instruction and student interaction. This paper presents a general overview of artificial intelligence and also made an attempt to understand its role and significance in the field of education.

Keywords: Artificial Intelligence (AI), Sustainable Developmental Goals (SDG), Role and significance, Education.

Introduction

Artificial Intelligence (AI) is a branch of Science which deals with helping machines find solutions to complex problems in a more human-like fashion. This generally involves borrowing characteristics from human intelligence, and applying them as algorithms in a computer friendly way. A more or less flexible or efficient approach can be taken depending on the requirements established, which influences how artificial the intelligent behaviour appears. The goals of artificial intelligence include computer-enhanced learning, reasoning, and perception. AI is being used today across different industries from finance to healthcare. Artificial Intelligence is a machine's ability to perform the cognitive functions we associate with human minds, such as perceiving, reasoning, learning, interacting with an environment, problem solving, and even exercising creativity.

AI is a technology that enables machines to perform tasks that would typically require human intelligence, such as perception, reasoning, and learning. In education, AI can be applied to create personalized learning experiences, automate administrative tasks, and support decision-making for educators.

Role of Artificial Intelligence in the present context

Artificial Intelligence is very important nowadays because of its improved accuracy and decision-making. AI augments human intelligence with rich analytics and pattern prediction capabilities to improve the quality, effectiveness, and creativity of employee decisions. Artificial Intelligence is needed in future because of the productivity of artificial intelligence may boost our work places, which will benefit people by enabling them to do more work.

AI is more advantageous to society with its ability to analyze vast amounts of data, identify patterns, and provide accurate predictions; AI can play a vital role in helping to achieve the Sustainable developmental goals (SDGs). AI can help improve access to education, healthcare, and clean water, and can also aid in the fight against climate change, poverty, and hunger. As the future of AI replaces tedious or dangerous tasks, the human work force is liberated to focus on tasks for which they are more equipped such as those requiring creativity and empathy.

The Role of Artificial Intelligence in Education

Artificial Intelligence (AI) has the potential to address some of the biggest challenges in education today, innovative teaching and learning practices, and accelerates progress towards Sustainable development goals (SDGs) or Global goals. However, rapid technological developments inevitably bring multiple risks and challenges, which have so far outpaced policy debates and regulatory frameworks. UNESCO is committed to supporting Member States to harness the potential of AI technologies for achieving the Education 2030 Agenda, while ensuring that its application in educational contexts is guided by the core principles of inclusion and equity.

UNESCO's mandate calls inherently for a human-centered approach to AI. It aims to shift the conversation to include AI's role in addressing current inequalities regarding access to knowledge, research and the diversity of cultural expressions and to ensure AI does not widen the technological divides within and between countries. The promise of "AI for all" must be that everyone can take advantage of the technological revolution under way and access its fruits, notably in terms of innovation and knowledge.

AI can be used to create interactive games and other teaching tools that can teach young children academic or social skills. Artificial intelligence can also be used to power monitoring systems to help track children's behavior to glean insights into their development. AI can help educators identify areas of improvement in the classroom and enhance the overall learning environment. By analyzing student performance data and teacher feedback, AI can pinpoint areas where students are struggling and provide targeted interventions to help them succeed.

Advantages of Artificial Intelligence in Education

AI has the potential to revolutionize the education sector by enhancing learning experiences, supporting teachers and offering more personalized learning opportunities for students. We must equip teachers with the knowledge and strategies they will need to use this new technology to improve and streamline everyday processes as well as classroom implementation.

- One of the most significant advantages of AI in education is its ability to provide personalized learning experiences. AI-powered tools can analyse a student's learning style, preferences, and progress data to provide customized content, feedback, and learning recommendations. This can significantly enhance the effectiveness of teaching and learning, as it allows students to learn at their own pace and in a style that suits them.
- AI can also automate repetitive administrative tasks, such as grading, assessment, and reporting, enabling educators to focus on more critical tasks like teaching and mentoring. AI-powered tools can automatically grade assignments, generate reports, and provide analytics on student performance, allowing educators to track student progress in real-time and intervene when necessary.
- AI can improve student engagement by making learning more interactive and fun. AI-powered tools can gamify learning, making it more engaging for students. For example, AI-powered language learning apps can provide real-time feedback on pronunciation, making it easier for students to learn and practice speaking a new language.
- Some areas in which AI can transform the classroom include personalized learning, ideation, adaptive learning, special needs education, bilingual education, gamification and immersive learning.
- Personalized learning involves AI-powered systems that analyse students' learning styles, strengths and weaknesses to create tailored lesson plans and suggest resources to serve their individual needs.
- AI-powered virtual tutors can provide round-the-clock support to students, while customized learning solutions can empower students with special needs to reach their full potential.

Gamification and immersive learning experiences can make education more engaging, fun and memorable.

- AI-driven language translation tools can break down communication barriers, enabling students and educators from different countries or with different languages to collaborate on projects and learn from one another.
- Teaching students about AI is essential for developing digital literacy, critical thinking skills, and preparing students for future academic and career success. A basic understanding of AI systems enables students to engage and ideate with AI technologies safely, responsibly and ethically. Learning about AI also encourages students to analyse and evaluate question structure, complex information, question assumptions and consider the ethical implications of AI technology usage.
- AI is transforming the job market, with increasing demand for professionals skilled in AI and related fields.
- AI learning can inspire students to generate ideas and solutions, fostering creativity and innovation – essential skills in today's competitive and evolving job market.
- In fact, it is vital to integrate diversity, equity and inclusion within this domain to ensure that broad perspectives of values are embraced to combat digital bias and discrimination.
- The advantages range from streamlining, saving time, eliminating biases, and automating repetitive tasks.

Disadvantages of excluding students from AI education

Excluding any student group – either deliberately or by neglect – from learning how to leverage artificial intelligence can lead to several negative consequences, both for individuals and society at large. Following are some of the dangers associated with excluding students from AI education.

- **Digital divide** – Excluding students from learning about AI can contribute to the digital divide, as they may not have the knowledge and skills needed to navigate AI-driven technologies in their daily lives. This can hinder their ability to access information, participate in the digital economy and engage with online communities effectively.
- **Biased AI systems** – AI systems often are trained on data collected from human behaviour, which can contain biases. For example, facial recognition originally was designed exclusively with white faces because the developers were not diverse. Excluding diverse perspectives from the development and design of AI systems can perpetuate or amplify existing biases, leading to unfair or discriminatory outcomes for certain groups of people.
- **Wider skills gap** – As AI becomes increasingly important in various industries, the demand for professional skills in using AI will grow dramatically. Excluding students from AI education can exacerbate the skills gap, making it more difficult for businesses and organizations to find the diverse talent they need to thrive in the AI-driven economy.
- **Economic inequality** – Students who lack AI education may find it more challenging to secure well-paying jobs as many traditional roles may be automated or significantly transformed by AI. This can lead to increased economic inequality and limit social mobility for those who are not adequately prepared for the AI-driven job market.
- **Loss of creativity and innovation** – A diverse workforce in AI and related fields leads to more creative problem-solving and innovative solutions. By excluding certain students from AI education, we risk losing the valuable insights and ideas that they could bring to the development of AI technologies.
- **Ethical concerns** – As AI becomes more integrated into our lives, it is essential to have a diverse group of professionals involved in the development and regulation of AI systems to

ensure ethical considerations are taken into account. Excluding students from learning about AI may result in a lack of diverse perspectives, leading to potential ethical issues and unintended consequences. It also leaves students unprepared to navigate ethical dilemmas.

To mitigate these dangers, it is essential to promote equitable access to AI education for all students, regardless of their background or socioeconomic status. This will help to ensure that everyone has the opportunity to benefit from the advancements in AI and contribute to a more inclusive and just society. **Conclusion**

AI education can empower underrepresented communities to leverage technologies for social good and drive positive change in their local and global contexts. The greatest drawback of AI is things like costly implementation, potential human job loss, and lack of emotion and creativity. However, Ensuring underrepresented populations are well-versed in AI positions them to contribute to policymaking and decision-making processes, shaping the rules and regulations governing AI applications. AI leads to transformative applications within a series of industrial, intellectual, and social applications, far beyond those caused by previous industrial revolutions. Furthermore, AI has proven to be superior to human decision-making in certain areas. AI has the potential to revolutionize the education sector by providing personalized learning experiences, automating administrative tasks, and supporting educators in decision-making

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BLENDED MODE OF LEARNING: AN INNOVATIVE APPROACH

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Abstract

Blended learning, also known as hybrid learning, is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It is an innovative learning concept including both offline learning and online learning. It has a scope for collaborative learning, constructivist learning, and computer assisted learning (CAL). Blended learning needs highly motivated teachers and students for its successful implementation. The advantages of Blended Learning for students include improvement of learning skills, greater access to information, enhanced motivation, satisfactory learning outcomes, and opportunities to learn from each other and to teach each other. With the evolution of digital technologies and the importance of using technology in the process of teaching and learning can be considered at all levels of education (Pre-school to higher education), the NEP 2020 recommends making use of the blended models of learning. The present paper discusses the concept of blended learning, its main features, scope of blended learning and its implementation in education system. The present paper also tries to explain that how blended learning is an approach that needs to be adopted.

Keywords: *Blended learning, approach, Flipped classroom, synchronous, asynchronous, e-learning, online learning, offline learning, ICT*

Introduction

Blended learning is not just a combination of online and face-to-face learning mode with the digital learning tools, but it refers to a combination of activities of both (online and face-to-face) the modes in a systematic, organized manner. The student and the teacher, both should be presented in the same space-in a true blended-learning environment. In spite of this, to get a control on the speed or topics of learning, the students must be able to make use of the available digital tools. To re-organize the learning experiences and increase the value of effective face-to face learning in the classroom, a similar program of utilizing technology can be used- known as flipped classroom model. In a flipped classroom model, encouragement can be given to the students to learn at their own pace by making use of their digital learning materials in an easily accessible way. Few resources can be used to transfer the main existing abundant necessary/essential knowledge from teacher to student before each class such as video lectures, podcasts, recordings, articles etc., With the evolution of digital technologies and the importance of using technology in the process of teaching and learning can be considered at all levels of education (Pre-school to higher education), the NEP 2020 recommends to make use of the blended models of learning. NEP-2020 also signifies that the recognition of the importance of face-to face learning in promoting/improving the education and digital learning. This can be made possible and meaningful when there is possibility for appropriate replication for different subjects by making use of the various effective models of blended learning.

Scope and future of blended learning

- In recent times, education systems worldwide have seen a massive paradigm shift with the advancements in modern technology. Blended learning has become the new catchphrase in the global education space. Blended Learning has its focus on giving personalized experiences to the learners exposing them to web sources, e-learning, online platforms, games, and ICT

models. These encourage the students to retain their interest and inculcate self-learning procedures, the best ways in excelling a language. Hybrid or Blended learning is a form of education system in which students can learn subjects online by watching video lectures at home and studies can be done in class with teachers and students discussing and solving questions. By incorporating information technology into class projects, communication between lecturers and students can be improved and students can better evaluate their understanding of course material using computer-based qualitative and quantitative assessment modules. Blended learning can enable students to become active learners through reasoning and concept application and also allow increased student interaction with peers and instructors. By keeping students engaged in class, it can decrease distraction, enhancing retention and application of acquired information. According to research, a sizable number of students expressed satisfaction with blended learning and found it to be a relevant and effective learning approach.

- Greater time flexibility, freedom, and convenience by working part of the time online from home.
- More interaction with the instructor and fellow students.
- Access to unlimited updated resources available through the web.
- Enhance skills in time management, critical thinking and problem-solving.
- Increased success as measured by fewer course withdrawals and higher grades.
- More participation in classroom discussions and ability to choose environment-Online or Face-to-Face, in which they feel more comfortable.
- More time to reflect and refer to relevant courses and other research materials.
- 24/7 access to online course materials.
- Receive more frequent feedback from their instructors.

Innovative, dynamic and efficient, blended learning certainly has a promising future in the realm of higher education. For it makes the learning experience collaborative and immersive, it has the power to not only revamp contemporary educational models, but also implement unique ones.

Importance of blended learning

- Blended learning is important, because it breaks down the traditional walls of teaching, the ones that don't work for all students and now with access to present-day technologies and resources we can tailor the learning experience for each student.
- Blended learning also offers flexible time frames that can be personalized to each person, offering them the ability to learn at their own pace.
- Blended learning offers flexibility in terms of availability. In other words, blended learning enables the student to access the materials from anywhere at any time while enjoying the benefits of face-to-face support and instruction.
- Access to global resources and materials that meet the students' level of knowledge and interest.
- Self-pacing for slow/quick learners reduces stress, increases satisfaction and information retention.
- E-learning allows more effective interactions between the learners and their instructions using emails, discussion boards and chat room.
- Students could track their progress.
- Students can also learn through a variety of activities that apply to many different learning styles.
- E-learning could improve the quality of teaching and learning as it supports face-to-face teaching approaches.

- Blended learning also improves other factors for the teacher including more engaged students, better information and feedback on work, team-teaching, extended time with students, more leadership roles, focus on deeper learning, motivate hard to reach kids, new options to teach at home, more earning power, individualized professional development plans.

Blending the learning environment (Cleveland, 2018) can

- Broaden the spaces and opportunities available for learning.
- Enhanced student engagement in learning and Enhance responsibility towards learning.
- Be time management and flexibility in terms of learning.
- Support course management activities (e.g., communication, assessment submission, marking and feedback)
- Enhance the availability and richness of information and resources for students.
- Engage and motivate students through greater opportunities for interactivity and collaboration.
- Be a learning environment that utilizes both online and face-to-face learning activities with appreciable student learning outcomes.
- Be a learning environment that combines traditional (face-to-face) and online (computer-mediated) instruction and interaction.
- Be a blended learning combine's classroom learning with online learning, in which students can, in part, control the time, pace, and place of their learning.
- Provide more opportunities for self-learning and learning in continuous and collaborative manner and Improve opportunities for experiential learning.
- The advantages of Blended Learning for students include improvement of learning skills, greater access to information, enhanced motivation, satisfactory learning outcomes, and opportunities to learn from each other and to teach each other.

Components of blended learning

1. Synchronous Physical/Face-to-face components

- a) Face-to-face tutoring
- b) Coaching or mentoring sessions
- c) Classroom
- d) Workshops
- e) Conferences
- f) Meetings
- g) Laboratory

2. Synchronous Electronic components

- a) Internet conferencing
- b) Audio conferencing (i.e., Phone conferencing)
- c) Live video via satellite or video conferencing
- d) Virtual Online classroom
- e) Instant messaging.

3. Asynchronous components

- a) Online self-paced learning content (webpages)
- b) E-mails, discussion forums
- c) Web or Computer-based instruction
- d) EPSS (Electronic Portable Support Systems) and Job-aids
- e) Books, articles, CD-ROM, Audio (Disc/tape), Video (Disc/tape), White papers etc.,

• Requisites for blended learning

Implementation of blended learning is not an easy task. It requires certain fundamental

preparation in all the elements of teaching learning process- teacher, student, content designing and infrastructure. The following are the basic requirements for implementing a successful blended learning.

- **Well trained teachers-** though child centered but teachers are an important role in blended learning. Teachers should be well acquainted with the concept of blended learning and fully trained and skilled to blend both types of approaches- tradition and technological. They should be trained to develop content in digital form so that it can be available to students online. They should be well versed with internet browsing and internet terminology, should be aware of all the websites that can be useful for the students while learning online. Teacher should know how to utilize blogs, YouTube facility, software like Skype, goggle talk and others for video conferencing and social networking sites for educational purposes.
- **Teachers with wider outlook and positive approach towards change-** as it is must for the success of any innovative idea or method blended learning process also need teachers that have a wider outlook and should be flexible, they should be ready to accept the changes and very innovative and dynamic.
- **Facilities like well-furnished computer lab, internet connection, provision for video chatting-** it is the compulsory factor of blended learning. Blended learning largely depends on infrastructure, school should not only have good classroom but should also have a well-furnished computer laboratory with sufficient number of computers to cater to all the students of one class and the internet facility, a Wi-Fi campus if possible.
- **Students have access to internet at their private computers-** in addition to school having fully ICT friendly campus. Students should have basic hardware support to learn online and offline at their residence also. This requires a positive attitude and good investment schemes from the government.
- **Flexibility in the system-** the system should be flexible, flexible timetable, examination system all this is very crucial for implementing blended learning.

These are few essential and basic requirements without which the blended learning cannot be executed successfully.

Implementation of blended learning

Implementing blended learning needs a full dedication on the part of educational authorities and managements of educational institutes. It needs a well-planned design that include all from individual to bottom of the educational hierarchy. Implementing blended learning requires a systematic, planned instructional process. An effective teaching-learning process in a blended environment calls for understanding and skills of using appropriate pedagogies with suitable technologies. Assessment of blended learning UGC suggests implementing blended learning as a new mode of teaching-learning in higher education and hence the area of assessment and evaluation needs to be explored again in the light of blended learning mode. Continuous comprehensive evaluation (CCE) should be encouraged in universities and colleges. Focus of new national education policy is learner centered education systems. Summative evaluation will not suffice the need of testing all levels of learning outcomes. Modular curriculum demands assessment at several intervals during and after achievement of learning outcomes specified for every module. Cognitive skills such as logical thinking, application of knowledge and skills, analysis and synthesis of concepts and rules demand evaluation strategies other than summative paper pencil tests. Innovative evaluation strategies are to be used by teachers during teaching learning process.

Innovative trends in evaluation and assessment

1. **Summative Evaluation Strategies:** Open book examination, Group examinations even for conventional theory papers, Spoken/Speaking examinations, On-demand examinations.

2. **Formative Evaluation Strategies:** e-portfolio, Creative products, Classroom/online quizzes, Use of Artificial Intelligence (AI) tools for proctoring as well as assessments.

Advantages of blended learning

- Blended instruction is reportedly more effective than purely face-to-face or purely online classes.
- Blended learning methods can also result in high levels of student achievement more effective than face-to-face learning.
- By using a combination of digital instruction and one-on-one face time, students can work on their own with new concepts which frees teachers up to circulate and support individual students who may need individualized attention.
- Blended learning can lower costs by putting classrooms in the online space and it essentially replaces pricey textbooks with electronic devices that students often bring themselves to class.
- E-textbooks, which can be accessed digitally, may also help to drive down textbook budgets.
- Blended learning often includes software that automatically collects student data and measures academic progress, providing teachers, students and parent's detailed students' data.
- Students with special talents or interests outside of the available curricula use educational technology to advance their skills or exceed grade restrictions.
- Blended learning allows for personalized education, replacing the model where a teacher stands in front of the classroom, and everyone is expected to stay at the same pace.

Disadvantages of blended learning

- Unless successfully planned and executed, blended learning could have disadvantages in technical aspects since it has a strong dependence on the technical resources or tools with which the blended learning experience is delivered.
- These tools need to be reliable, easy to use, and up to date, for them to have a meaningful impact on the learning experience.
- While this type of learning does offer students the ability to go online when necessary, or learn from anywhere, there is no guarantee that each student will have access to the tools that they need to learn on the computer.
- Another problem that may arise is unreliable internet. Many times, the internet may be down. If the whole class does not have access to the same tools, then the teacher will not be able to keep the class on the same page. This creates a learning gap within classrooms. Unless the education system can offer reliable internet and computers to all students, it is not possible to ensure that this is an effective alternative to mainstream education.

Conclusion: Blended learning is an educational methodology that blends online or digital components with face-to-face instruction. Including technology in education helps set students up for success later in life, because computers and other connected devices are so integral to communication and education today. The National Education Policy (NEP) has given a rare glimpse in what can be achieved through the transformation of education. NEP (2020) clearly states that it is time to take on a policy that is undoubtedly student centric. The time has indeed come to recognize the fact that the student is the main stakeholder and that efforts must be taken to make the system respond to their dreams and aspirations (UGC, 2020). In this line of thinking the new policy gives the acceptability of many modes of learning including that of face-to-face learning, online learning and distance or virtual mode. It also promotes use of vocational courses, multi-disciplinary courses, and multi-modal approaches there by focusing on Blended teaching-learning. Transition from classroom to computer or vice methods and techniques, available resources indicate that blended learning mode "best of all worlds". It is the best because it helps all learning requirements and styles through a variety of mediums and techniques. Globally have adopted blended learning and is also one of the most adopted learning approaches.

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TECHNOLOGY ENABLED EDUCATION

Editors

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Chapter – 27

ROLE PLAYING AND GAMING

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Introduction

The strategies such as role-playing and gaming will prove quite effective in any well-thought process of teaching-learning for bringing the desired modification in the behavior of the learners. Their main value lies in their capacity to provide the necessary self-experiences through carefully chosen and properly controlled acts and activities on the individual as well as group levels. Here, one learns on the basis of self-participation, by playing his own role and becoming partner in any role situation and gaming activity. Let us discuss these strategies as a means of imparting instruction and training for behavior modification.

Role playing: Concept and meaning

Role-playing may be considered a kind of an assumption or initiation of a particular appearance or form. When a male child puts beard and moustaches on his face and little girl serves the dishes to him. They are said to be engaged in role playing. I.e. imitate the acts of their parents and elders. Through such role-playing. The children get the opportunity of learning or training themselves for the activities of future life. For the players the essence of role-playing is the personal experiencing of emotions and perceptions by assuming a role in a defined situation and acting out its relevant behavior.

In the classroom situations, we may consider the role-playing as a teaching-learning technique or strategy in which a well-planned situation is dramatized by a group of students by playing specific roles, under the direction of a teacher for deriving useful educational experiences. For example, the students for learning the working of a parliament or legislative assembly may dramatize the scene of the parliament or assembly by playing

specific roles of speaker, ministers, the ruling and the opposition parties, MPs or MLAs, marshals, etc. similarly, for acquainting the students with the problems and ill effects of over affection, and protection given to a male child by his parents., the situation may be enacted by the students by playing the roles of parents, brothers and sisters, child, other family members and companions, etc. the role-playing strategy thus represents a spontaneous, unrehearsed life-like presentation of some situation for gaining insight into a specific problem or deriving useful educative experiences.

For making the role-play strategy to attain its desired objectives, it is essential to meet the following conditions:

1. The students who engage in role-playing must understand clearly the situation and the roles to be played by them for depicting the scene of that situation.
2. The roles must be portrayed or played with quality.
3. The role or situation must have a real-life quality.
4. All the members of the group should closely and actively be attached to the role-playing either as role-playing either as role-players or observes.

Phases or steps involved

The role-playing strategy, according to Joyce and Weil (1980), may follow the following nine specific phases or steps in any classroom situation:

1. **Warming up stage:** It is concerned with the creation of a problematic situation or citing of a problematic experience. At the beginning stage, a teacher in his social studies class may arrive at the following situation:

“The process of election in a democratic society” For providing instruction about this topic, he may propose to enact the situation by asking the students to elect their class representative.

2. **Selection of the role-players:** It is regarding the selection of students for playing the specific roles as demanded by the

- situation. In this role-playing situation, there may be two or three students wishing to be elected as class representative. These may be assigned the role of candidates fighting election. For the election process, different roles such as presiding officer, polling officer, and other officials helping in the process, besides the role of voting, may be assigned to different students.
3. **Setting of the stage for role-playing:** It is about making necessary environment setting for role-playing activities. After assigning the roles, the necessary arrangement related with the voting process will be made for creating a scene of the election process as naturally possible. There will be ballot box, ballot papers, ink, stamp, furniture, list of the voters, etc. at their respective places as happen usually in an actual election process.
 4. **Preparing of the observers:** It is concerned with the assignment of the roles of observers to the students who are not acting as specific role-players. Students who are not being assigned any specific role in the election process will be asked to watch the election process closely.
 5. **Enacting the story, roles and situation:** In this actual role-playing process, the role players may be asked to enact their specific roles as demanded by the situation. In this step, the role players as well as the observers may be asked to enact their respective roles as demanded in the election to the class representative.
 6. **Discussion and evaluation:** It is about free and frank discussion about the qualities of the roles. After enacting the process of election of the class representative, there will be a free and frank discussion of the whole process of role-playing with a view of critical judgement of the qualities of the roles played, difficulties experienced, the lesson drawn, etc.
 7. **Enacting again:** It is regarding the re-enactment of the role-playing activities in the light of the modification suggested in phase 6. Since there have been many gaps and shortcoming regarding the stage and role-playing by the students, these may be rectified by providing fresh opportunity for enacting

- the specific roles. Here the teacher may point out the requirements essential for a free and fair election and the precautions to be taken for this purpose.
8. **Re-discussion and evaluation:** It is concerned with the discussion about the specific roles, their effects as generating responses and deriving useful implications leading to solid conclusions and educative experiences. The re-enacting of roles may further be discussed and evaluated in the light of the final objectives to be realized for such role-playing.
 9. **Deriving generalization:** It is about making relevant generalization and learning useful lesson applicable to real-life situations. After going through the above activities, the students may be made to derive useful generalization about the process of the election, the significance of a free and fair election, the essentials for holding a democratic election, and thus learning finally the way of electing their representative.

Mechanism of simulated teaching (role playing by student teachers)

It revolves round the role-playing behavior of the three, namely teacher, pupil and observer, under the supervision of a trainer (teacher educator in the case of teacher training). Here, attempts are made to create artificial teaching-learning situations (as much as resembling the real classroom settings) within the environment of the training institute and the student teachers are required to play the role of teachers, pupils and supervisors one by one within their limited groups for a limited time on a specific topic in order to learn or practice particular teaching behaviors or teaching skills. The specific procedure involved may be summarized in the following steps:

1. **Orientation (warm up stage):** In the beginning, the student-teachers should be given necessary theoretical background for the adoption of stimulated teaching by bringing into light the following important aspects:
 - Concept of simulated teaching (role-playing in artificial teaching-learning setup).

- Significance and rationale of using simulated teaching for their training.
 - The mechanism and procedure followed in its use.
 - The role of student teachers in simulated teaching.
 - Requirements and setting for adopting simulated teaching.
 - Selection of the theme (topic, methods or techniques) for teaching.
2. **Giving demonstration lesson:** Example is always better than percept. Keeping this thing in mind, the teacher educator should try to give demonstration of a good learning for the practice of the skill selected, topic to be dealt with and the methodology to be employed by the student teachers.
 3. **Assigning of roles:** Simulated teaching requires role playing. As pointed out earlier there are three different roles: teacher, pupil and observer that are to be played by every pupil teacher in his group. Therefore, a prior judgement is needed for deciding the order in which different student teachers will play role of the teacher, pupils or observers. However, this is always remembered that, irrespective of the order, everyone has to play all the three roles at one time or the other in the overall process of simulation.
 4. **Planning:** The schedule of teaching, in every aspect, is now planned. Each trainee who is assigned the role of a teacher is now helped in the selection of a suitable topic of his interest in view of the skills to be practiced. He is further helped in preparing a mini- or micro-lesson plan. The trainees who will play the role of pupils are also helped in deciding and planning for it. The anticipated classroom interaction is planned with respect to the role of the trainees as observers. The procedure and technique also is decided and planned in advance. The decision regarding the use of these observations in providing feedback to the teacher actors is taken in advance.
 5. **Execution of the first practice session:** The student teachers are then asked to deliver their lessons one by one to their peers who play the role of pupils. Those playing the role of observers/supervisors engage themselves in noting down all

the good and weak points of teaching, concerning classroom interaction, teacher behaviors, the content taught skills practiced and the methodology used. After delivering the lessons, free and frank discussions are held purely to provide feedback for modification and improvement in the teacher to improve his behavior, classroom interaction and the overall art of teaching. The role of pupils and supervisors is also discussed in order to bring desirable modification. In view of such discussions, the whole mechanism of simulated teaching is then subjected to necessary alterations in terms of the roles of the teachers, pupils and supervisors.

6. **Follow-up during subsequent practice sessions:** What is decided in terms of modifications and alterations in the first session is being practiced in the second and subsequent sessions till the goals of practicing one or the other teaching skills and acquisition of sufficient art of teaching are not achieved.

The roles of the student teachers also are gradually altered as to provide opportunity for playing different roles. In this way, all student teachers in the group are given full opportunity to practice their teaching skills, modify their teacher behaviors and acquire an overall art of teaching with the help of their fellow student teachers under the guidance of the teacher educator.

The steps laid down above do not stand for any rigidity in carrying out the task of simulated teaching. One is free to adopt his own system and procedure as found most workable in his circumstances. The important factor is the initiation, motivation and enthusiasm of the teacher educator and the participating student teachers to engage in active research and experimentation under stimulated conditions for finding the ways and means of providing best training technique to learn the art of teaching. They are free to adopt and synthesize the micro teaching procedure with the practice of usual classroom teaching. They can concentrate on the improvement of one or the other skills or may have a full dress rehearsal of a class teacher. For example, in one situation, they may practice to learn the art of introducing the lesson by picking

up a particular lesson. Turn-wise, they may play the roles of a teacher, pupil and observer and thus, get adequate feedback as well as opportunity for practicing and bringing desirable modification in their own technique and skill. In other situation, they may learn or practice the art of class management or asking questions, etc., and finally rehearsal for playing the role of a full-fledged classroom teacher and then offer themselves to be placed for practice teaching in the real classroom settings of the practicing schools.

Advantages of role playing

The role-playing strategy carries the following advantages:

- ❖ It provides opportunities to the students to learn about a subject from the inside. It makes them feel the intensity of the situation by enacting it.
- ❖ It increases the students' interest, motivation and efforts for learning about a subject or phenomenon.
- ❖ The students derive useful real-life-like experiences through playing specific roles of the players or observers and, in turn, prepare themselves for their future life activities.
- ❖ It provides training in verbal and motor communication of the behavioral acts by expressing as spontaneously and freely as possible.
- ❖ The students get opportunity to imbibe useful qualities for social participation and cooperation by giving due to others feelings and point of view.
- ❖ It can provide due insight into real-life problems and develop problem solving abilities of the students.
- ❖ It can be used for illustrating and explaining various phenomena and incidents related to classroom teaching of various subjects.

Gaming

Gaming as an instructional strategy may be defined as a specially designed strategy teaching-learning situation in which

planned and organized play way activities and are utilized for deriving useful educational purposes.

However, the play way activities and games are generally known as “something enjoyable involving competition for specified objectives and observing rules” (Nesbitt, 1987).

In this sense, the essential properties of a gaming act may be cited as:

- ❖ A small fixed number of players.
- ❖ A common goal to be achieved by the players.
- ❖ The rules for playing the games.

Although all games are bound to share the above qualities, yet there may be a general variation in terms of their structure and composition, such as relative amount of physical and mental activity or skill and luck to win, the number of participants and the degree of component involved, and the mode of designating a winner. However, in all the play activities and games, whatever nature and objectives they may possess, one thing is quite common that they have enough potential for providing valuable learning experiences in a relaxed, spontaneous and evaluative situation.

Simulated and non-simulated gaming

Playing of games may involve both simulated and non-simulated situations. The simulated situations may be defined as the selective representation of reality (desired artificial condition) for playing the player’s role as desired by the situation. In such a situation, the students are to simulate the real life conditions through the play way activities and thus experience the intensity related to a subject or area by themselves. The use of non-simulated games also to help in deriving many educational benefits. There are so many such gaming techniques available for learning facts, principles and applications related to almost all the curriculum and non-curricular areas. Both verbal and non-verbal stimulus material may be used in such techniques. For instance, in verbal transaction of ideas children may be engaged in: (i)

competition, (ii) puzzles and riddles competition, (iii) oral problem-solving competition and (iv) exploring creative ideas regarding a thing, idea or a phenomenon. And in non-verbal transactions, they may be engaged in thinking, problem solving and role-playing games are:

- ❖ Building a pattern with the help of a given material
- ❖ Construction or completion of a picture or design
- ❖ Building and constructing something or anything out of the raw material
- ❖ Constructing as many words as possible with the help of the given alphabets.

These games may be played either individually or in a group. The group game strategy is always thought because it develops cooperative feelings. It also saves the students from frustration suffered on account of winning the games always by a few able students.

Computer gaming

Computer and teaching machines have almost revolutionized the gaming strategy. These are in a position to provide both simulated and non-simulated situations for gaming. A student may now try out alternative situations, ways and means by playing a game with a set of players and rules. These can ask puzzles and quizzes, or put up the problems in funny styles and situations for answering individually or in- group.

There is no dearth of software programmes providing computer educational games in the curricular and co-curricular fields. Languages, mathematics, basic and applied science, arts and crafts can now be well conceptualized and taught through these games quite interestingly. Series are available from nursery, kindergarten, grade 1, grade 2 and onwards. Games are also available for the development of skills in logical thinking, creative thinking and constructive thinking among the children.

The knowledge and skill gained through the computer game helps in providing rich educational experience, related to

the following areas: (i) basic facts about sailing ships, (ii) direction of the compass, (iii) latitude and longitude, (iv) knowledge and application of the world map, (v) name and size of the oceans, (vi) name and location of the various ports around the world, (vii) seasonal shifts and major monsoon winds, (viii) the effects of the winds and seasons on navigation, and (ix) the development of proper reasoning and thinking skills.

Similarly, many science-linked games may help the children learn useful facts, principles and applications related to the science subject areas. They can provide rich thrilling experiences in developing laboratory and other applied science skills among the children. The mathematical games are helpful in learning concepts, skills, and application of the body of mathematics. The same way, the language-learning and adventure games have enough potential to fire the imagination of children along with the development of the necessary communication and such as listening, talking, reading and writing through a wide variety of activities.

Advantages:

Gaming as an educational device has the following advantages:

1. There is a greater scope for generating greater motivation and interest, more attempt and less withdrawal from the learning situation in the gaming activities utilized educational purposes.
2. The learning and retention of factual material is much greater from games than from textbooks, lectures and other traditional modes. It happens because the games for particular course are designed in view of the degree of success in the game, relax with basic knowledge and skills involved in that course.
3. The gaming device makes the learner's role an active one. He is bound to remain active participant, independent and active enquirer in the process of learning instead of a passive listener or motionless observer.

4. The gaming activities are self-disciplinary and self-judging in nature. All most observe the rules if gaming is to continue. Similarly, the outcomes of the gaming are enough to indicate as who has won or lost. One can, thus, easily evaluate his role in respect of his playing the games, i. e. acquiring the learning experiences. One can win or loss on account of own actions and this is enough to teach the children that their self-efforts are the guiding factors in the acquisition of learning and success.
5. Gaming, as a model of actual processes, is helpful in linking the school world with outside world. The children here acquire very useful learning experiences from playing the related roles in their actual life. Moreover, games with simulated environment or role-playing have been found to possess tremendous capacity to provide the children valuable opportunities to experience life situation that, for various reasons, cannot be provided to them quite directly.

It is concluded that the, gaming, especially computer gaming nowadays, has almost every possibilities of being utilized as a potential tool for providing curricular and co-curricular experiences is almost all the areas of information and fields of study. It has greater scope for utilizing a tool for enhancing the knowledge, skills, applications as well as influencing and modifying the behavior of the learners simply on account of its greater appeal to the interest, motivation and nature of the learners irrespective of their age, grade, culture and society.

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INCLUSIVE PRACTICES IN TEACHER EDUCATION



Editor:

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INCLUSIVE EDUCATION PRACTICES

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Abstract

Inclusive education is a strategic approach designated to facilitate successful learning for all children. Inclusive practices confirm that all children can learn and that they all need some form of support for learning. The stated goal of the inclusive school is to identify and minimize the barriers of learning. Inclusion is a dynamic process that is constantly developing according to the contextual needs and culture of the reference group, while being part of a strategic system of promotion and construction of inclusive societies. As inclusive education that stands for the process of increasing participation and decreasing exclusion, as inclusive pedagogy that focuses how to teach in inclusive schools and as inclusive practice that stands for how the concept of inclusion acquires meaning in practice. The Present paper aims to describe the important effective methods for developing inclusive practices required for effective teaching and learning process in inclusive setting.

Keywords: Inclusive education, Integration, barriers, Inclusive practices.

Introduction

Inclusive education promotes the social value of equality, inclusive setting leads to independent thoughts, positive competency and improved self-esteem. All the children are enriched by the opportunity in which they learn and care for each other and hence gain the skills and values needed for community. Inclusion advocates diversification of the educational provisions and personalization of common learning experiences. This is in contrast to the traditional planning of the classroom activities, which is based on the "average" student. Inclusive education is all about building a support system, infusing flexibility in all dimensions of the schooling system, and its practices, so that needs of all stakeholders, are met. Inclusion in early years means that all children should be accepted unconditionally into lessons, activities and general nursery or school life. According to 'Diane Richler' "Inclusion is not a strategy to help people fit into the systems and structures which exist in our societies. It is about

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transforming those systems and structures to make it better for everyone.
Inclusion is about creating a better world for everyone”

Challenges and barriers to inclusive education

- These include inadequate infrastructure, limited policies, and negative attitudes towards students with disabilities.
- the lack of qualified teachers, resources, and government commitment also hinders inclusive education
- the elusive nature of inclusive education as a concept contributes to the challenges, as many systems still operate parallel systems of special education provision
- the focus on performance and deficits, rather than children's voices and rights, further complicates the implementation of inclusive education.
- To overcome these barriers, investment in inclusive education is needed, including teacher training, policy development, and infrastructure improvement. There is also a need for a change in societal attitudes towards disability and a greater recognition of children's voices and rights.

Inclusive Practices

Inclusive practice is an approach to learning that acknowledges that not everyone learns the same. We will help you to learn more about inclusion in early years and why it is important. Inclusive practice refers to a teaching style that acknowledges and makes space for the different ways in which children learn, and accepts that different children will benefit from different learning techniques depending on their needs. No two children are the same, so it is important to remember this when we're planning lessons. There is not necessarily any particular rules to inclusive practice, other than taking into account all the different needs of all the different students.

Benefits of inclusive practices

- Teaching children the importance of diversity and equality.
- Helping students to develop empathy and sensitivity to people who are different from them.
- Improving confidence amongst students.
- Providing teachers with creative ways to include problem-solving and teamwork in their lessons.

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- Giving parents extra confidence that their children will be accepted and able to learn in a safe space that acknowledges their individual needs.
- All children should be able to be an active member of their community and feel a sense of belonging.
- Those with varying abilities should still be placed in classes with other children and not secluded.
- Beginning inclusion in the early years and continuing it throughout a child's education means that children will be more motivated, since they won't feel inadequate and isolated due to their learning abilities.
- Successful inclusion means that a child's strengths and flares will be nurtured. They'll be able to work on their individual goals while being surrounded by other early year's children their own age.

It also encourages parents to get involved in using inclusive practices with their children from a young age, and the education and activities their children are a part of. Not only are inclusive practices good for increasing confidence within the classroom, but they can also be used to foster a sense of belonging and respect within the school community. As well as teaching children about acceptance, inclusive practices also encourage positive relationships between children and teachers. Lessons should be designed in a way that helps children to achieve their highest potential, with tailored goals to each child's needs. This means that children should still be learning together in the same lessons, just with different educational goals. Teachers should have a knowledge base around the different ways of teaching so that children with a whole range of abilities and strengths can still learn together.

Using Inclusive Practices in schools

- Working in pairs, groups or individually.
- Working on computers or out of books.
- Creative writing.
- Sports-based activities.
- Musical-based activities.
- Cooperative teaching
- Collaborative problem solving
- Cooperative learning
- Heterogeneous grouping
- From sources across the web
- Teaching pupils about diversity and equality
- Meeting the needs of all students

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- Build inclusive learning communities
- Improving confidence amongst students
- Assigning classroom jobs that build community
- Adapting the content
- Create a safe learning environment and different learning opportunities
- Implement UDL principles
- Supporting students

Effective Inclusive Practices

All children deserve the chance to succeed in education, no matter their background, academic ability, or needs. For a school community to be a safe and welcoming space for everyone, they must value diversity and individual differences. To do this, schools should promote inclusive practices in their teaching methods and other activities.

Inclusive practices are based on the premise that education systems and schools assume responsibility for organizing curriculum and teaching around a diverse group of pupils in such a way that the learning environment is appropriate for the pupils' inherent resources. All pupils bring valuable resources and experiences to the classroom. These resources are their talents, strengths and skills, built upon their personal experience, knowledge and beliefs. Teachers who understand their pupils' resources can better attune their teaching to the resources pupils bring to the classroom. Gonzalez, Moll, and Amanti (2005) see culture as 'funds of knowledge' or, in other words, a resource to draw upon in the process of learning and empowering of pupils. This calls for presuming competence in all pupils, requiring teachers to believe that everyone can meet expectations based on their inherent resources and funds of knowledge, rather than deciding on incompetence or lowered expectations as a starting point when working with marginalized pupils (Jackson, Ryndak, & Wehmeyer, 2008).

The value of inclusive education for every student is that he/she can work together with other children, and thus be included. As long as experience has shown that students with SEN can be isolated even when they are integrated into the class / middle school, teachers have a duty to support the explanations for differences and diversity between individuals with arguments, to remove some of the negative attitudes towards others, to generate collaboration and teamwork development, to highlight the potential intellectual and vocational skills of each of the students.

Another issue raised regarding the nine rules set out above is that of communication. Knowing the importance of communication in teaching, the teacher will ensure that it is conducted within optimal learning parameters of learning, both vertically (teacher-student) and horizontally (student-student). At the same time, access to communication methods will be of a verbal, para verbal and nonverbal nature, promoting both written and verbal communication.

The conditions for effective teaching communication will be followed carefully by each teacher

- The manifestation of a positive attitude towards the act of communication by valuing the interlocutor or his speech, high self-esteem and sense of competence in the field, tempering egocentric tendencies
- support to help anchor verbal and / or nonverbal communication, encouraging unrestrained, spontaneous, free expression;
- addressing a supportive attitude marked by trust and equality, sincerity and honesty, the openness to a partner, the partner's response to the message, recognition of their thoughts and feelings, of a positive, unconditional interest;
- generating an empathic attitude, securing, managing interaction and acceptance of each other's presence;

It is necessary in the implementation of inclusive practices for the teacher to have detailed knowledge on how to achieve the evaluative and diagnostic process of each student, assuming a projective scenario based on identified needs and sufficient determination to implement it, thus responding to school diversity. The set of rules to be met by teachers and that implicitly generate inclusive practices under UNESCO Guidelines, 2002 are: inclusion of all children, communication, classroom organization, lesson planning, individual plans, individual support, usage of additional means of support, behavioral (control) management, teamwork.

The value of inclusive education for every student is that he/she can work together with other children, and thus be included. As long as experience has shown that students with SEN can be isolated even when they are integrated into the class / middle school, teachers have a duty to support the explanations for differences and diversity between individuals with arguments, to remove some of the negative attitudes towards others, to generate collaboration and teamwork development, to highlight the potential intellectual and vocational

skills of each of the students. It is necessary in the implementation of inclusive practices for the teacher to have detailed knowledge on how to achieve the evaluative and diagnostic process of each student, assuming a projective scenario based on identified needs and sufficient determination to implement it, thus responding to school diversity. The set of rules to be met by teachers are that implicitly generate inclusive practices under UNESCO Guidelines, 2002 are inclusion of all children, communication, classroom organization, lesson planning, individual plans, individual support, usage of additional means of support, behavioral (control) management, teamwork.

- Responsible, expressive commitment both in a verbal and emotional plan for the transmission of message, and an increase in the effectiveness of communication;
- The ability and agility in influencing and directing communication to achieve the goals set;
- Flexibility and credibility in dealing with a theme (speed and fluency in speech, rich communicational repertoire, adaptability and reliability in playing your part, etc.)...

Organizing the classroom: The environment in which learning can positively or negatively influence the process within each student. Therefore, both the formal and non-formal frames of education will be carefully selected, organized and used by the teacher, focusing on the correlation between goals, the organization of the work (individual, frontal, group), curriculum content, addressed teaching strategies (teaching methodology, educational resources) and systems of evaluation. And last but not least, the relationship of dependency with the organization of the class, emphasizing the positive effect that aesthetic education has, simultaneously involving visual, auditory, olfactory and kinaesthetic analysers in knowledge, in the act of learning. Designing lessons will be consistent with the individual and group learning needs of the students. The focus will be on determining the active-participative attitudes of students namely the individual contribution of each student in their own learning process and its assessment. Using concrete material with translation towards the abstract, highlighting key words and concepts required to develop cognitive organizers, summarization and subsequent analogies, developing and solving worksheets, learning tasks that are elements related to successful teaching design.

Individual plans: Emphasize the importance given by the teacher to individual specifics, age and intellectual peculiarities of each student. Individual

plans also emphasize and build a pupil's skills in various curricular areas. Identification of the potential intellect of each student generates access to the right resources, implementing strategies stipulated in the individualized service plan that will lead to achieving academic performance or the best possible result. The evaluative process (formative and summative evaluation, self-evaluation) allows reconsideration of strategies, rebalancing teams of trainers and expectations.

Individual support: It is claimed by the desideratum of the inclusive school, "a school for all and everyone." The arrangements for individual support are multiple, accessing one or the other depends on problems posed by each trainee. Specialist teachers, the supporting teacher or the itinerant teacher are resource people who can successfully provide individual learning support. The support from the perspective of organizing individual learning may be granted by a guardian (fellow student who provides support and assistance after completing their tasks for pupils with special educational), volunteer (people outside the school, with trainer skills, members of different organizations) or a group of students working in collaboration through cooperative learning activities.

The means of support are represented by the equipment, technical means that facilitate inclusion and ensure participation in learning activities. The same range of support facilities and learning materials are the means of education that are present in schools, including both conventional teaching materials, technical equipment, class furniture, means of travel as well as means for communication and various objects and toys.

Behavioural management: It covers such interventions that are focused on undesirable conduct during the activities. Functional analysis of any behaviour will help determine the causes of the undesirable behaviour, its maintenance factors and the consequences of the behaviour in question. For the intervention we will consider using an effective punishment and reward system customized for each subject and the type of behaviour shown. At the same time, knowing the role of the teacher in the shaping and formation of behaviour by using "the word", admonition shall respect the following conditions:

Clear expression, safe and uncompromising, through the distinction between the desirable and undesirable behaviour and at the same time, firm and warm, in terms that leave no room for interpretation;

Focus on the problem, in the sense of direct admonition to the student's

Inclusive Practices in Teacher Education

behaviour and not towards his person, other students, teachers and the relationship between him and the class;

self-control of the voice, of the tone used in admonition to avoid possible violent threats and control techniques, knowing that this will cause, with a very high probability, negative ripple effect (anger, resentment, restlessness, anxiety) or may even generate undesirable behaviours in students that had not developed such behaviours before;

argumentation will be minimal, neutral and expressed in positive terms, meaning that the orders given must not be associated with the personal mood of the teacher, and the wording will be positive without prohibitions and bookmarks while avoiding that an order be doubled by the presentation of the reasoning that has imposed it, as this will also suggest reasons that may cause the order to not be complied.

Teach students that diversity is the norm: Inclusive classrooms play a major role in modern education – they can show kids of different backgrounds and abilities that being different and having unique features is not something unusual, or to be ashamed of or judged for. Therefore, a teacher's role is openly and honestly teaching about diversity, answering students' questions, and nurturing their acceptance and respect towards others.

Teamwork at all levels: Adapting children with special educational needs into the classroom is not just a teacher's concern – you can include parents, social workers, school psychologist, teacher's assistant, or rehabilitation therapist into creating perfect learning conditions in an inclusive classroom. Promoting team work among classmates is also important. It is a common mistake thinking that it simply means teaching children with special educational needs in a regular school (which is integration). Instead, inclusion is an approach in which each student is a valued member of the team, regardless of their characteristics.

Put emphasis on personal strengths: Inclusive education should concentrate on teaching kids with special needs not to compensate for their "deficiencies", but instead to value their strengths. Such an approach is a lot more mentally healthy for all the children in the class, as it rejects a concept of universal "mould" each of them must fit within to be considered successful. In such conditions, students are more self-confident, have less fear of failure, are more engaged and interested in learning new things.

Practice Scaffolding: Scaffolding is a process that lets children solve a problem, complete a task, or achieve a goal that is beyond their individual

efforts or capabilities. This technique relies on the teacher's help and support. You can exercise different types of support: Verbal – it can be expressed via encouragement. Non-verbal – given via facial expressions, gestures, directions, body language, etc. Physical – via writing, drawing with a student.

Prepare a Behaviour Management Plan: A classroom is a nurturing environment, but sometimes it can become a house to turmoil, disruptive behaviours and quarrels that must be effectively resolved. To efficiently mitigate any potential incidents involving kids with special needs, it's advised to consult their parents in advance, ask for their advice and methods they use. You should also make general rules of the classroom abundantly clear, possibly by displaying them in the classroom where they would be visually accessible for all students.

Utilize Visualization: Children can learn regardless of their level of development, health conditions, etc. For instance, non-verbal children can greatly benefit from visualization. Kids with special needs often rely on visual perception, as it helps them better understand information. Teachers can achieve visualization with pictures, symbols, diagrams, pictograms instead of using plain text. Also, it has long been known how important visual forms of cognition are for children with hearing impairments and intellectual disabilities.

Practice Life Skills: Many students with special needs have trouble performing simple tasks, like telling time from an analog clock, writing notes, organizing their study materials, etc. Such activities as cleaning out lockers and backpacks, organizing notes, and studying materials can break up the learning routine, become a fun pastime and bring the children together. We can dedicate a specific time in a week for practicing life skills, and as a result, your students will not simply be educated, but also prepared for practical tasks and in possession of essential organization skills that will greatly help them throughout their life.

Conclusion

These practices had the potential for up scaling, with appropriate adaptations as per the local context and found worthy of sharing due to their proven effectiveness. So, no matter what methods the teacher uses, it is important to convey a pupil cannot be judged only by the lack of something. Even abilities and achievements are important contributions to the life of the students, but they cannot measure the value of a pupils. Because inclusion is when everyone matters. Schools have separate provision for pupils based on their abilities and

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potentialities to adapt, improve or create educational environments accordingly. Inclusive practices are to be used to a maximum extent like co-operative teaching, cooperative learning, collaborative problem-solving, heterogeneous grouping and effective teaching and learning seem to be contributing to the realisation of inclusive setting.

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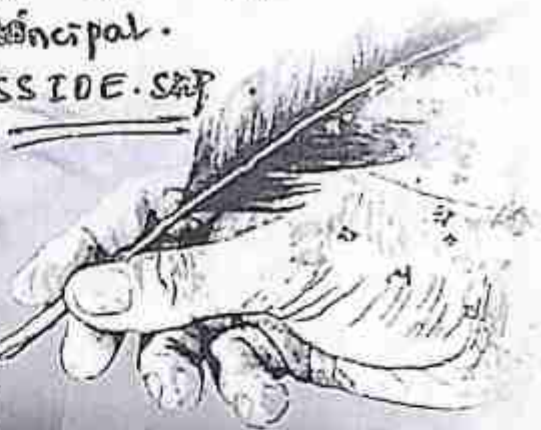
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Quality improvement in **TEACHER EDUCATION**

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COLLEGE BOOK HOUSE

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together in age appropriate class groups, and that all will benefit from training in regular classrooms of community schools. Within these settings, teachers, parents and others work collaboratively using appropriate and sufficient resources to interpret and enact the regular curriculum in a flexible manner in conformity. Teachers who lack training in appropriate strategies for working with students with disabilities often feel negatively toward students with disabilities, thereby lessening the likelihood of success for students with disabilities. The success of inclusion can only be made a reality if both teacher educators and staff development programs share the responsibility in helping to train and continue to educate our future and current general education teachers.

Review of Related Literature

Singh R.P and Prabha (1987) studied the educational facilities provided in schools of Bihar for Inclusive education for physically handicapped children. The revealing of the present study is facilities given by the government were not available in schools, the available facilities were not accessible for student; school are using only 33% of resources. And no schools have separate resource centre. Machado, Rodney.E (1996) conducted a study on the full inclusion movement which over view background of the movement towards full inclusion of special education student into regular classrooms. Including legal issued and successful educational practices. The study revealed that full inclusion dose not benefit all student of approximately 400 teachers surveyed, 41% felt that inclusion was not working. Peltier, Gary L. (2008) studied that effect of inclusion a non – disabled children. Research indicates that Inclusive education promotes and enhances all students 'social growth within Inclusive classrooms and does not negatively affects typical students' academic growth.

Julie (2010) studied the pre- service teacher's attitude towards inclusion in non-traditional classroom. The revealed that experiences in outdoor settings can influence pre-service teacher's attitude towards inclusion of students with special needs as well as make them aware of the various role that teacher assume. It may be concluded from the above studies that inclusive education is an important area of research. Any amount of research in this area is not sufficient. It was intended that the present study would throw more light on existing partially answered problems and will provide some more insight to the problems to awareness.

Statement of the Study "A study on the Perception of School Teachers towards Inclusive Education"

Objectives of the Study:

- To study the perception of male and female school teachers towards inclusive education
- To study the awareness of arts and science subject school teachers towards inclusive education

Hypothesis: The present study will tested following hypothesis.

- There is no significant difference between male and female School Teacher's perception towards of Inclusive Education.
- There is no significant difference between Arts and Science subject School Teacher's perception towards of Inclusive Education.

Research Methodology

For the present study, the investigator decided to adopt the survey method because only survey method could be appropriate for the present study.

Sample

The study was conducted on a sample of 60 school teachers working in different government higher primary schools of Sakleshpur Taluk, Hassan District, Karnataka.

Analysis

- **Objective: 1 - To study the perception of male and female school teachers towards inclusive education**
- **Hypothesis: 1 - There is no significant difference between male and female School Teacher Perception towards of Inclusive Education.**

Table – 1 Shows the Mean, SD and 't' value of Perception of male & female school teachers towards Inclusive Education

| Category | N | Mean | Sd | 't' |
|----------|----|-------|------|---------|
| male | 28 | 64.67 | 4.53 | 1.76 NS |
| female | 32 | 68.08 | 5.32 | |

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

- **Objective: 2 - To study the awareness of arts and science subject school teacher's towards inclusive education**
- **Hypothesis: 2 - There is no significant difference between Arts and Science subject School Teacher's awareness towards of Inclusive Education. Table – 2 Shows the Mean,**

SD and 't' value of awareness of Arts & Science Subject school teacher's towards Inclusive Education

| Category | N | Mean | Sd | 't' |
|----------|----|-------|------|----------|
| Arts | 30 | 61.82 | 5.14 | 0.548 NS |
| Science | 30 | 62.26 | 5.32 | |

To find out the significance the scores of arts and science subject school teacher's awareness towards inclusive education were calculated. It was found that the obtained 't' value is lesser than the table value at 0.05 level. Hence the value was found not significant. The null hypothesis there is no significant difference between arts and science subject school teacher's awareness towards inclusive education was accepted. The result indicates that the awareness of the arts and science subject school teacher's do not differ significantly from each other.

Suggestions

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

- It is important to explore their readiness to implement inclusive education programmes in their schools.
- It may be suggested that practical experiences and exposure are required to be added in the curriculum regarding inclusive education in order to strengthen content knowledge in the teacher training program at the B.Ed. Level. This would not only help to reduce the gap between theory and practice but would also make the program more meaningful and relevant for the teacher trainees.
- In addition, participation of the school teachers in the teaching-learning process of children with special needs requires to be introduced as a regular feature of the instruction related to inclusive education. The teacher is required to be shown videos, recordings of clippings of children with special needs in inclusive settings.
- Discussions, debates awareness programs, interaction with the children with special needs require to be made regular features in the practicum and training programs at all levels of school system.
- Conducting training programmes to mainstream educators
- The department should use institutional visits to special institutions for disabled students like CBR network and other nearby special schools. By giving such opportunity the teacher trainee's will get hands on experience how to handle these students in regular classroom situation.

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

Conclusion

Overall analysis showed that teachers demonstrated neutral perception towards inclusive education. Hence, it is a need of an hour to organize awareness building and sensitization programme on inclusive education. There is an immediate need to promote positive awareness programme among in-service teachers about inclusive education because they have to accept both the strength and weakness of children with disabilities. It helps them to understand their abilities and channelize it in a proper direction. Preparing teachers at the school level to teach in Inclusive setting is all-important. If our schools are to truly teach all students in Inclusive, collaborative and diverse settings and perception of Inclusiveness at the school level as well as practices, that prove to prospective teachers the possibilities and promise of an Inclusive environment.

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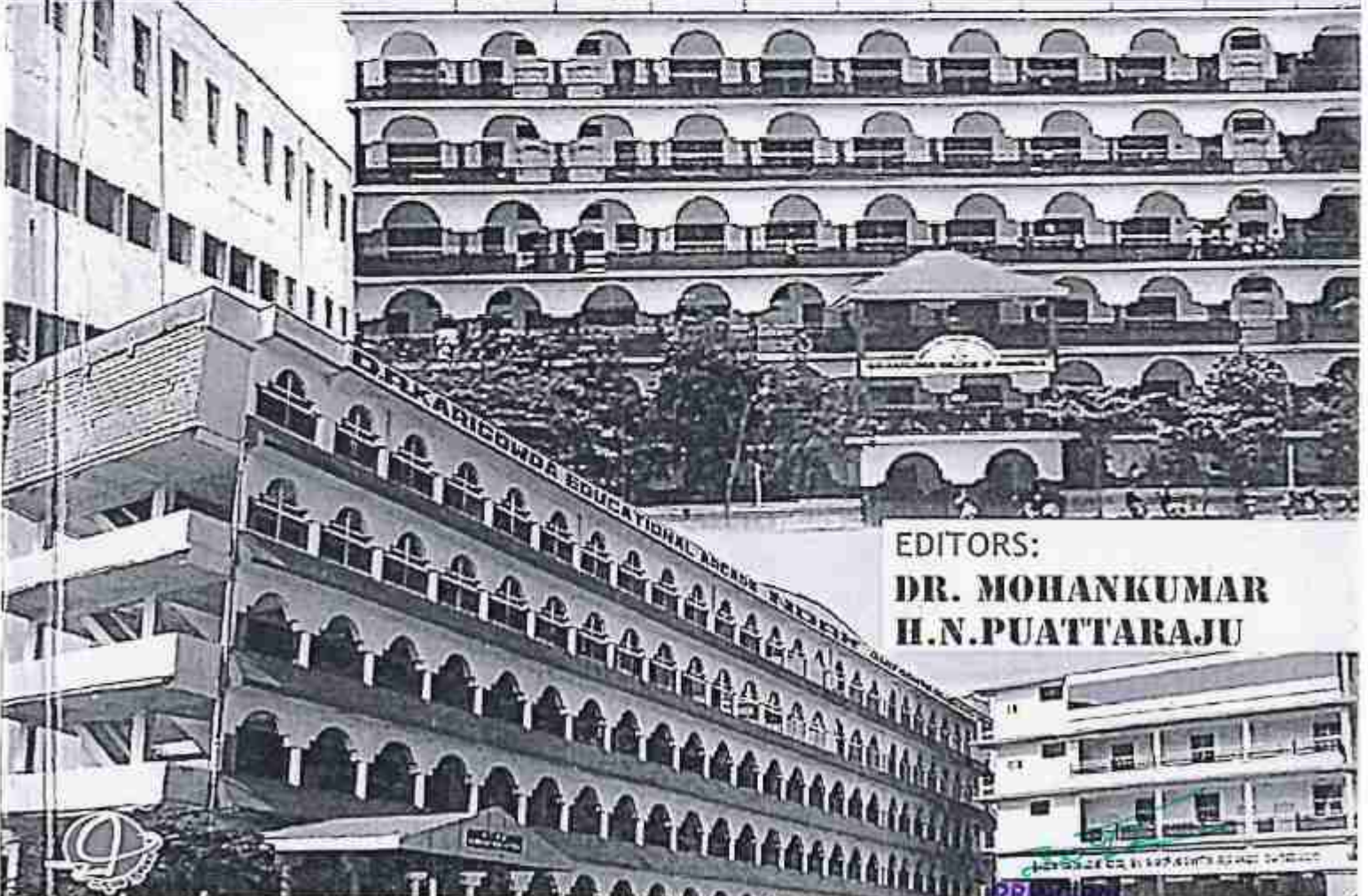
**PHILOSOPHICAL INQUIRY AND REFLECTION
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Hi, Sudarshan, hello Professor Betsur,

Here's a message for the Hassan book; is this what they are looking for? Or so they want something longer?

I am delighted to write a message for this collection of works on "Philosophical Inquiry and Reflection in Higher Education." It is an honor to be associated with the important work of so many fine scholars and a privilege to have the opportunity to contribute to its success, even in some small way.

Nothing is more vital to our success as educators than to inspire our students to think critically, creatively, and originally, and there is, perhaps no better way to do that than to engage them in philosophical inquiry and reflection.

The papers in this volume represent some of the finest contemporary thinking on how to create and maintain a philosophical community of inquiry in and beyond the classroom and should be required reading for educators, policy makers, and others concerned with fostering excellence in all domains of higher education.

Our shared future depends on philosophically-minded thinkers who can innovate creative solutions to the challenges that, as individuals, and societies, we face; the papers in this volume show us myriad ways to nurture such thinking and, in doing so, offer guidance, direction, and inspiration to us all.

David A. Shapiro

Fulbright-Nehru Professional and Academic Excellence Scholar 2018-2019

Founding Faculty, Philosophy, Cascadia College

Education Director, University of Washington Center for Philosophy for Children

Ningamma Betsur

NDRK College of Education and NDRK First Grade College have contributed enormously to the field of education. Now, they are adding a feather in their cap by publishing the volume of articles which dwell upon the need and significance of philosophical enquiry, reflection in higher education and how best they can be used in the classrooms of our colleges. I am sure this book entitled, "Philosophical Enquiry and Reflection in Higher Education" would definitely be a boon to faculty members of higher education. I congratulate the Principal and Staff of NDRK Colleges and wish them success in their academic ventures.

Prof. Ningamma C. Betsur

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4. SOCIAL VALUES AND EDUCATION

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ABSTRACT

Social values and implementation of them in school setting were discussed in terms of both global and national perspectives as well as the structural and functional aspects were elaborated in this study. It was suggested a healthy way to teach of them and it was elaborated the pattern of relationships between these concepts. Social values show the ideal way of thinking and acting in a society. Increasing gap between ways of thinking and behavior of an ideal society and actual world considered to be indicator and ignition for number of social problems. Therefore, it is important that the values of real world and ideal world should be overlapped. Understanding and explaining extremely complex nature of the values at national and global settings and rationale them in a healthy way is the most important condition to build a peaceful society and the world. The values are underlying foundations of human behaviour. Human efforts towards realising the goals or norms set by values are constrained by the institutional imperfections, Education should be value-oriented if it is be of use to the society

keywords: social values . Education. Value orientation, classification of values.

Values can be defined as the ideals which the society expects its members to observe in their day-to-day life. the behavioural; patterns of the individuals in a society are thus largely conditioned by the strength of individual beliefs in the value system and the willingness and commitment to practise them. Social institutions of family, caste, education, religion, state and so on. Among these institutions, It is believed that family plays a primary role in the genesis and shaping of the social values which are further refined and reinforced by other institutions, especially education and religion. There is however a mutual and inter-dependent relationship between social values and social institutions. Even though the social values emanate from the social institutions, the social values have also an instantaneous feed back on the structure and performance of social institutions. sometimes, a change in the value system may lead to a substantial change in the institutional pattern. For example, joint family as an institution is crumbling and fast disappearing in our country mainly because of change in the value or attitude towards family relations and to some extent due to economic compulsions of modern times.

Conceptually, social values have to be distinguished from personal biases or prejudices or one's own personal valuations. As Gunnar myrdal (1970) rightly observes, that the values which are socially accepted and and respected are the higher valuations, whereas, the values which are personally held and actually practised in daily life are known as lower valuations. The lower valuations are generally hidden and observed in private. The higher valuations are for public consumption and ceremonial speechmaking .To illustrate, many of us have a soft corner for people of our caste and try to favour them stealthily; this is lower valuation. When it comes to

public platform, we make a vociferous plea for casteless society and abolition of the caste system altogether; this is higher valuation. More often than not, there is discrepancy, if not divergence between one's personally held valuations ('lower valuations' in the terminology of Gunnar Myrdal) and social valuations or higher valuations. There is generally no uniformity in individual values. However, the social values in a given social context have general acceptability; these values are valued as norms or ideals; these are sanctified and advocated by religious beliefs and/or upheld by the legislations of the state. The educational system is required to instill these values in the individuals. In the long run, these institutions, specially education, has an abundant responsibility for "directing" personal valuations in consonance with social (higher) valuations, for an integrated social development.

The preamble to our constitutions clearly indicates the broad outlines of our national values: "Justice" social, economic and political; **Liberty** of thought, expression, belief, faith and worship, **Equality** of status and opportunity and to promote among all; and **Fraternity** assuring the dignity of the individual and unity of the nation."

Hierarchy of values

Some values such as working, producing, and being honest are more important than the others in the social life. Secondly, individuals achieve their desires one by one and one after another. Hence, we can always talk about the hierarchical structure of values such as a pyramidal one. What rests behind an individual's success are not one or two values, but a set of values. Values make a hierarchical form in our cognitive world. Tools values are at the lowest part in the cognitive world. There are higher values on the tools values which also form a kind of hierarchy within it. At the top there are the ultimate values such as oneness in religion, democracy in society, monogamy in family, justice in social life all of which interact in a given society (Aydin, 2011). In almost all societies, higher values are seen as important indicators of that society's continuity and welfare. In the hierarchy of values, high values are important in all fields such as the value called justice applies to all fields such as economy, politics, and family. In this respect, the hierarchy of values must work in cooperation for the good of society.

Categorization of values

Values can be categorized in many ways such as by their content (aesthetic, scientific, educational, economic, political, and social values), extensiveness (societal, national and global values) and process (exchange modes) modern and traditional values.

Social values

Societal values; are criteria shared by the majority of a society in an ideal sense, all of which lead them to the better society. Societal values regulate and organize daily life. Such values as honesty, sedulity, helpfulness, and modesty are some of these societal values. From a sociological perspective, ideally, real values are only unique to one society. Hence, values are original to one group at a single moment in time (Dogan, 2011). Individual values are also important as societal ones. Individual values are answers to the questions like which values make me great or inspire me? Alex Law and Michael Weitz define individual values as "inspirational powers" (Bacanli, 2011)

National values

National values are values that are necessary for a nation's unity and existence. For example, for Turks, the sacredness of the flag and love for the country and the indivisibility of the country

are among national values. These values are essentially important to exist in the world as a nation by and large (Dogan, 2011). National values function as keeping us together at home while keeping us different from the rest in the world. Societal values and national values do not contradict, just the opposite, they are built on each other. In that sense, no societal value can exist against the constitutional system which is defined by national values.

Global values

Global values are the values that are shared by all societies. Just as traditional values differ from one society to other and change in time, globalization brings new dimensions to modern societies which do not differ from traditional ones in essence. In other words, the way societies see virtue and morals, neighborhood relationships, trust and patronage, fidelity and betrayal, secrecy and privacy, love and tolerance, respect and fear either change or deteriorate under the influences of globalization. Global values which affect societal values are as follows: knowledge, culture of competition, productivity, total quality, democracy, human rights, free market economy, and the individual. The last one is the most important value of the postmodern society (knowledge society). Global values are not relative like societal ones, but are universal although this very saying depends on societal choices. For example, one can either stay in the global arena or rests in the societal sphere.

Functions of values

Values in social system always take part at the beginning of activities, inside and at the end of the process because they are the powers which begin in the world of consciousness and conscience. Human beings and societies exist together with their values. Physical wealth of a society is also based on the perception, belief and values that the society has. Those cultural codes are road maps in a way to determine the routes of an individual and the society. As a result, in almost every society people take values seriously, sacrifice their interest, struggle for them and even they die for them.

In this context, some functions of values could be the following:

- 1) They show the ways of thinking and behaving ideally.
- 2) Values are used as means in judging.
- 3) They make people focus on useful and Education and values education

Education It is not possible for a society to survive without education. Societies survive with education; maintain their existence, development and permanence by means of educational institutions both generally and fundamentally (Mialaret, 2001). Education is a process which aims at biological, psychological, social and moral development of human being, who is a member of the society (Thornburg, 1984). In this sense, education is a institutional structure which helps develop the identity of individual, prepares him for life by transferring data, skills and values necessary for him.

There are three general functions of education for society.

1) **Protective function:** education transmits people the values and culture of the society they are in. People are made to resemble each other through the process of socializing in order to ease collaboration and coherence (Macionis, 1997).

2) **Commutative function:** education needs to change the human being in better way, desirable behaviour patterns are formed in human beings, and undesirable behaviour is also changed.

3) **Formative function:** It is the function that paves the way for cultural innovation and scientific development of a society, which means improvement of new ideas (Macionis, 1997). Education also aims at social improvement via a plan, which points out the constructive function of education. Societies should not stay content with the knowledge acquired; that is, they must head for further knowledge and thus for the discovery of new worlds (Özden, 1998). The goal of education institutions is not only to teach but also to help students acquire all values necessary as a human being

Value-Oriented Education

The importance of value-oriented education has been duly emphasised by almost all the education commission, plan documents and policy statements. But such emphasis has continued to remain as ceremonial as ever. The secondary education commission (1952-53) has stressed No education is worth the name which does not inculcate the qualities necessary for living graciously, harmoniously and effectiently with one's fellowmen. Amongst are discipline, co-operation, social sensitiveness and tolearance. Each one of them has its own special part to play in humanising and socialising the personality (Mohanty 1982).

Similary, there can be no better eloquent exposition of the importance of values as an integral component of education than that contained in the report of the kothari commission (1964-66). The commission observed that modernisation did not mean, in the Indian conditions, a refusal to recognise the importance of moral and spiritual values and self-discipline. A judicious balance has to be struck between knowledge and skills, which science and technology imparts, with the values and insights associated with ethics and religion, a search for the knowledge of the self, of the meaning of life, of the relationship of man to other human beings and to the altimate reality. commission demarcated the following as the scope and specific objectives of national education which are even more relevant, in my opinion, in the current socio-economic situation;

Dynamics of Value Education

Whether religious values or social values or national values (of course, there must be a conscious pursuit for achieving a vertical integration among these), the values must be taught to the individual in such a way that they can assimilate them make them as there way of life. How far can we be successful in teaching the values in the classroom? It is not like the conventional 3 'R' s. The teaching of values must result not so much in gaining the 'knowledge' of the values but in the appreciation of 'value' of values and motivation of the individuals to a absorb them as part of their thinking and behaviour. This is, in short, an attitudinal change. it can not come about just by a literal exposition of the prescribed syllabus on values in a perticular year or two of schooling. This has to be a continuous endeavour both on the part of the teacher and the taught. Though it is true that the infant stage or primary schooling is a fertile phase in the student career for effective in take of values, the fact remains that the process can never be a terminal affair. It has to continue in to secondary and tertiary stagess of education, formal and non formal steams, curricular programmes and also through the educational process whith in and whith out the institutional boundaries. In other words, value orientation must become and an integral part of the entire education system by weaving values in to the warp woof of teaching and extension programmes.

CONCLUSION

Values as social standards; are fundamental beliefs that help to distinguish right and wrong for humans being. Adding balance and meaning in life, values enable individuals to live together within a society. Values are not innate; however, they are learnt and transmitted through observation and interaction, which puts forward the responsibility of schools for values education. Society has always been in occurrence and change due to its dynamic characteristic. Changes and developments in a society result in new needs, events and problems in time.. The only way to do that is value education. Similarly, the best and at the least costly way of avoiding from social diseases, protecting social structure and improving it is value education. In order to give an effective value education, firstly a planned and in coincident education percept is needed. Also, in order to apply values as planned which are important for achieving prosperity and take place in educational programmes implicitly or explicitly, the teachers need to have sufficient background, ability and pedagogical skills.

Value education is, in one way, teaching a set of principles which determine people's preferences. It is important for social life to be formed according to the principles that are approved by the society and transfer and teach values to its members. For a peaceful world and society it is essential for cultures to be developed and transformed through common values that are shared by people. The best way to do it is value education. Value education constitutes a solid basis for a better human being, society and world.

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VOLUME - V

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ROLE OF HIGHER EDUCATION IN WOMEN EMPOWERMENT

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Abstract

Higher Education system of a country directly or indirectly reflects the growth potential, the history, the culture and ethos of a country. The Higher Education system no doubt is complex process and has been changing since inception nevertheless it provides a broad framework of progress in education, research and training. Undoubtedly higher education plays a prominent role in uplifting the status of women in the society and empowering the women to face the challenges of 21st century. As such there is nothing new in the use of the term empowerment, it's having been shifted and reshaped from women's welfare to women empowerment. Empowerment of women is a long drawn issue, receives much importance during last few years. The impact of higher education on women empowerment is remarkable because it is essential to improve the quality of life, increase the standard of living in the society and to upgrade the socio-economic and cultural status of the women. So this paper attempts to throw a light on the Role and impact of higher education on women empowerment and for her betterment.

Key words: Higher Education, Women Empowerment.

Introduction:

Women Empowerment refers to increasing and improving the social, economic, political and legal strength of the women to ensure equal right to women and to make them confident enough to claim their rights. Mahatma Gandhi rightly said "If you educate the man, you educate the person but if you educate the woman, you educate the family and the nation". Women empowerment has been given top most place in our Indian culture and society since Vedic period. Degradation in culture and moral values in recent time, women are now victim of many social and economic evils. They are being exploited in all spheres of life. The gender disparities in all walks of life are on increase, say-education, economic, social, health care and decision making process. Thus widening gap is the sole reason behind backwardness of women and subordination.

Education plays a critical role in empowering the women. It is only possible by eliminating all kinds of discriminations, which the women have been facing in our country today. Equality, development and peace can only be attained through creating more employment opportunities, health care facilities and imparting quality education in general and higher education in particular and their longer involvement in decision making process. Imparting quality higher education of its all segments (general, medical, engineering, legal and contemporary skills related courses) is essential for their empowerment. Hence it is higher education, which can play its crucial role in women empowerment. The higher education is a process by which one generation transmits the culture to the succeeding generation. It is one of the most powerful (tool) instruments for making a frontal the assault the citadels of poverty and in equalities and thus laying the basis for sustained economic growth and effective governance. This paper describes the facts related to women empowerment and the role of higher education for their betterment. It is widely discusses issues women empowerment issues in terms of higher education.

Education - A Gate way for women Empowerment:

Women Empowerment refers to the creation of an environment for women where they can make decision of their own for their personal benefits as well for the society. The term women Empowerment is widely used in the context of development, particularly women's development. In a nutshell, it is way defining, challenging and overcoming barriers in her life through which women increases her ability to succeed. "Equality, Development and peace has been the slogan for advancing the status of women throughout the world for the last many years. Unfortunately today women are lagging behind in all spheres of life. Female literacy in our country is only 65.46%. However women enrolment in higher education has also increased from 14% in 1950-51 to 44% in 2012-13. Gross Enrollment ratio for female is 12.7% against 17.1% for males. So far, women colleges are concerned their number has also increased from 412 in 1970-71 to 4266 in 2011-12. But its share in total number of colleges is still only 12%.

Education in women empowerment is having vital importance because:

- It increases the opportunity for women at workplaces which indirectly stabilize the economy of our country.
- It encourages competent, intelligent and talented women allowed to go for higher studies and it encourages women to show their talents which will be helpful for overall development of society.
- Education leads to decrease in domestic violence because uneducated women are at higher risk for domestic violence than an educated woman.
- Education helps women to get educated and know their rights and duties and hence can stop corruption.
- Education leads to employment for women and it reduces poverty. The added earnings of women help the family to come out of poverty trap.
- Finally education for women leads to increased participation in the national development process. They are making the nation proud by their outstanding performances almost every sphere including medical science, social service and Engineering etc.

Higher Education and Women Empowerment

Education which is the most dynamic factor of development is the only tool for realizing Women Empowerment. As the national policy on education (NPE) 1986 and programme of action (POA) 1992 have indicated the vital importance of higher education of women in detail. It has committed the entire education system to work for women's equality and empowerment. Higher education plays a catalytic role in empowering the women can be enlisted as below.

- Higher education enables women to fix themselves up in society into which they are found themselves.
- Explore the world, manipulate it for their survival and establishment of themselves.
- Potentials deposited in individuals are explored through higher education, so that individuals can acquire training and knowledge in a profession.
- Enable them to cultivate confidence and habits and develop right attitude to work and live life as good citizens.
- Empowering women with knowledge, skills and self confidence necessary to participate fully in development process.
- Provide opportunities to women to fulfill their needs. These needs comprise with special learning tools and learning contents such as knowledge, skills, values and attitudes required by women being to be able: to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve their lives, to make informal decision making, to continue learning through higher education flow of ideology and culture of nation and its people.
- Misinformation and constricted learning behaviors that women internalized can also be filtered through education.
- It plays a very important role in the overall development of the country.
- Women with higher education help not only in development of the human resources, but in improving the quality of life at home and outside.
- Educated women not only tend to promote education of their girl child, but also can provide better guidance to all their children.
- Women with higher education can also help in the reduction of infant mortality rate and growth population.

Role of Higher Education in Empowering Women:

Knowledge is distinguishing characteristic of human being with a tremendous capacity to acquire and transfer knowledge from one generation to another, gaining prominence with advanced science and technology. Higher education is the gateway to economic security and opportunity particularly for women. Women are part of social economic system and they uphold rich cultural and traditional values. Their progress is equated with the progress of the nation. Indian Government introduced policies and procedures with the goal of sensitizing the higher education system, recognize gender equity for and increasing the number of women enrolling for higher education. Higher education for women in India has witnessed an impressive growth over the years and the Government is pooling resources needed to promote female education at all levels.

Higher education leads women to complete living with,

- Self confidence: Higher education help the women not only in gaining knowledge but also enables her to earn a living.

- **Necessity of Life:** Money is necessary in maintaining life and education helps in preserving life.
- **Family Welfare:** An educated woman plays an important role in a family dealing with both health care and financial support to the family.
- **Involvement in social and political activities:** Higher education helps women to have a better understanding of social and political processes beyond the home in order to reach social structures and makes her a wise citizen with effective social and political action.
- **Complete living:** It includes being physically strong, earning a living, being a responsible parent and an earnest citizen.
- **The Higher education helps women to be mentally and emotionally stronger and to face challenges and overcome obstacles in life and to be complete women.**

Conclusion:

One of the most significant transformations in education in India over the past several decades is the drastic increase in women's access to higher education (college and universities). Formulating and implementing stringent and powerful laws and policies have addressed the malice of gender discrimination in higher education. Most of the women with the possibility of economic independence through respectable employment, have become an important earning member of the family. An educated woman has the skills, the self-confidence and the power to be a better citizen. Women have all the power and capacity as that of men and they are manifesting themselves amongst different opportunities provided through higher education.

Realizing the necessities for higher education in poverty alleviation and women empowerment, gender mainstreaming of higher education is the need of the hour. The attitude of a male-dominant society should change and try to be very co-operative with women and encourage her greater participation in decision-making processes at household level, local, state, national and international level benefits as well for the society.

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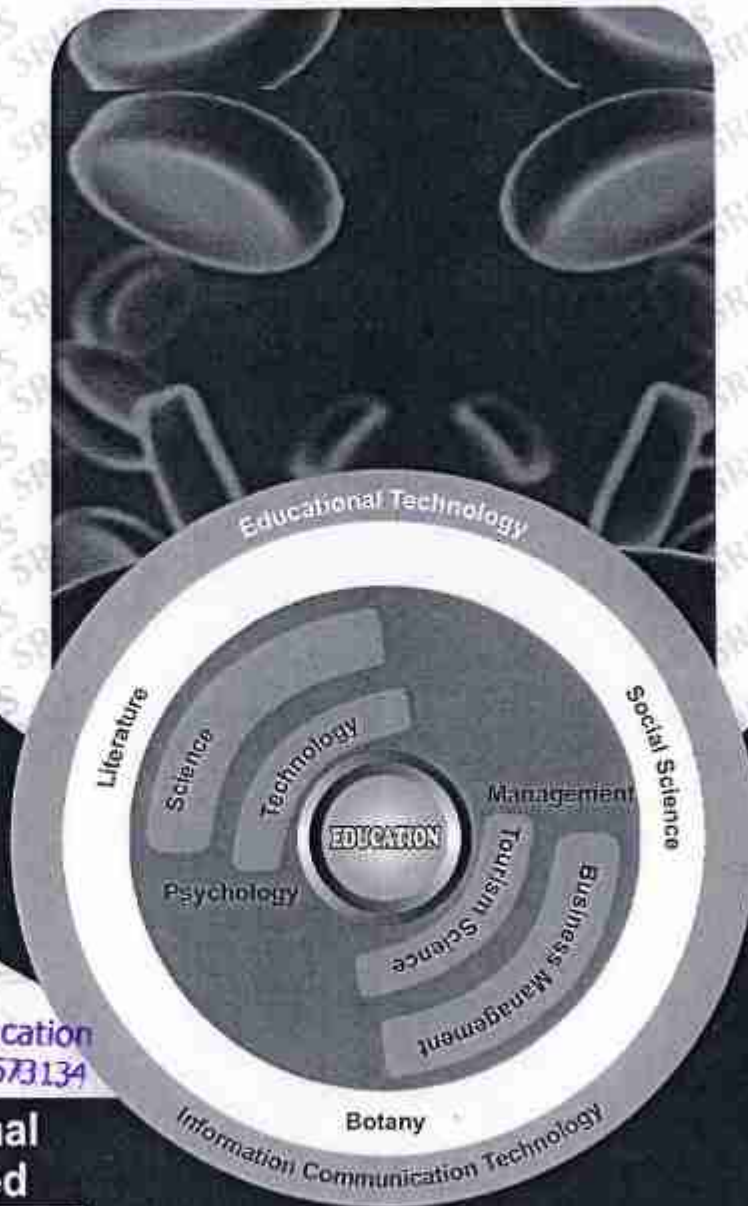
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ROLE OF HEALTH EDUCATION IN REDUCING STRESS AND ENHANCING PHYSICAL AND MENTAL HEALTH OF A LEARNER

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Abstract

Present day is an age of Anxiety. Industrialization and urbanization have generated competition resulting in pressure, insecurity and stress. 'Wants' have outstripped 'needs' causing stress as well as distress. Tranquil life of the rural surroundings has given place to the tense, impersonal life of the metropolis. We have become a cog in the wheel of the industrialized world, as Bertrand Russell put it. The concept of physical health refers to a sound body which will have high resistance to all adverse conditions, strong and robust in nature. Whereas mental health is the ability to adjust satisfactorily to the various strains of the environment we meet in life and mental hygiene as the means we take to assure this adjustment. Health education provides information about the human body and the factors that promote or damage health. Health education teaches children physical, mental, social, and psychological health (overall well-being). It helps students to make healthy choices and avoid risky behaviors. Health education training mainly focuses on preserving health, avoiding illnesses, and training students to make healthier decisions in their lives. The present paper mainly focuses on importance of health education in reducing stress and enhancing physical and mental health of a learner.

Keywords: Health Education, Physical and Mental Health and Stress Management.

INTRODUCTION:

The concept of adjustment is as old as human race on earth. The process of adjustment starts right from the birth of the child and continues till his death. Man, among the living beings have the highest capacities to adapt to new situations. Man as a social animal not only adapts to physical or mental demands but he also adjusts to social pressures in the society. The nature of adjustment process is decided by a number of factors particularly, internal needs and external demands of the human beings. When a conflict occurs between internal needs and external demands, in such conditions, there exists word Stress.

Stress is an individual phenomenon and it is a subjective unpleasant feeling of distress. Modern world is an age stress. There are 3 types of stress: Conflicts, Frustrations and Pressures. Every one of us irrespective of our age, sex, education, occupation, socio-economic status, whether we live in rural or urban area, faces stress. In recent years, incidences of mental and physical ill health have tremendously increased and have posed a serious problem before the nation. Industrial development, social and economic changes have given rise to a number of new problems. The problem of physical and mental health has acquired importance in the programmes of national development.

Health education can be defined as the principle by which individuals and groups of people learn to behave in a manner conducive to the promotion, maintenance, or restoration of health. A comprehensive health education program plays a crucial role in a child's education, from kindergarten to higher education. Health education teaches children physical, mental, social, and psychological health. It helps learner to make healthy choices and avoid risky behaviors. Health education is a profession of educating people about health. Areas within this profession encompass environmental health, physical health, social health, emotional health, intellectual health, and spiritual health, as well as sexual and reproductive health education. The present paper will describe impact of stress on daily

life, effect of stress, the role of health education in reducing stress of the learner and stress management and its benefits.

IMPACT OF STRESS ON DAILY LIFE:

The term stress originated from the discipline of physics. It refers to a force exerted on a system that deforms, destroys or alters the structure of that system. The resulting change is termed 'strain'. In biological and human sciences it refers to a state in which the vital functioning of the organism is threatened. When our capacity to deal with a problematic situation is inadequate we feel tense and experience stress. Everyone is endowed with a capacity to put up with stress which is known as 'frustration-tolerance' or 'stress-tolerance'. When the limit is crossed we get upset. Stress can be likened to the tension on a violin string. If the string is too tightly fastened it snaps; if it is held too loose it won't make music. Prolonged exposure to great stress and continued incapacity to cope with it can be injurious to mental and physical health. It is a kind of silent-killer.

The symptom of stress is a kind of restlessness, apathy and despair and marked diminution of zest and zeal characteristic of a healthy individual. Inadequate personal communication can compel an individual to bottle up his feelings and emotions that would generate stress. A sense of false pride stands in the way of plain-speaking. One is tempted to assume a façade that conceals inward insecurity. The age-old habit of crying over an agony upon the shoulders of an understanding companion has a cathartic effect. Surprisingly this healthy outlet is sealed by the so-called sophistication characteristic of modern life. The net effect is accumulation of minor irritants that add up to unmanageable stress.

EFFECT OF STRESS ON A LEARNER:

The major effect of stress on a learner is many but some important effects listed below: The rate and the force with which heart beats increase, we feel the heart pounding in the chest. Blood-flow increases under the skin and we blush. We feel the warmth and sweat. The blood-flow to the brain is decreased. We feel giddy and in a severe condition, may faint. Blood pressure rises. There is an increased but shallow breathing. There may be a sensation of constriction in the chest. There are contractions of the muscles. There may be shivering. Because of continuous contractions, there may be aches and pains. Headache, chest pain, back pain, pain in the limbs, joint pains, easy fatigability are common in people who are under stress. But no abnormality is seen in the body. There may be increased frequency of micturition, premature ejaculation, no or poor erection of penis, no desire to have sex. Thus a person under stress may suffer from poor sexual drive and ability.

Dryness of mouth, poor or no appetite, lack of taste, fullness of stomach, nausea, vomiting, indigestion, increased flatulence, diarrhea or constipation. Thus food-intake becomes irregular and 'not enjoyable'. Negative emotions like fear, anger, and sadness engulf the individual. Decreased attention, concentration, poor memory, inability to take quick decision, poor learning, inability to perceive and interpret the stimuli, and inability to remain comfortable and composed, are reported by people under stress. Thus there is a general decline of mental including intellectual functioning of the individual. This in turn increases the stress and it becomes a vicious circle. All these changes occur because of excess secretion of adrenaline as Hypothalamus- pituitary-Adrenal glands become hyperactive under stress. Prolonged stress leads to increased 'wear and tear' of the body and mind which in turn leads to many ill effects.

Because of poor attention, concentration, faulty perception and inappropriate decisions, the individuals under stress become more accident prone. They meet with more road accidents, home or workplace accidents than people who are not under stress. Anxiety disorders like Depression, Hysteria, Somatoform disorders, Acute psychosis, exacerbation of already existing mental disorders are frequently seen in people who are under stress. Stress is one of the causes of mental disorders. It is

a common experience of many people that when they are under tension, they smoke and take drinks more than usual.

Compared to other people, people under stress are more prone to develop physical disorders: Immunity is reduced, disease-producing organism like bacteria, virus, fungi take upper hand and cause infections. Repeated soar-throats, skin-boils, upper respiratory tract infections, pneumonia, typhoid, tuberculosis, urinary tract infections, diarrheas and dysenteries are common. Hyperacidity or gastric problem and peptic ulcers, chronic diarrheas and dysenteries will occur. Heart related diseases like Hypertension, Myocardial infarction like Heart attacks, Chronic Bronchitis and Asthma Chronic Arthritis (joint swelling and pains), Menstrual cycle irregularities may appear. Migraine and Tension Headaches, Skin diseases like eczema, psoriasis, allergic rashes, fall of hair will also occur.

ROLE OF HEALTH EDUCATION IN REDUCING STRESS:

Health education promotes one's responsibility to one's health by addressing health concerns such as nutrition, exercise, fitness, disease prevention, growth and development, environmental and social health, conflict resolution and violence protection. Education and healthcare are two of the most crucial factors that determine a country's overall growth and development. A well-educated and healthy population is essential for a nation to prosper and compete globally. Education is the foundation for economic growth and development. Health education helps adolescents acquire functional health knowledge, and strengthens attitudes, beliefs, and practice skills needed to adopt and maintain healthy behaviors throughout their lives.

We have to increase our coping skills to manage the stressful issues and situations. There are a few techniques to reduce stress: Avoid getting overtired, by keeping a nice balance between rest and activity. Good quality sleep. Cultivate the ability to say 'No' to demands put on you if you feel that these are going to cause you to feel overburdened. Don't be afraid to admit your limitations; Keep a "stress diary" in which you note your particularly stress times during the week. By spotting the critical periods you will be able to apply anti-tension relaxation measures when they are needed to reduce your unwanted responses.

Never be shy about seeking help and advice about stressful situations. One of the problems with stress is that it can be self-reinforcing. Ability to relax, remain calm and composed in times of stress. Ability to understand the nature of the problems tries to think of possible and feasible solutions. Maintain self-esteem and take control of the situation and ability to set realistic objectives and goals and try to achieve them. Ability to have more realistic, appropriate attitude, knowledge and change the behavior as required by the situation. Ability to get the help of family members and others in facing the situation or the problem.

HEALTH EDUCATION AND STRESS MANAGEMENT:

World Health Organizations stress management guide doing what matters in times of stress – aims to equip people with practical skills to cope with stress. A few minutes each day are enough to practice the guide's self-help techniques. The guide can be used alone or with its accompanying audio exercises. Having a daily schedule can help us use our time efficiently and feel more in control. Set time for regular meals, time with family members, exercise, daily chores and other recreational activities.

Health Education promotes physical and mental health, where Stress management is necessary for maintaining physical and mental health, improving cognitive function, fostering healthy relationships, preventing burnout, and enhancing the quality of life. Stress Management is about making a plan to be able to cope effectively with daily pressures. The ultimate goal is to strike a balance between life, work, relationships, relaxation and fun. By doing this, you are able to deal with daily stress triggers and meet these challenges head on.

In today's society, stress and change often are thought of as the same thing. Stress is a physiological and psychological response to a change in a situation the body and mind find to be overwhelming. With the fast pace of work and home, being constantly inundated with technology and still wanting to have time to connect with those around you, life can feel overwhelming and stressful at times. You may often ask yourself how you should manage stress.

These are five strategies to manage stress:

1. *Use guided meditation:* Guided meditation is a great way to distract yourself from the stress of day-to-day life. There are many guided meditations available online that can help you find five minutes of centered relaxation.
2. *Practice deep breathing:* Deep breathing is a great way to reduce the activation of your sympathetic nervous system, which controls the body's response of fight or flight to a perceived threat. Deep breaths taken in for a count of five seconds, held for two seconds and released for a count of five seconds, can help activate your parasympathetic nervous system to rest and digest, which helps reduce the overall stress and anxiety you may be experiencing.
3. *Maintain physical exercise and good nutrition:* Physical exercise and nutrition are two important components in how you respond to stress. When your body is healthy, your mind can be healthy and vice versa. Physical exercise is proven to be a great stress reliever and also helps to improve your overall quality of life. Nutrition is important because stress can deplete certain vitamins, such as A, B complex, C and E. Maintaining proper nutrition not only helps your body feel better, but your mind as well, which allows you to better combat stress.
4. *Manage social media time:* Spending time on social media sites can become stressful, not only by what you might see on them, but also because the time might best be spent enjoying visiting with friends, being outside enjoying the weather or reading a great book. In addition, many people use social media at night, which may worsen sleep due to increased stress at the exact time people are trying to wind down for the evening, resulting in fewer overall hours of quality sleep.
5. *Connect with others:* Humans are social beings. You need to have connections with people to feel supported. Finding a sense of community, whether at work, with a religious organization or through shared activities, such as organized sports, is important to your well-being. Enjoying a shared activity allows you to find support and foster relationships that can be supportive in difficult times.

BENEFITS OF STRESS MANAGEMENT:

We may feel overwhelmed and exhausted if you're dealing with high-stress levels. Stress can cause poor physical and mental health. It may affect all bodily systems and can influence your mood. Stress is part of your body's response to pressure, which includes dealing with life's demands. Most people feel stressed from time to time, but some individuals experience prolonged or chronic stress. Any stress can be a risk factor for both physical and mental health conditions.

Learning to manage stress better can lead to improved heart health, mental health, sleep, and more. Benefits of Stress Management are reducing stress may reduce your blood pressure and your overall physical health. It can also improve performance and lower your risk of developing mental health conditions. This suggests that managing stress could reduce your heart rate, improve your overall physical well-being, and mitigate your risk of heart disease. This suggests that stress-reduction techniques, particularly before bed, could help you sleep better. Based on this, it's likely that stress management could reduce muscle tension, feelings of irritability, and tension headaches.


CONCLUSION:

Physical and Mental health and Health education are closely related with each other. For any type of achievement sound body and high mental health is the first condition. If a person is not having sound body and high mental health, they cannot concentrate in their work and retain the knowledge received in the environment. Learning is dependent on sound body and high mental health. Health

education was not given much importance earlier and was underestimated. But with raised health awareness, people learned the importance of health education at home, in school, and in communities. Healthy person have a desire to acquire more and more information and skills that will give them better control over their environment. Recent research studies have proved that learning is not the activity of single function but is bound up with the total personality of the learner. The ultimate goal of health education is to promote, maintain and improve individuals' and community health. Health education is aimed at reducing morbidity and mortality due to preventable health problems. Health education which triggers both Physical and Mantel health is as essential to the learning process as intelligence. It is an inseparable part of Education.

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ವಚನ ಸಾಹಿತ್ಯ : ಬಹುಮುಖ ಅಧ್ಯಯನದ ನೆಲೆಗಳು

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ನಂಜುಂಡಸ್ವಾಮಿ ಕೆ. ಎಸ್. *

12ನೇ ಶತಮಾನದ ವಚನಕಾರರು ಸಮಾಜದ ವಿವಿಧ ಮೌಲ್ಯಗಳನ್ನು ತಮ್ಮ ವಚನಗಳ ಮೂಲಕ ಸಮಾಜದ ಅಂಕು-ಡೊಂಕುಗಳನ್ನು ತಿದ್ದಲು ಸರ್ವ ರೀತಿಯ ಪ್ರಯತ್ನ ಮಾಡಿದ್ದಾರೆ. ಸಾಮಾಜಿಕ ಬದುಕಿನ ದೌರಾತ್ಮಕಗಳನ್ನು ಬಹಳ ಅರ್ಥಪೂರ್ಣವಾಗಿ ತಿಳಿಸಿದ್ದಾರೆ. ಅವರು ತಮ್ಮ ಬೌದ್ಧಿಕ ಸಾರಾಂಶವನ್ನು ಸರಳ ಶೈಲಿಯಲ್ಲಿ ಜನಸಾಮಾನ್ಯರಿಗೂ ಅರ್ಥವಾದುವಂತೆ ತಿಳಿಸಿದ್ದಾರೆ. ಇವರು ತಮ್ಮ ಅಂತರಂಗದ ಚಿಂತನೆಗಳನ್ನು ಬಹಿರಂಗ ಪಡಿಸುವುದರ ಮೂಲಕ ಜನ ಜಾಗೃತಿ ಉಂಟುಮಾಡಲು ಪ್ರಯತ್ನಿಸಿದ್ದಾರೆ. ಬಸವಣ್ಣನವರು ನಡೆ, ನುಡಿಗೆ ಹೆಚ್ಚಿನ ಪ್ರಾಧಾನ್ಯತೆಯನ್ನು ನಡೆದಂತೆ ನುಡಿದರು. ಅವರ ವಿಚಾರದಲ್ಲಿ ಅಂತರಂಗ ಬಹಿರಂಗ ಎರಡರಲ್ಲೂ ಏಕತೆ ಇರುವುದು ಪ್ರಮುಖವಾಗಿದೆ. ಬಸವಣ್ಣನವರು ಜೀವನಕ್ಕೆ ಸಹಜವಾಗಿ ಸರಳವಾಗಿ ನಿಲುಕುವ ಸಂಗತಿಗಳನ್ನು ಜನಮನದ ಮುಂದೆ ತಂದು ಇದು ಸಾಧ್ಯವೆಂದು ಹೇಳಿ ಹೊಸತನದ ಜೀವನಕ್ಕೆ ಒಲಿಸಿದರು. ಮಾನವನ ಸಂಪೂರ್ಣ ಜೀವನ ಮಮತೆಯ ಮೇಲೆ ನಿಂತಿದೆ ಎಂಬ ವಿರಳ ಜ್ಞಾನವನ್ನು ಪಸರಿಸಿದ ಬಸವಣ್ಣನವರು ಜೀವನ ಜ್ಯೋತಿಯಾಗಿ ಎಂದೆಂದಿಗೂ ಕಂಗೊಳಿಸುವ ವ್ಯಕ್ತಿತ್ವ ಹೊಂದಿದ್ದಾರೆ.

ಶಿಕ್ಷಣದ ಮೂಲ ಉದ್ದೇಶ ವ್ಯಕ್ತಿತ್ವದ ಸರ್ವತೋಮುಖ ವಿಕಾಸವಾಗಿದೆ. ಶಿಕ್ಷಣ ವ್ಯಕ್ತಿಯನ್ನು ಅಜ್ಞಾನ ಎಂಬ ಅಂಧಕಾರದಿಂದ ಸುಜ್ಞಾನವೆಂಬ ಜ್ಯೋತಿಯಡೆಗೆ ಕೊಂಡೊಯ್ಯುವ ದೀಪ, ಶಿಕ್ಷಣವಿಲ್ಲದವ ಪಶು ಸಮಾನ ಎಂಬ ಮಾತಿದೆ. ಶಿಕ್ಷಣ ವ್ಯಕ್ತಿಯನ್ನು ಸಂಸ್ಕಾರಯುಕ್ತನ್ನನ್ನಾಗಿ ಮಾಡುತ್ತದೆ. ಶಿಕ್ಷಣ ವ್ಯಕ್ತಿ ಸಾಗಬೇಕಾದ ದಾರಿಯನ್ನು ತೋರುತ್ತದೆ. ಶಿಕ್ಷಣ ಮಾನವೀಯ ಮೌಲ್ಯಗಳಿಗೆ ಬುನಾದಿಯನ್ನು ಹಾಕುತ್ತದೆ. ಈ ಮಾನವೀಯ ಮೌಲ್ಯಗಳೇ ನಿಜವಾದ ಅರ್ಥದಲ್ಲಿ ಮನುಷ್ಯನಿಗೆ ಮನುಷ್ಯನಾಗಿ ಬದುಕಲು ಪ್ರೇರಣೆ ನೀಡುತ್ತದೆ. ಯಾವುದೇ ಸಮಾಜ ದೇಶ ತಾನು ಪ್ರತಿಪಾದಿಸುವ ಮೌಲ್ಯಗಳಿಂದಾಗಿ ಎಲ್ಲರ ಗೌರವ ಆದರಗಳಿಗೆ ಪಾತ್ರವಾಗುತ್ತದೆ. ಸಮಾಜ ಅಥವಾ ದೇಶದ ಮೌಲ್ಯಗಳೆಂದರೆ ಅಲ್ಲಿನ ಮಹಾತ್ಮರು ಮತ್ತು ಉದಾರ ಚಿಂತರು ಜೀವನ ಸಾಧಿಸಿದ ಬಗೆಯೇ ಆಗಿದೆ. ಇವರ ಜೀವನ ವಿಧಾನದಿಂದ ಹೊರಹೊಮ್ಮಿದ ಮೌಲ್ಯಗಳ ಸಮಾಜಕ್ಕೆ ದಾರಿದೀಪಗಳಾಗಿವೆ.

ಶಿಕ್ಷಣವನ್ನು ಕುರಿತಂತೆ ನಮ್ಮ ದೇಶದಲ್ಲಿ ಬಹಳಷ್ಟು ಚಿಂತನೆಗಳು ಹೊರ ಹೊಮ್ಮಿದ ದೇಶದ ಮಹಿಮರೆಲ್ಲ ಶಿಕ್ಷಣಕ್ಕೆ ತಮ್ಮದೇ ಆದ ವ್ಯಾಖ್ಯಾನಗಳನ್ನು ಮಾಡಿದ್ದಾರೆ. ಇಲ್ಲಿ ಶಿಕ್ಷಣವೆಂದರೆ ಕಲಿಯುವುದು ಪಾಂಡಿತ್ಯ ಪಡೆದುಕೊಳ್ಳುವುದು ಎಂಬ ಅರ್ಥ ಇದೆಯಾದರೂ ಅದೇ ಎಲ್ಲವೂ ಅಲ್ಲ. ಶಿಕ್ಷಣವೆಂದರೆ ವ್ಯಕ್ತಿಯ ಮತ್ತು ಸಮಾಜದ ಕಲ್ಯಾಣ ಆಗಬೇಕು. ಶಿಕ್ಷಣ ಚಾರಿತ್ರ್ಯವಂತೆ ಪ್ರಜೆಗಳನ್ನು ರೂಪಿಸಬೇಕು, ತನ್ನ ಸಮಾಜದ ಸರ್ವಾಂಗೀಣ ಪ್ರಗತಿಗೆ ದುಡಿಯಬೇಕು.

ಪ್ರಾಚೀನ ಕಾಲದಲ್ಲಿ ಶಿಕ್ಷಣದ ಪರಂಪರೆಯನ್ನು ಗಮನಿಸಿದಾಗ ಗುರುಕುಲದಲ್ಲಿ ವಿದ್ಯಾರ್ಜನೆಗಾಗಿ ಬಂದ ಶಿಷ್ಯರನ್ನು ಗುರು ನೇರವಾಗಿ ಪಾಠ ಪ್ರವಚನಗಳಿಗೆ ಒಳಪಡಿಸದೆ ಬಾಹ್ಯ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ತೊಡಗಿಸುತ್ತಾ ಅವರ ಶ್ರದ್ಧೆ ಆಸಕ್ತಿಯನ್ನು ಗಮನಿಸಿ ವಿದ್ಯಾರ್ಜನೆಯ ಕೈಗೊಳ್ಳುತ್ತಿದ್ದರು. ಶಿಷ್ಯರ ವಿದ್ಯಾರ್ಜನೆ ಮುಗಿದ ನಂತರ ಗುರುಗಳು ಲೋಕ ಸಂಚಾರ ಕೈಗೊಳ್ಳಲು ಶಿಷ್ಯರಿಗೆ ಆಜ್ಞೆಮಾಡುತ್ತಿದ್ದರು. ಅಂದರೆ ವಿದ್ಯಾರ್ಥಿ ತಾನು ಕಲಿತ ವಿದ್ಯೆಯನ್ನು ಲೋಕಸಂಚಾರದಲ್ಲಿ ತೋಡಗಿಸಿಕೊಂಡು ಅನುಭವದ ಮೂಲಕ ನಿಜವಾದ ವಿದ್ಯೆಯನ್ನು ಕಲಿಯಬೇಕಾಗಿತ್ತು ಅದು ಅಂದಿನ ಶಿಕ್ಷಣದ ಮುಖ್ಯಗುರಿಯಾಗಿತ್ತು.

ನಾವು ಇಂದಿನ ಶೈಕ್ಷಣಿಕ ಪರಂಪರೆಯನ್ನು ಅವಲೋಕಿಸಿದಾಗ ಶಿಕ್ಷಣವೆಂಬ ರಂಗಭೂಮಿಯಲ್ಲಿ ಮುಖ್ಯಪಾತ್ರ ವಹಿಸಬೇಕಾದ ಗುರು ಮತ್ತು ಶಿಷ್ಯ ಪಾತ್ರಗಳು ಕುರುಡನ ಕೈಯಲ್ಲಿ ಕುರುಡ ಹಿಡಿದಂತೆ ಎಂಬುದನ್ನು ನೆನೆಪಿಸುವಂತಿದೆ. ಇಂದಿನ ಶಿಕ್ಷಣದ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಶಿಕ್ಷಕ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿ ಇಬ್ಬರೂ ಕುರುಡರಾಗಿರುವಂತೆ ಭಾಸವಾಗುತ್ತದೆ. ಇದೇ ಸಂದರ್ಭದಲ್ಲಿ ಶ್ರೀ ಗೋಪಾಲಕೃಷ್ಣ ಅಡಿಗರ ಮಾತು ಇಲ್ಲಿ ಸೂಕ್ತವೆನಿಸುತ್ತದೆ. ಅದು ಕುರುಡನ ಹೆಗಲ ಮೇಲೆ ಹೆಳವ ಕುಳಿತ್ತಿದ್ದಾನೆ ಸಾಗುವೆಂತು? ಎಂಬ ಮಾತು ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯ ಆಪೂರ್ಣತೆಯನ್ನು ಪ್ರತಿಬಿಂಬಿಸುವಂತಿದೆ. ಹೊಸ ಸಮಾಜ ಒಂದನ್ನು ನಿರ್ಮಾಣ ಮಾಡಿ ಶಕ್ತಿಯುತವಾದ ರಾಷ್ಟ್ರವನ್ನು ಕಟ್ಟಿ ಬೇಕಾದರೆ ಶಿಕ್ಷಕರು ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳಿಗಿಬ್ಬರಿಗೂ ನಿಜವಾದ ಶಿಕ್ಷಣ ಕೊಡಬೇಕು.

ವ್ಯಕ್ತಿಯ ಕಲಿಕೆ ಕೇವಲ ವಿಜ್ಞಾನ ಗಣಿತ, ಸಮಾಜ ವಿಜ್ಞಾನ, ಕಂಪ್ಯೂಟರ್ ಮುಂತಾದ ಇತರ ವಿಷಯಗಳಿಗೆ ಮಾತ್ರ ನಿಲ್ಲಬಾರದು ವ್ಯಕ್ತಿ ಅನುಭವದ ಮೂಲಕ ನಿರಂತರವಾಗಿ ಕಲಿಯುವಂತಿರಬೇಕು ವಿದ್ಯಾರ್ಥಿ ಎಂಬ ಶಬ್ದ ಕೇವಲ ಸೀಮಿತ ಹಂತದವರೆಗಿನ ಔಪಚಾರಿಕ ಕಲಿಕೆಗೆ ಮಾತ್ರ ಅನ್ವಯಿಸದೇ ಜೀವನ ಪರ್ಯಂತವಾಗಿ ಅನುಭವದಿಂದ

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೧)ತ ಪಾಠ ಮನುಷ್ಯನಲ್ಲಿ ಸುಂದರವಾದ ವ್ಯಕ್ತಿತ್ವದ ನಿರ್ಮಾಣಕ್ಕೆ ಅರಿವಾಯವಾಗುತ್ತದೆ. ಅನಂತರ ಅನುಭವದ ಠತುಗಳನ್ನು ಶಿಕ್ಷಣಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ವಚನಕಾರರಾದ ಬಸವಣ್ಣನವರು ತಮ್ಮ ವಚನಗಳಲ್ಲಿ ವ್ಯಾಖ್ಯಾನಿಸಿದ್ದಾರೆ.

ಶಿವಪಥವರಿವೆಡೆ ಗುರುಪಥವೇ ಮೊದಲು ಎಂಬ ಮಾತು ಗುರುವಿನ ಮಹತ್ವವನ್ನು ಸಾರುತ್ತದೆ. ಶ್ರೇಷ್ಠವದ ಗುರು ಶಿಷ್ಯರಿಗೆ ಸರಿಯಾದ ಮಾರ್ಗವನ್ನು ಸೂಚಿಸಿ ಸತ್ಯದ ಅರಿವನ್ನು ಕಂಡು ಕೊಳ್ಳುವಂತೆ ಮಾಡಬೇಕು. ಈ ರೀತಿ ಕೃದ ಅರಿವನ್ನು ಮೂಡಿಸಲು ಬೇಕಾದ ಮಾಧ್ಯಮ ಮಾತು, ಆ ಮಾತು ಹೇಗಿರಬೇಕು ಎಂಬುದನ್ನು ವಚನಕಾರರಾದ ಸವಣ್ಣನವರು ಬಣ್ಣಿಸುವುದು ಹೀಗೆ.

ನುಡಿದರೆ ಮುತ್ತಿನ ಹಾರದಂತಿರಬೇಕು!
ನಸುಡಿದರೆ ಮಾನಿಕ್ಯದ ದೀಪ್ತಿಯಂತಿರಬೇಕು
ನುಡಿದರೆ ಸ್ಪಟಿಕದ ಸಲಾಕೆಯಂತಿರಬೇಕು!

ಈ ಸಾಲುಗಳು ಮಾತಿನ ಮಹತ್ವವನ್ನು ಸಾರುತ್ತದೆ. ಸ್ವಾಮಿ ವಿವೇಕಾನಂದರಿಗೆ ತಮ್ಮ ಗುರು ರಾಮಕೃಷ್ಣ ಪರಮಹಂಸರ ಶ್ಲದಿಂದ ಮತ್ತು ಪ್ರಭಾವದಿಂದ ಜ್ಞಾನೋದಯವಾಯಿತು. ಬುದ್ಧನಿಗೆ ತಪಸ್ಸಿನ ಮೂಲಕ ಅರಿವು ಉಂಟಾಯಿತು ಠಗೆಯೇ ನಮ್ಮ ಮಾತು ಸವಾ ಈ ರೀತಿಯ ಅರಿವನ್ನು ಉಂಟು ಮಾಡುವಂತಿಬೇಕು ಹೀಗೆಯೇ ಮುಂದುವರದು ಲ್ಲಮ ಪ್ರಭುಗಳು 'ಮಾತೇ ಜ್ಯೋತಿರ್ಲಿಂಗ'ವೆಂದು ಹೇಳಿ ಮಾತಿಗಿರುವಂತಹ ಆಧ್ಯಾತ್ಮಿಕ ಶಕ್ತಿಯನ್ನು ಇನ್ನಷ್ಟು ಕಾಶಮಾನಗೊಳಿಸಿದ್ದಾರೆ.

ಗುರು-ಶಿಷ್ಯರ ಸಂಬಂಧ ಮೌಲ್ಯಗಳು ಹಾಗೂ ಪರಂಪರೆಯನ್ನು ಅಲ್ಲಮ ಪ್ರಭುಗಳ ಈ ರೀತಿಯಾಗಿ ವ್ಯಾಖ್ಯಾನ ವಾಡಿದ್ದಾರೆ.

ಕೃತ ಯುಗದಲ್ಲಿ! ಶ್ರೀ ಗುರುಶಿಷ್ಯರಿಗೆ ಬಡಿದು!
ಬುದ್ಧಿಯ ಕಲಿಸಿದರೆ-ಆಗಲಿ ಮಹಾ ಪ್ರಸಾದವೆಂದನಯ್ಯಾ
ಶ್ರೇತಾಯುಗದಲ್ಲಿ! ಶ್ರೀ ಗುರುಶಿಷ್ಯರಿಗೆ ಬೈದು!
ಬುದ್ಧಿಯ ಕಲಿಸಿದರೆ-ಆಗಲಿ ಮಹಾ ಪ್ರಸಾದವೆಂದನಯ್ಯಾ
ದ್ವಾಪರಯುಗದಲ್ಲಿ! ಶ್ರೀ ಗುರುಶಿಷ್ಯರಿಗೆ ಝಂಕಿಸಿ!
ಬುದ್ಧಿಯ ಕಲಿಸಿದರೆ-ಆದಲಿ ಮಹಾ ಪ್ರಸಾದವೆಂದನಯ್ಯಾ
ಕಲಿಯುಗದಲ್ಲಿ! ಶ್ರೀ ಗುರುಶಿಷ್ಯಂಗೆ ವಂದಿಸಿ!
ಬುದ್ಧಿಯ ಕಲಿಸಿದರೆ ಆಗಲಿ ಮಹಾ ಪ್ರಸಾದವೆಂದನಯ್ಯಾ
ಗುಹೇಶ್ವರ ನಿಮ್ಮ ಕಾಲದ ಕಟ್ಟಳೆಯ ಕಲಿತನಕ್ಕೆ ನಾವೆರಗಾದೆನು

ಶೈಕ್ಷಣಿಕ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಅಲ್ಲಮನ ಈ ವಚನ ವಿವಿಧ ಕಾಲಘಟ್ಟಗಳಲ್ಲಿ ಬದಲಾಗುತ್ತಿರುವ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯನ್ನು ಪ್ರತಿಬಿಂಬಿಸುತ್ತದೆ. ತ್ರಿಕಾಲ ಜ್ಞಾನಿಯಾದ ಅಲ್ಲಮ ವಿವಿಧ ಯುಗಗಳಲ್ಲಿ ಗುರುಶಿಷ್ಯರ ಸಂಬಂಧವು ಎಂತಹ ಸ್ಥಾನವನ್ನು ಪಡೆದಿತ್ತು ಎಂಬುದನ್ನು ಸೂಚಿಸುತ್ತಾನೆ. ಶಿಕ್ಷಣ ಕ್ಷೇತ್ರದಲ್ಲಿ ಗುರುವಿನ ಸ್ಥಾನ ಅತ್ಯಂತ ಪ್ರಮುಖವಾದುದು ಕಾಲಚಕ್ರ ಉರುಳಿದ ಹಾಗೆ ಹೇಗೆ ಉನ್ನತ ಮೌಲ್ಯಗಳು ಹೀನಾಯಿಸಲ್ಪಡುತ್ತದೆ ಎಂಬುದನ್ನು ಗಮನಿಸಬಹುದು.

ಆದಿಯುಗವೆನ್ನಿಸಿ ಕೊಂಡಿರುವ ಕೃತ ಯುಗದಲ್ಲಿ ಗುರುವಿಗೆ ಇದ್ದಂತಹ ಸರ್ವಾಧಿಕಾರವನ್ನು ಕಾಣಬಹುದು. ಗುರು ನೆಡೆದಾಡುವ ವಿಶ್ವ ಕೋಶವಿದ್ದಂತೆ ಜೊತೆಗೆ ವಿದ್ಯಾರ್ಥಿಯ ಶ್ರೇಯಾಭಿವೃದ್ಧಿಗಾಗಿ ಗುರು ತನ್ನೆಲ್ಲಾ ವಿದ್ಯಾಯನ್ನು ಧಾರೆಯುಂವಂಥಹ ತ್ಯಾಗಪರನಾಗಿದ್ದು, ನಂತರ ಕಾಲಘಟ್ಟ ಸರಿದು ಶ್ರೇತಾಯುಗಕ್ಕೆ ಬಂದಾಗ ಗುರುವಿನ ಸ್ಥಾನ ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ ಕುಸಿಯಿತು. ಪೂರ್ಣ ಅಧಿಕಾರವಿಲ್ಲದಿದ್ದರೂ ಶಿಷ್ಯನನ್ನು ಬೈಯ್ದು ದಂಡಿಸುವ ಸಾಮರ್ಥ್ಯ ಗುರುವಿಗಿತ್ತು. ಆದರೆ ಗುರುವಿನ ಪದಚ್ಯುತಿ ಹೇಗಾಯಿತು ಎಂದು ತಿಳಿದುಕೊಳ್ಳಬಹುದು. ಮುಂದೆ ಕಲಿಯುಗದಲ್ಲಿ ಗುರುವಿನ ಸ್ಥಾನವನ್ನು ವಿಶ್ಲೇಷಿಸಿದರೆ ಗುರು ತನ್ನ ಸರ್ವಾಧಿಕಾರವನ್ನು ಬಿಟ್ಟು ಕೊಡುವ ಪರಿಸ್ಥಿತಿ ಶಿಷ್ಯ ಕೇಂದ್ರಿತವಾದ ವ್ಯವಸ್ಥೆ ವಿದ್ಯಾರ್ಥಿಗೆ ಗುರು ಬಹಳ ವಿನಯ ಪೂರ್ವಕವಾಗಿ ಮತ್ತು ನಯವಾಗಿ ಕಲಿಸುವ ವ್ಯವಸ್ಥೆ ಉಂಟಾಯಿತು.

ಬದಲಾಗುತ್ತಿರುವ ಗುರು ಶಿಷ್ಯರ ಸಂಬಂಧವನ್ನು ಕುರಿತಂತೆ ನಾವು ಮೊದಲು ಎತ್ತುವ ನುಡಿ ಎಂದರೆ ಶಿಕ್ಷಣದ ವ್ಯವಸ್ಥೆ. ಅದು ನಿಧಾನವಾಗಿ ಕೆಳಮಟ್ಟಕ್ಕಿಳಿಯುತ್ತಿದೆ. ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಆಸಕ್ತಿಯಿಲ್ಲ ಎಂದಲ್ಲಿ ಖಣಾತ್ಮಕ ಅಂಶಗಳು ಕೇಳಿ ಬರುತ್ತಿದೆ. ಆದರೆ ಇದೇ ಜೀವನ ಕ್ರಮ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆ ಜೀವನಕ್ಕೆ ಅದರ ನೇರ ಅನ್ವಯ, ಸಾಮಾಜಿಕ, ಆರ್ಥಿಕ, ರಾಜಕೀಯ ಸ್ಥಿತಿ, ಗುರುವಿನ ಪಾಂಡಿತ್ಯ ಆಸಕ್ತಿ ಕಳಕಳಿ ಇತ್ಯಾದಿಗಳನ್ನು ಗಮನಿಸುತ್ತಾ ಹೋದಂತೆ ಬದಲಾಗುತ್ತಿರುವ ಈ ಗುರು ಶಿಷ್ಯರ ಸಂಬಂಧಕ್ಕೆ ಯಾರೊಬ್ಬರು ಮಾತ್ರ ಕಾರಣವಾಗಿರದೆ ನಮ್ಮ ಸಾಮಾಜಿಕ ಸ್ವರೂಪವೇ ಕಾರಣವಾಗುತ್ತದೆ ಎಂದು ಹೇಳಬಹುದು. ಒಳ್ಳೆಯ ಆಧ್ಯಾತ್ಮಿಕ ಪರಂಪರೆಯಿಂದ ಹೀನಾಯ ಸ್ಥಿತಿಗೆ ಬರಲು ಕಾರಣಗಳನ್ನು ಪ್ರತಿಯೊಬ್ಬರೂ

ವಚನ ಸಾಹಿತ್ಯ ಬಹುಮುಖ ಅಧ್ಯಯನದ ನೆಲೆಗಳು

ಕಂಡುಕೊಳ್ಳಬೇಕಾದಂತಹ ಅಗತ್ಯವಿದೆ.

ಸಾಮಾಜಿಕ ಮೌಲ್ಯಗಳ ಅಂಕುಡೊಂಕುಗಳನ್ನು ಪ್ರಸ್ತಾಪಿಸುತ್ತಾ ಈ ವಚನವನ್ನು ಬಸವಣ್ಣನವರು ಪ್ರಸ್ತುತ ಪಡಿಸಿದ್ದಾರೆ.

ಕಳಬೇಡ ಕೊಲ್ಲಬೇಡ ಹುಸಿಯ ನುಡಿಯ ಬೇಡ
ಮುನಿಯ ಬೇಡ ಅನ್ಯರಿಗೆ ಆಸಹ್ಯ ಪಡಬೇಡ
ತನ್ನ ಬಣ್ಣಿಸಬೇಡ ಇದಿರ ಅಳಿಯಲೂ ಬೇಡ
ಇದೇ ಅಂತರಂಗ ಸುದ್ದಿ ಇದೇ ಬಹಿರಂಗ ಸುದ್ದಿ

ಈ ವಚನವು ಜೀವನದ ಮೌಲ್ಯಗಳನ್ನು ವಿಮರ್ಶಿಸುತ್ತದೆ. ಶಿಕ್ಷಣದ ಉದ್ದೇಶ ಮನುಷ್ಯ ಪರಿ ಪೂರ್ಣವಾದ ಜೀವನವನ್ನು ನಡೆಸಲು ಬೇಕಾದ ಸರ್ವವರ್ತನೆಯನ್ನು ಬೆಳೆಸಬೇಕು. ಮಾತುಗಳು ವ್ಯಕ್ತಿಯ ಅಂತರಂಗವನ್ನು ಮತ್ತು ಬಹಿರಂಗವನ್ನು ತುದಿಯಾಗಿಡಬೇಕು. ಈ ಎಲ್ಲಾ ವಚನಗಳ ಸಾರ ಇಂದಿನ ಒಳಗೆಗೆ ತಲುಪಬೇಕು.

ಬಸವಣ್ಣನವರು ಸಮಾಜವನ್ನು ವಿಡಂಬನೆ ಮಾಡಿರುವುದಕ್ಕಿಂತ ಹೆಚ್ಚಾಗಿ ಆತ್ಮ ವಿಮರ್ಶೆ ಮಾಡಿಕೊಂಡಲ್ಲಿ ಮೊದಲಿಗರು ಕೆಲವು ವಚನಗಳಲ್ಲಿ ಸಮಾಜದ ವ್ಯಕ್ತಿಗಳನ್ನು ಕುರಿತು ವಿಡಂಬನೆ ಮಾಡುತ್ತಾ ಮನುಷ್ಯನಿಗಿರಬೇಕಾದ ಮಾನವೀಯ ಮೌಲ್ಯಗಳನ್ನು ಕುರಿತು ಹೇಳಿದ್ದಾರೆ.

ವಿನು ಬಂದಿರಿ ಹದುಳವಿದ್ದರೆ? ಎಂದರೆ!
ನಿಮ್ಮ ಮೈಸಿರಿ ಹಾರಿ ಹೋದುದೆ?
ಕುಳ್ಳರೆಂಧರೆ ನೆಲ ಕುಳ ಹೋದುದೇ?
ಒಡನೆ ನುಡಿವರೆ ನೆರೆ ಹೊಟ್ಟೆಯೊಡೆಯುವುದೇ?

ಎಂಬ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳುತ್ತಾ ಬಂದ ಅತಿಥಿಗಳಿಗೆ ಆತಿಥ್ಯವನ್ನು ನೀಡದಿದ್ದರೂ ಸೌಜನ್ಯಕ್ಕಾಗಿಯಾದರೂ ಒಳ್ಳೆಯ ಮಾತುಗಳನ್ನು ಆಡುವ ಗುಣವಿಲ್ಲದಿದ್ದರೆ ಮನುಷ್ಯತ್ವಕ್ಕೆ ಬೆಲೆಯೇ ಇಲ್ಲದಂಥಾಗುತ್ತದೆ ಎಂಬ ನೀತಿಯನ್ನು ಹೇಳುತ್ತಾ ಮಾನವತೆಯ ಗುಣಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳಲು ಎಂದು ಬಸವಣ್ಣನವರು ಸಮಾಜವನ್ನು ಉದ್ದೇಶಿಸಿ ಹೇಳಿದ್ದಾರೆ. ಇವು ನಾವು ಇಂದು ಸಂಸ್ಕೃತಿಯ ಬೆಳವಣಿಗೆಗಾಗಿ ಶಿಕ್ಷಣವೆಂಬ ಮಾತಿಗೆ ಹಿಡಿದಂತಹ ಕನ್ನಡಿಯಾಗಿದೆ.

ಇಂದು ಧರ್ಮದ ಹೆಸರಿನಲ್ಲಿ ಮನುಷ್ಯ ಮನುಷ್ಯನೇ ಜೀವಂತವಾಗಿ ಕಿತ್ತು ಕಿನ್ನುವ ಪರಿಸ್ಥಿತಿ ನಿರ್ಮಾಣವಾಗಿರಲಿಲ್ಲದಿದ್ದರೂ ಬಸವಣ್ಣನವರು ದಯೆ ಇಲ್ಲದ ಧರ್ಮ ಯಾವುದನ್ನು ಎಂದು ಹೇಳಿದ್ದಾರೆ. ಆದರೆ ಸಮಾಜದಲ್ಲಿ ನಡೆಯುತ್ತಿರುವ ಜೀವಂತ ಶ್ರೋತೃಗಳನ್ನು ವೀಕ್ಷಿಸಿದಾಗ ನಾವು ನಡೆಯುತ್ತಿರುವ ದಾರಿಯ ಬಗ್ಗೆ ಸಂದೇಹ ಉಂಟಾಗುವುದು. ನಾವು ನಾಗರೀಕತೆಯನ್ನು ಮೈಗೂಡಿಸಿಕೊಂಡು ಸಂಸ್ಕೃತಿಯನ್ನು ಮರೆತಂತಿದೆ. ಇದಕ್ಕೆ ಕಾರಣಗಳೆಂದರೆ ನಾಗರೀಕರಣ, ಕಂಪ್ಯೂಟರೀಕರಣ, ಜಾಗತೀಕರಣ ಇವುಗಳಿಂದ ಪ್ರಭಂಜದಿಂದ ದೂರ ಸರಿಯುತ್ತಾ ಯಾಂತ್ರಿಕವಾಗಿ ಬಹುಕೆಗೆ ಮೈಕೊಟ್ಟು ನಿಂತಿದ್ದಾರೆ. ಮನುಷ್ಯನಿಗೆ ಅಹಂಕಾರ ತುಂಬಿದೆ. ಆದರೆ ಪ್ರಕೃತಿ ಅವನನ್ನು ಸದಾ ಎಚ್ಚರಿಸುತ್ತಿದೆ, ಸವಾಲೊಡ್ಡುತ್ತಿದೆ. ಈ ಅಂಶವನ್ನು ಜೀವರದಾಸಿಮಯ್ಯನವರು ಈ ಕೆಳಗಿನ ವಚನದಲ್ಲಿ ಪ್ರಸ್ತುತಪಡಿಸುತ್ತಾರೆ.

ಬರೆತಗಳ ಕಂಡಿರಿತು ಕೆಲವರು ಬಾವಿಯ ತೋಡೆಂಬರು
ಅರವಟಿಕೆ ಭತ್ತವು ತಮ್ಮದೆಂಬರು
ವೈದ್ಯದಡಿರೆ ಮಳೆಯು ಸುರಿಸದಿದ್ದರೆ
ಆವರೀತರಲ್ಲಿ ನೀಡುವರಯ್ಯ ರಾಮನಾಥ

ಈ ಮೇಲಿನ ವಚನದಲ್ಲಿ ಪ್ರಕೃತಿಯ ಮುಂದೆ ಮನುಷ್ಯ ಕುಬ್ಜನಾಗಿರುವುದನ್ನು ದಾಸಿಮಯ್ಯ ಹೇಳುತ್ತಾ ಪ್ರಕೃತಿ ಇಲ್ಲದೇ ಮನುಷ್ಯ ಏನನ್ನು ತಾನೇ ಮಾಡಬಲ್ಲ? ಎಂಬ ಪ್ರಶ್ನೆಯನ್ನು ಕೇಳುತ್ತಾ ವಸ್ತುವತೆಯ ಅರಿವನ್ನು ಮೂಡಿಸಿದ್ದಾರೆ. ಇಂತಹ ಅರಿವನ್ನು ಕೊಡಲು ಆಧುನೀಕರಣದಿಂದಾಗಲಿ, ನಾಗರೀಕರಣದಿಂದಾಗಲಿ ಅಥವಾ ಎಲ್ಲಾ ಸಮಸ್ಯೆಗಳಿಗೂ ಜೀವಿಲ್ಲದ ಯಂತ್ರವಾಗಿರುವ ಕಂಪ್ಯೂಟರ್‌ನಿಂದಾಗಲಿ ಸಾಧ್ಯವೇ?

ಈ ಮೇಲಿನ ಎಲ್ಲಾ ಅಂಶಗಳನ್ನು ವಿಶ್ಲೇಷಿಸಿದಾಗ ನಮಗೆ ತಿಳಿದು ಬರುವ ವಿಷಯವೆಂದರೆ ವಚನಕಾರರ ಶೈಕ್ಷಣಿಕ ಚಿಂತನೆಗಳನ್ನು ಆಧುನಿಕ ಶಿಕ್ಷಣ ಪದ್ಧತಿಯಲ್ಲಿ ರೂಢಿಸಿಕೊಳ್ಳುವ ಅವಶ್ಯಕತೆ ಇದೆ. ತರಣರ ಶೈಕ್ಷಣಿಕ ಚಿಂತನೆಗಳು ಜೀವನ ಮೌಲ್ಯಗಳಾಗಿವೆ. ತರಣರ ಒಂದೊಂದು ವಚನದಲ್ಲೂ ಶಿಕ್ಷಣವಿದೆ, ಮೌಲ್ಯವಿದೆ, ಪಾಠವಿದೆ ಇದನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಂಡು ಬದುಕಿನಲ್ಲಿ ಅಳವಡಿಕೊಂಡಿದ್ದಾರೆ. ವ್ಯಕ್ತಿಯ ಬದುಕು ಮತ್ತು ಸಾಮಾಜಿಕ ಬದುಕು ಹಸನಾಗುತ್ತದೆ. ತರಣರು ಆಧ್ಯಾತ್ಮಿಕ ಸಾಧಕರಷ್ಟೇ ಅಲ್ಲ ಶ್ರೇಷ್ಠ ಸಮಾಜ ಸುಧಾರಕರು ಆಗಿರುವುದರಿಂದ ಅವರ ದೃಷ್ಟಿ ತಾವು ಬದುಕುತ್ತಿದ್ದ

ಸಮಾಜದ ಮೇಲೆ ಸದಾ ಇರುತ್ತಿತ್ತು. ಸಮಾಜ ಆರ್ದ್ರ ಸಮಾಜವಾಗಬೇಕೆಂಬ ಕನಸು ವಚನಕಾರರು. ಸಮಾಜದ ಪ್ರತಿಯೊಬ್ಬ ವ್ಯಕ್ತಿಯು ತನ್ನನ್ನು ತಾನು ಸುಧಾರಿಸಿಕೊಂಡು ಸಮಾಜದ ಸುಧಾರಣೆಗೆ ಪ್ರಯತ್ನಶೀಲರಾಗಬೇಕೆಂದು ಅವರ ಮನಸ್ಸು ತುಡಿಯಿತು. ಹೀಗಾಗಿ ವಚನಕಾರರಲ್ಲಿ ಸೋದರ ಭಾವನೆ, ಸರ್ವ ಸಮಾನತೆ, ಸರ್ವೋದಯ ಸಿದ್ಧಾಂತ ಮತ್ತು ಜ್ಯಾತ್ಯಾತೀತ ಸಮಾಜದ ಚಿಂತನೆಗಳನ್ನು ಕಾಣುತ್ತೇವೆ. ಈ ಎಲ್ಲವೂ ಮಾನವೀಯ ಮೌಲ್ಯಗಳ ಆಧಾರದ ಮೇಲೆ ನೆಲೆಗೊಳ್ಳಬೇಕು ಎಂಬುವುದು ಎಲ್ಲಾ ವಚನಕಾರರ ಆಶಯ ಚಿಂತನೆಯಾಗಿದೆ.

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Quality improvement in

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QUALITY IMPROVEMENT IN TEACHER EDUCATION

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ತತ್ವಶಾಸ್ತ್ರ ಮತ್ತು ಸಮಾಜಶಾಸ್ತ್ರದ ತಳಹದಿ

ನಂಬುಂಡಸ್ವಾಮಿ ಕೆ.ಎಸ್

ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು ಜೆಎಸ್‌ಎಸ್ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ ಸಕಲೇಶಪುರ-573134

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ಅಮೂರ್ತ:

ಯಾವುದೇ ಒಂದು ಶಾಖೆಯು ಹುಟ್ಟಿಕೊಳ್ಳಬೇಕಾದರೆ ಅದಕ್ಕೆ ತತ್ವಶಾಸ್ತ್ರ ಅಗತ್ಯ. ತತ್ವಶಾಸ್ತ್ರ ಹಾದಿಯಲ್ಲಿಯೇ ಯಾವುದೇ ಶಾಸ್ತ್ರದ ಆಗು-ಹೋಗುಗಳನ್ನು ರೀತಿ-ರಿವಾಜಗಳನ್ನು ತಿಳಿಯಲು ಸಾಧ್ಯ. ಅಂತೆಯೇ ತತ್ವಶಾಸ್ತ್ರ ಮತ್ತು ಸಮಾಜಶಾಸ್ತ್ರಕ್ಕೂ ಅವಿನಾಭಾವ ಸಂಬಂಧವಿದೆ. ತರ್ಕ ಮತ್ತು ವಿವೇಚನೆಗಳ ಸಹಾಯದಿಂದ ಪ್ರಪಂಚ, ಜೀವನ, ಅಸ್ತಿತ್ವ, ದೈವತ್ವ, ನೈಜತೆ ಮುಂತಾದ ಆಳವಾದ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರ ಹುಡುಕುವ ಮಾನವನ ಯತ್ನವನ್ನು ತತ್ವಶಾಸ್ತ್ರ ಎಂದು ಪರಿಗಣಿಸಬಹುದು. ಈಗಿನ ಎರಡು ವರ್ಷದ ಬಿ.ಇಡಿ ಕಾರ್ಯಕ್ರಮದ ನೂತನ ಪಠ್ಯಕ್ರಮದ ಮೊದಲ ಸೆಮಿಸ್ಟರ್ ನಲ್ಲಿ 'ತತ್ವಶಾಸ್ತ್ರ ಮತ್ತು ಸಮಾಜಶಾಸ್ತ್ರ ತಳಹದಿ' ಎಂಬ ವಿಷಯವನ್ನು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ನೀಡಲಾಗಿದೆ. ಈ ಒಂದು ವಿಷಯವು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅತ್ಯವಶ್ಯಕವಾಗಿದೆ. ಬೇರೆ ವಿಷಯಗಳು ಎಷ್ಟುಮುಖ್ಯವೋ ಅಂತೆಯೇ ಈ ವಿಷಯವು ಕೂಡ ಪ್ರಮುಖ ಪಾತ್ರವನ್ನು ನಿರ್ವಹಿಸುತ್ತದೆ. ಶಿಕ್ಷಣದಲ್ಲಿ ಬೋಧನೆಯೊಂದು ಅವಿಭಾಜ್ಯ ಅಂಗ. ಬೋಧನೆ ಕೇವಲ ಜ್ಞಾನರ್ಜನೆಗೆ ಸೀಮಿತವಾಗದೆ ಮಗುವಿಗೆ ಜೀವನದ ಮೌಲ್ಯಗಳನ್ನು ರೂಪಿಸುವಲ್ಲಿ ಪ್ರಮುಖ ಪಾತ್ರವನ್ನು ನಿರ್ವಹಿಸುತ್ತದೆ. ಪ್ರಾಯೋಗಿಕವಾದ ಕಲಿಕೆ ವಿದ್ಯಾರ್ಥಿಯಲ್ಲಿ ಪೂರ್ಣಜ್ಞಾನ ಒದಗಿಸುವುದರೊಂದಿಗೆ ಮಾಡಿಕಲಿ ತತ್ವದೊಂದಿಗೆ ಅನುಭವದ ಸಾರವನ್ನು ದಾರಿಯೆರುತ್ತದೆ. ಈ ಅನುಭವಗಳು ಕೇವಲ ತರಗತಿ- ಪದವಿ- ದರ್ಜೆ ಪ್ರಮಾಣ ಪತ್ರಗಳಿಗೆ ಸೀಮಿತವಾಗಿರದೆ ವಿದ್ಯಾರ್ಥಿ ತನ್ನ ಮುಂದಿನ ಜೀವನದಲ್ಲಿಯೂ ಬದುಕನ್ನು ಕಟ್ಟಿಕೊಳ್ಳಲು ಸಹಕಾರಿಯಾಗಿದೆ. ಮನುಷ್ಯ ಹುಟ್ಟಿನಿಂದ ಸಾಯುವವರೆಗೂ ಪಡೆಯುತ್ತಹ ಅನುಭವಗಳ ಸರಮಾಲೆ ಇದೊಂದು ನರಂತರ ಪ್ರಕ್ರಿಯೆ ಮತ್ತು ಮಾನವನ ವಿಕಸನದ ಅವಿಭಾಜ್ಯ ಅಂಗವಾಗಿದೆ.

ಪೀಠಿಕೆ:

ಮನುಷ್ಯನಿಗೆ ಎದುರುಗೊಳ್ಳುವ ಗಂಭೀರ ಸಮಸ್ಯೆಗಳಿಗೆ ತತ್ವಶಾಸ್ತ್ರ ಉತ್ತರಿಸುತ್ತದೆ. ಕಾಲಘಟ್ಟ ಮತ್ತು ಸಮುದಾಯದ ಅಗತ್ಯನುಗುಣವಾಗಿ ಮಾನವನ ನಡೆ-ನುಡಿ, ಆಚಾರ ವಿಚಾರ ನಮ್ಮತೆಯ ಗುಣದೊಂದಿಗೆ ಸಾಗುತ್ತಾ ಬಂದಿದೆ. ಆದರ್ಶವಾದ, ವಾಸ್ತವಿಕವಾದ, ವ್ಯವಹಾರಿಕವಾದ, ಮಾನವತವಾದ, ಅಸ್ತಿತ್ವವಾದ, ರಚನಾವಾದ ದರ್ಶನದ ಕೊಡುಗೆಗಳು. ಈ ನಡೆಗೆ ಮನುಷ್ಯನ ವೈಯಕ್ತಿಕ ಹಾಗೂ ಸಾಮುದಾಯಿಕ ಎಂದು ಎರಡು ಕಾರಕಗಳನ್ನು ಕಾರಣೀಕರಿಸಬಹುದು.

ಅರ್ಥ:

ತತ್ವಶಾಸ್ತ್ರ ಎಂಬ ಪದ ಗ್ರೀಕ್ ಭಾಷೆಯ ಪದಗಳಾದ "ಫಿಲೋಸ್ ಮತ್ತು ಸೋಫಿಯಾ" ಎಂಬ ಪದಗಳನ್ನು ಒಳಗೊಂಡಂತೆ ಆಂಗ್ಲ ಭಾಷೆಯ "ಫಿಲೊಸಫಿ" ಎಂಬ ಪದದಿಂದ ನಷ್ಟಪಟ್ಟಿಗೊಂಡಿದೆ. ಒಂದು ಸಮಗತಿ ಅಥವಾ

ವಿಷಯವನ್ನು ವಸ್ತುನಿಷ್ಠವಾಗಿ ಅವಲೋಕಿಸಿ, ಚಿಂತಿಸಿ, ವಿಮರ್ಶಿಸಿ ಜ್ಞಾನವನ್ನು ಪ್ರಾಮಾಣಿಕರಿಸುವ ಮಾರ್ಗೋಪಾಯವೇ ತತ್ವಶಾಸ್ತ್ರ.

ಪ್ರಸ್ತುತದಲ್ಲಿ ತತ್ವಶಾಸ್ತ್ರ ಎಂಬ ಪದ ಜನ ಸಾಮಾನ್ಯರಲ್ಲಿ ಸನಾತನತೆಯನ್ನು ಪ್ರತಿನಿಧಿಸುತ್ತದೆಯಾದರು ದರ್ಶನ ಮಾನವನ ವರ್ತನೆಯನ್ನು ಎಳೆ-ಎಳೆಯಾಗಿ ಅರ್ಥೈಸುತ್ತಾ ಅವನ ಅಭಿಪ್ರಾಯ ಮತ್ತು ದೃಷ್ಟಿಕೋನವನ್ನು ಪೂರ್ಣವಾಗಿ ತಿಳಿಸುತ್ತದೆ. ಆದರೂ ಇಂದಿನವರೆಗೆ ಮನುಷ್ಯನ ನಡೆಯ ಕ್ರಮವನ್ನು ಪೂರ್ಣವಾಗಿ ತಿಳಿದಿರುವ ಬಗ್ಗೆ ನಂಬಿಕೆಯಿಲ್ಲ. ಆದುದರಿಂದಲೇ "ಗ್ರೀಕ್ ದಾರ್ಶನಿಕ ಥೇಲ್ಸ್" ಮಾನವನ ಅರ್ಥೈಸಿಕೊಳ್ಳುವಿಕೆ ಬಲು ಕ್ಲಿಷ್ಟದ ಕೆಲಸ ಎಂಬುದಾಗಿ ಅಭಿಪ್ರಾಯಿಸಿದ್ದಾರೆ.

ತತ್ವಶಾಸ್ತ್ರ ಒದಗಿಸಬಲ್ಲ ಜೀವನದ ಪ್ರಾಯೋಗಿಕ ಅನುಭವಗಳು

- ❖ ವೈಚಾರಿಕ ನಿಲುವುಗಳನ್ನು ಅನುಸರಿಸಲು ಶಕ್ತನಾಗುತ್ತಾನೆ.
- ❖ ಮೌಲ್ಯ ನಿರ್ಣಯದಲ್ಲಿ ಪಾತ್ರವಹಿಸುತ್ತದೆ.
- ❖ ಉತ್ತಮ ನಡತೆ, ಭಾಷೆ, ಚಿಂತನೆಯಿಂದ ವ್ಯಕ್ತಿತ್ವ ರೂಪುಗೊಳ್ಳುವಿಕೆ.
- ❖ ಸಮಯವಾಲನೆ, ಕರ್ತವ್ಯ ನಿಷ್ಠೆ, ವೃತ್ತಿಪರತೆ, ವೃತ್ತಿಯಲ್ಲಿ ಅಭಿವೃದ್ಧಿಪರ ಚಲನೆ ಮತ್ತು ನಿಷ್ಠೆಯಂತಹ ಸೈದ್ಧಾಂತಿಕಯೊಂದಿಗೆ ತಾನು ಕೈಗೊಂಡ ಕಾರ್ಯದಲ್ಲಿ ಪರಿಪೂರ್ಣತೆ ಸಾಧಿಸುತ್ತಾನೆ.
- ❖ ಮೌಢ್ಯ ರಹಿತ ಜೀವನವನ್ನು ರೂಪಿಸಿಕೊಳ್ಳುತ್ತಾನೆ.
- ❖ ವಿಜ್ಞಾನ-ವೈಜ್ಞಾನಿಕನಿಲುವಿನೊಂದಿಗೆ ಸಮಾಜಮುಖಿಯಾಗುವುದು.
- ❖ ತತ್ವಶಾಸ್ತ್ರದ ಅರಿವಿನಿಂದ ಅಂತಸ್ತು ಮತ್ತು ಮೌಲ್ಯನಿರ್ಧಾರಕಗಳನ್ನು ಸಮರ್ಥಿಸುತ್ತಾನೆ.

ಬೋಧನೆಗೆ ತತ್ವಶಾಸ್ತ್ರದ ಅಗತ್ಯತೆ

ತರಗತಿ ಬೋಧನೆಯ ಪ್ರಾಯೋಗಿಕ ಅನುಭವ ಪಡೆಯಬಹುದಾದ ಅಗತ್ಯತೆಗಳನ್ನು ಒಳಗೊಂಡಿದೆ. ಅವುಗಳೆಂದರೆ

- ಶಿಕ್ಷಣ ಮತ್ತು ತತ್ವಶಾಸ್ತ್ರಗಳು ಸಹ ಸಂಬಂಧದಲ್ಲಿ ನಿಕಟತೆಯನ್ನು ಹೊಂದಿದೆ.
- ಪೂರ್ಣತೆಯೆಡೆಗೆ ಸಾಗುವಲ್ಲಿ ಹಲವು ಅನುಭವಗಳನ್ನು ತಾವು ಹೊಂದಲೇಬೇಕಾಗುತ್ತದೆ.
- ಧನಾತ್ಮಕ ಮತ್ತು ಋಣಾತ್ಮಕ ಅನುಭವಗಳಿಂದ ಕಲಿಕೆ ಉಂಟಾಗುತ್ತದೆ.
- ಮನುಷ್ಯ ಪಡೆಯುವ ಜ್ಞಾನಕ್ಕೆ ಅನುಭವ ಜನ್ಯ ಮತ್ತು ಅನುಭವ ವೇದ್ಯ ಈ ಎರಡು ಮಾರ್ಗೋಪಾಯಗಳು.
- ಬದುಕಿನ ಸಾರ್ಥಕತೆ ದರ್ಶನ ಒಂದು ಆಯಾಮವಾದರೆ, ಶಿಕ್ಷಣದ ಗುರಿಯು ಬದುಕಿನ ಸಾರ್ಥಕತೆಯೇ ಆಗಿದೆ.
- ತತ್ವಶಾಸ್ತ್ರ ವಿಚಾರವಂತಿಕೆಯನ್ನು ತಿಳಿಯಪಡಿಸಿದರೆ ಶಿಕ್ಷಣ ಅದರ ಆಚರಣೆಯ ರೂಪವಿದ್ದಂತೆ.

ತತ್ವಶಾಸ್ತ್ರದ ಮಹತ್ವ:-

ತತ್ವಶಾಸ್ತ್ರ ಶಿಕ್ಷಣದಲ್ಲಿ ಬೋಧನೆಯೊಂದು ಅವಿಭಾಜ್ಯ ಅಂಗ, ಬೋಧನೆ ಕೇವಲ ಜ್ಞಾನಾರ್ಜನೆಗೆ ಸೀಮಿತವಾಗದೆ ಮಗುವಿನ ಬದುಕಿಗೆ ಮೌಲ್ಯಗಳನ್ನು ರೂಪಿಸುವಲ್ಲಿ ಪ್ರಮುಖ ಸ್ಥಾನವನ್ನು ನಿರ್ವಹಿಸುತ್ತದೆ.

ಪ್ರಾಯೋಗಿಕವಾದ ಕಲಿಕೆ ವಿದ್ಯಾರ್ಥಿಯಲ್ಲಿ ಪೂರ್ಣಜ್ಞಾನ ಒದಗಿಸುವುದರೊಂದಿಗೆ ಮಾಡಿಕಲಿ ತತ್ವದೊಂದಿಗೆ ಅನುಭವ ಸಾರವನ್ನು ದಾರೆಯೆರೆಯುತ್ತದೆ. ಈ ಅನುಭವಗಳು ಕೇವಲ ತರಗತಿ-ಪದವಿ-ದರ್ಜೆ-ಪ್ರಮಾಣ ಪತ್ರಗಳಿಗೆ ಸೀಮಿತವಾಗಿರದೆ ವಿದ್ಯಾರ್ಥಿ ತನ್ನ ಮುಂದಿನ ಜೀವನದಲ್ಲಿಯೂ ಬದುಕನ್ನು ಕಟ್ಟಿಕೊಳ್ಳಲು ಸಹಕಾರಿಯಾಗಿದೆ. ಮನುಷ್ಯ ಹುಟ್ಟಿನಿಂದ ಸಾಯುವವರೆಗೂ ಪಡೆಯುವಂತಹ ಅನುಭವಗಳ ಸರಮಾಲೆ ಇದೊಂದು ನಿರಂತರ ಪ್ರಕ್ರಿಯೆ ಮತ್ತು ಮಾನವನ ವಿಕಸನದ ಅವಿಭಾಜ್ಯ ಅಂಗವಾಗಿದೆ.

ತತ್ವಶಾಸ್ತ್ರ ಮತ್ತು ಸಮಾಜ ಶಾಸ್ತ್ರದ ತಳಹದಿಯ ಎಂಬ ವಿಷಯವನ್ನು ಈಗಾಗಲೇ ಪ್ರಥಮ ಬಿ.ಇಡಿ. ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಅಳವಡಿಸಲಾಗಿದ್ದು, ಅದರಲ್ಲಿ ಇರುವ ಪಠ್ಯ ವಿಷಯಗಳು ಪುನರಾವರ್ತನೆಯು ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಇದ್ದು, ಆದ್ದರಿಂದ ಹೆಚ್ಚಿನ ವಿಷಯವನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳು ತಿಳಿಯಲು ಸಾಧ್ಯವಾಗಿರುವುದಿಲ್ಲ. ಅದರ ಬದಲು ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ತತ್ವಶಾಸ್ತ್ರಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಇತರ ಪಠ್ಯ ಚಟುವಟಿಕೆಯನ್ನು ಅಳವಡಿಸುವುದರಿಂದ ಹೆಚ್ಚಿನ ಕಲಿಕೆಯನ್ನು ಕಾಣಬಹುದು. ಇದರಿಂದ ಉತ್ತಮವಾದ ಕಲಿಕೆಯನ್ನು ಉಂಟುಮಾಡಲು ಸಹಕಾರಿಯಾಗುತ್ತದೆ.

ಉಪಸಂಹಾರ:

ಒಟ್ಟಾರೆಯಾಗಿ ತತ್ವಶಾಸ್ತ್ರವು ಎಲ್ಲಾ ವಿಷಯಗಳಿಗೆ ಬೆನ್ನಲುಬಾಗಿದ್ದು ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯ ದೃಷ್ಟಿಯಿಂದ ಹೊಸ ವಿಷಯವನ್ನು ಅಳವಡಿಸುವುದರಿಂದ ಉನ್ನತವಾದ ಕಲಿಕೆಯನ್ನು ಮಾಡಲು ನೆರವಾಗುತ್ತದೆ. ಬೋಧನೆಗೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ವಿಷಯವು ಸಮಗ್ರವಾಗಿರಬೇಕು. ಪುನರಾವರ್ತನೆಯಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳ ಅವಧಾನವನ್ನು ಕೇಂದ್ರೀಕರಿಸಲು ಸಾಧ್ಯವಾಗುವುದಿಲ್ಲ ಮತ್ತು ವಿಷಯವು ವಿಂಗಡಣೆಯಾಗುವುದರ ಮೂಲಕ ನರಂತರತೆಯನ್ನು ಕಳೆದುಕೊಳ್ಳುತ್ತದೆ. ಆದ್ದರಿಂದ ತತ್ವಶಾಸ್ತ್ರ ಬೋಧನೆಯನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳ ಸಮಗ್ರ ಕಲಿಕೆ ಮತ್ತು ವ್ಯಕ್ತಿತ್ವ ರೂಪಿಸುವಂತಹ ಪಠ್ಯಕ್ರಮವನ್ನು ರಚಿಸಿ ಬೋಧನೆ ಮತ್ತು ಕಲಿಕೆಯನ್ನು ಸುಗಮಗೊಳಿಸಬೇಕಾಗಿದೆ.

ಆಧಾರ ಗ್ರಂಥಗಳು:-

- ❖ ಶಿಕ್ಷಣ ತತ್ವಶಾಸ್ತ್ರ - ಪ್ರೊ. ಸಿ.ಹೆಚ್ ಮರಿದೇವರು.
- ❖ ಸಮಾಜಶಾಸ್ತ್ರದ ಮೂಲ ತತ್ವಗಳು - ಡಾ. ಎಂ.ಪಿ.ಶಂಕರಪ್ಪ.
- ❖ ತತ್ವಶಾಸ್ತ್ರ ಮತ್ತು ಸಮಾಜಶಾಸ್ತ್ರ ಆಧಾರಿತ ಶಿಕ್ಷಣ - ಡಾ. ಹೆ.ಪಿ. ಶಿವಶಂಕರ.
- ❖ ತತ್ವಶಾಸ್ತ್ರ ಮತ್ತು ಸಮಾಜಶಾಸ್ತ್ರ - ಎಂ.ಎಸ್.ಬದಾಮಿ.
- ❖ ತಾತ್ವಿಕ ಹಾಗೂ ಸಾಮಾಜಿಕ ಶಿಕ್ಷಣದ ಬುನಾದಿಗಳು- ಪ್ರೊ.ಕೆ.ಜಿ ಕುಲಕರ್ಣಿ

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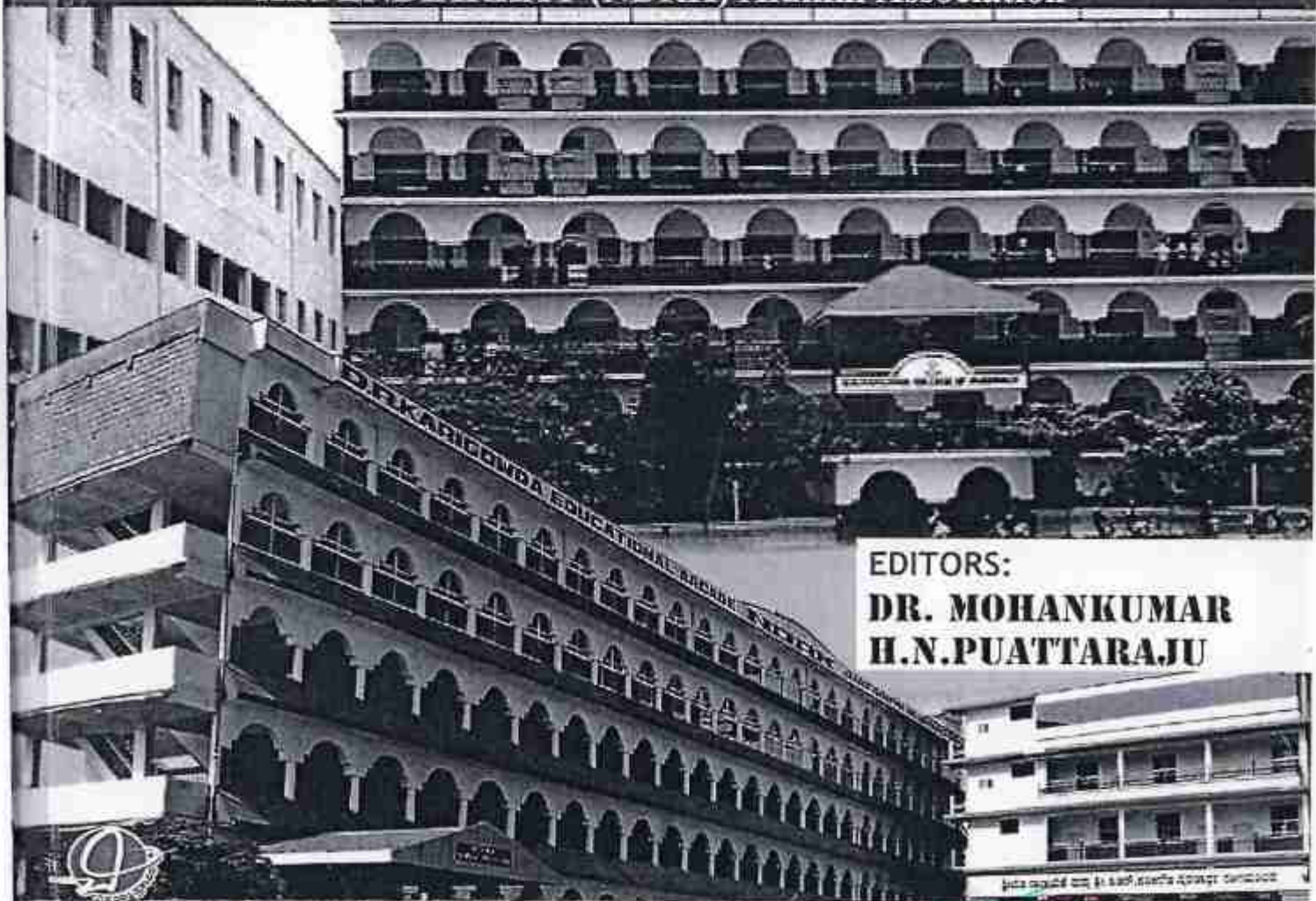
**PHILOSOPHICAL INQUIRY AND REFLECTION
AS A STRATEGY FOR STUDENT ENGAGEMENT**

Organized by

**NDRK First Grade College, Udayagiri, Hassan
NDRK College of Education, B.M. Road, Hassan
Karnataka State, India**

In collaboration with

**Internal Quality Assurance Cell, NDRK First Grade College, Hassan
Mysore University B.Ed College Teacher's Association
And ENDIARKAY (NDRK) Alumni Association**



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PHILOSOPHICAL INQUIRY AND REFLECTION AS A STRATEGY

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102. PHILOSOPHICAL BACKGROUND FOR SOCIAL SCIENCE

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ABSTRACT

Philosophical background is very important for education. Education is meaningless if it doesn't have the philosophical basement. It is like sailing in a boat without proper direction. Because of this reason education needs philosophical assistance. Philosophy provides required objectives to education. Accordingly education will have positive development. Philosophy decides the method of teaching in each subject. When we provide basic education for students we may have to teach Languages, mathematics, science and social science. Each subject has its own aims and objectives. Accordingly teaching of social science will also have its own aims and objectives. The students should not study social science for the sake of examination or gaining knowledge. Students should develop positive attitude towards life through studying the subject.

Social science needs the help from many subjects while teaching and framing the curriculum. For example it need help from mathematics for graphical representation and interpretation, and need help from science for explain cause and effect theoroies and so on. it took help from science and humanity subjects. The base for social science is philosophy it affects all the components of social science. philosophy answers the questions of why we include a particular topic in social science. What we taught to pupils through social science? What are the values the pupil should develop through teaching of social science? Etc

The components of social science have the base of philosophy. Social science studies mainly the relationship between man and environment. His interaction with environment, his behavior towards environment etc. the man changes his attitude, develops his intelligence, logical capacities and skills with development of civilization.

In ancient period the man devoted the nature and its creation. his needs and neccesseties were limited .through the ages the result of geographical inventions western culture entered into our nation we accept and adopt it. Western philosophy implies our beliefs towards environment. It opines that nature is for us and we should use it for fulfil our needs. This kind of thought affects on us. As a result time pass on we fight against pollution. Now the man understands that we should protect our nature by limited usage of it. This kind of behaviour shows us philosophy implies the behavior of man. If man understands philosophy wisely it gives good result. otherwise it ends with tragedy. We can read this in history. The kings who had understand the philosophy in right way give good administration and kind towards his people. And the kings who can't

understand philosophy properly gave cruel administration and autocratic attitude towards people. If the administrators have right knowledge of philosophy, the people of his country live happily. Otherwise his country turns into hell to his people. We read this also in history. Philosophy guides social science in right path so through study of social science we can rectify our past mistakes and construct our country in meaningful way. For example the behavior of many kings guided by philosophy and they act accordingly. The kings like Ashoka, Sri Krishnadevaraya, Shivaji etc were guided us how should the man live like? The kings like Babar, Aurangzeb, Hitler, Thughlak, Musaloni, etc guided us how should not the man live like.

The components of social science are also philosophical based. In history number of revolutions, riots and movements happened. All of these events guided by particular thoughts of philosophy. Some saints taught new and simple philosophy of life for the deprived class. As a result some new religion came into existence.

In civics we have seen all the states and countries have their own philosophical thoughts and form government and ruled their state or countries accordingly. In economics we can see the economical activities of the people are guided by the particular philosophical thoughts. And in sociology we have seen the beliefs, attitudes, religious activities; traditions are guided by the time and the place of philosophy. Thus we can see the philosophy implies all the components of social science. And the philosophers directed the social science that which is the aims and objectives it should have? And how it should be achieved? And what methods of teaching should be adopted for this purpose? What are the activities it should involve? Etc

The naturalists contribute to social science they opined that man should remove the fetters of society and live freely and help his community members to live with dignity for this purpose let the child acquire knowledge from nature. Nature alone is pure and makes the child responsible citizen. The famous educationist Rousseau opined that freedom, fraternity and equality are essential for good social environment. The pragmatists stress on practicality and self sufficiency of pupils. And the idealists opined that invisible power ruled the world so the aim of man should attainment of salvation. For this purpose he should adopt ethics and morality in his life. Like this number of schools of philosophy are there. In modern era educationists select valuable things from various philosophical thoughts. And adopt in social science curriculum in the form of aims and objectives.

Teacher should know the philosophical bases of social science and they emphasise to mould personality of child with the help of social science. And not to use this for cramming the content and getting good marks in examination. When teaching of social science teacher should emphasise on the king's courage, effort, sacrifice, fight for his people and his values. Rather than content knowledge. The philosophy gives aims of nationalism, internationalism, self dependency, love for nation, good citizen etc. to social science. Teacher should emphasise to achieve these goals.

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ಸತ್ಯ ಪೂರ್ವನೆಯಾಗಿ ಇತಿಹಾಸ
ಮತ್ತು
ನವ ಭಾರತ ನಿರ್ಮಾಣದಲ್ಲ
ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ-2020



B A Y A
B E N G A
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ನವ ಭಾರತ ನಿರ್ಮಾಣದಲ್ಲ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ-2020

ಡಾ. ಬಿ. ಕೃಷ್ಣ

ಶ್ರೀ ಆದಿಚುಂಚನಗಿರಿ ಶಿಕ್ಷಣ ಕಾಲೇಜು
ಚನ್ನರಾಯಪಟ್ಟಣ, ಹಾಸನ ಜಿಲ್ಲೆ
ಕರ್ನಾಟಕ

ಪರಿವಿಡಿ

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ಇತಿಹಾಸದ ಸಂಗತಿಗಳನ್ನು ಸಾಕ್ಷಾತ್ಕರಿಸಲು ಸಮೀಕ್ಷೆ ಸಂದರ್ಶನ ಭೇಟಿ ಇವುಗಳ ಮಹತ್ವ

ನಂಬುಂಡಸ್ವಾಮಿ.ಕೆ.ಎಸ್
ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು
ಜೆಎಸ್‌ಎಸ್ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಸಕಲೇಶಪುರ

ಪೀಠಿಕೆ:- ಇತಿಹಾಸ ಎಂದರೆ ಗತಕಾಲದ ಘಟನೆಗಳ ದಾಖಲೆ ಎಂಬುದಾಗಿದೆ. ಈ ಗತಕಾಲದ ಘಟನೆಗಳನ್ನು ಲಭ್ಯವಿರುವ ಆಧಾರಗಳನ್ನು ಬಳಸಿಕೊಂಡು ಸತ್ಯ ಸಂಗತಿಗಳನ್ನು ಆಧರಿಸಿ ವಿವಿಧ ಅಭಿಪ್ರಾಯ ಮತ್ತು ವಾದಗಳ ಆಧಾರಿತವಾಗಿ ಇತಿಹಾಸವನ್ನು ರಚಿಸಲಾಗಿದೆ. ಇತಿಹಾಸದ ಸಂರಚನೆಯು ನಿಂತಿರುವುದು ಆಧಾರಗಳು ಎಂಬ ತಳಪಾಯದ ಮೇಲೆ. ಇದುವರೆವಿಗೂ ರಚಿಸಿರುವ ಐತಿಹಾಸಿಕ ಘಟನೆಗಳಲ್ಲಿ ಕೆಲವು ಸತ್ಯಾಂಸದಿಂದ ಕೂಡಿದ್ದರೆ ಕೆಲವು ಘಟನೆಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಐತಿಹಾಸಿಕಕಾರರಲ್ಲಿ ತಮ್ಮದೇ ವೈವಿಧ್ಯಮಯ ಅಭಿಪ್ರಾಯ ಮತ್ತು ವಾದಗಳನ್ನು ನೀಡಿರುವುದನ್ನು ಕಾಣಬಹುದು.

ಸತ್ಯವನ್ನು ಸಾಮಾನ್ಯವಾಗಿ ವಾಸ್ತವ (Fact) ನೈಜತೆ (Reality) ನಿಜವಾದದ್ದು, ಒಳ್ಳೆಯ ಅಸ್ತಿತ್ವದಲ್ಲಿರುವ (Existence) ಎಂದು ಕರೆಯುವರು ಆಧುನಿಕ ಸಂದರ್ಭದಲ್ಲಿ ಸತ್ಯವನ್ನು ದೃಢೀಕರಣ ಎಂದು ಸ್ವಯಂ ಸತ್ಯತೆ (Truth to Self) ಎಂದು ಕರೆಯುವರು. ಮಾನವನ ಚಟುವಟಿಕೆಗಳು ಸತ್ಯದ ಪರಿಕಲ್ಪನೆಯಮೇಲೆ ನಂತಿದೆ. ಸತ್ಯವನ್ನು ಪ್ರಯೋಗ ಅಧ್ಯಯನ ವೈಯಕ್ತಿಕ ಅನುಭವಗಳ ಮೂಲಕ ಓರೆಹಚ್ಚಿ ನೋಡಬಹುದು. ಯಾವ ವಿಷಯಾಂಶವು ಕಣ್ಣಿಗೆ ಕಾಣುವುದೋ ಸ್ಪರ್ಶಿಸಲು ಸಾಧ್ಯವೋದಾಖಲೆ ಆಧಾರಿತ ನಂಬಲು ಅರ್ಹವೋಅಂತಹ ವಿಷಯ ಅಥವಾ ವಸ್ತುವನ್ನು ಸತ್ಯಅಥವಾ ವಾಸ್ತವ ಎಂದು ಕರೆಯಬಹುದು. ಪ್ರಪಂಚದಲ್ಲಿ ಎಲ್ಲಾ ವಸ್ತುಗಳು ಬದಲಾಗ ಬಲ್ಲವು ಆದರೆ ಸತ್ಯವೆಂಬುದು ಎಂದು ಬದಲಾಗಲು ಸಾಧ್ಯವಿಲ್ಲ. ಬದಲಾದ ಮೌಲ್ಯಕ್ಕೆ ಎಲ್ಲರೂ ತಲೆಭಾಗ ಬೇಕಾಗುತ್ತದೆ. ಏಕೆಂದರೆ ಸತ್ಯವೆಂಬುದು ನಿತ್ಯನೂತನವಾಗಿರುವುದರಿಂದ ಸತ್ಯಕ್ಕೆ ಸಾರ್ವತ್ರಿಕ ಮನ್ನಣೆ ದೊರೆಯುತ್ತದೆ. ಇತಿಹಾಸ ಎಂಬುವುದು ಕಟ್ಟು ಕಥೆಯಲ್ಲ ಪುರಾಣವೂ ಅಲ್ಲಾ ಗತಸಿದ ಕಾಲಘಟ್ಟದಲ್ಲಿ ನಡೆದಿರುವ ಘಟನೆಗಳ ದಾಖಲೆ. ಅದುದರಿಂದ ಇತಿಹಾಸವನ್ನು ನೈಜದಾಖಲೆಯೆಂದು ಕರೆಯಬಹುದು. ಇದನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳಲು ಸಾಹಿತ್ಯ ಅವಲೋಕನದಂತೆ ಸಮೀಕ್ಷೆ, ಸಂದರ್ಶನವೂ ಪರಿಣಾಮಕಾರಿಯಾಗಿರುತ್ತದೆ.

ಸಮೀಕ್ಷೆ(Survey):-

ಇತಿಹಾಸ ಬೋಧನೆಯಲ್ಲಿ ಉಪಯುಕ್ತವಾದ ಪದ್ಧತಿಯೆಂದರೆ, ಸಮೀಕ್ಷೆ

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ಪದ್ಧತಿ ಎಂದು ಭಾವಿಸಲಾಗಿದೆ. ಈ ಪದ್ಧತಿಯಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳು ತಮ್ಮ ಸುತ್ತಮುತ್ತಲಿನಲ್ಲಿರುವ ಪ್ರದೇಶದ ಭೌಗೋಳಿಕ, ಐತಿಹಾಸಿಕ ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಸಾಮಾಜಿಕ ಪರಿಸ್ಥಿತಿಯನ್ನು ನಿರೀಕ್ಷೆಯಿಂದ ಯೋಜನಾ ಬದ್ಧವಾಗಿ ಅಭ್ಯಾಸ ಮಾಡುತ್ತಾರೆ. ಸಾಮೂಹಿಕವಾಗಿ ಒಂದೊಂದು ಸಮಸ್ಯೆಯನ್ನು ಬಿಡಿಸುತ್ತಾರೆ. ವಿದ್ಯಾರ್ಥಿಗಳು ನಿರೀಕ್ಷಣೆ ವಿಷಯ ಸಂಕಲನ, ವರ್ಗೀಕರಣ ವರದಿ ಲೇಖನ ಕಾರ್ಯಗಳನ್ನು ಪೂರೈಸಿ, ವಿಷಯ ಪರಿಚಯ ಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ. ಈ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳು ಸಂಶೋಧಿಸಿದ ಸಂಗತಿಗಳಿಗಿಂತ ಸಂಶೋಧನೆಯ ಅನುಭವ ಪಡೆಯುವುದು ಮುಖ್ಯವಾಗಿದೆ. ವೈಜ್ಞಾನಿಕ ನೀತಿ ನಿಯಮಗಳನ್ನು ಅನುಸರಿಸುವುದು ಈ ಕ್ರಮದ ವೈಶಿಷ್ಟ್ಯವಾಗಿದೆ. ಅನೇಕ ವಿಧಾನಗಳ ಇತಿಮಿತಿಗಳ ಅನುಭವದಿಂದ ರೂಪಿಸಲ್ಪಟ್ಟ ವಿಧಾನವೇ ಸಮೀಕ್ಷಾಕ್ರಮವಾಗಿದೆ.

ಸಮೀಕ್ಷೆಯ ಮಹತ್ವ

ಈ ಪದ್ಧತಿಯಲ್ಲಿ ಮಗುವು ನಸರ್ಗ ಹಾಗೂ ಸಮಾಜದೊಡನೆ ನೇರವಾದ ಸಂಬಂಧಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳಲು ಹಾಗೂ ಪ್ರತ್ಯಕ್ಷ ಅನುಭವವನ್ನು ಪಡೆದುಕೊಳ್ಳಲು ಅವನಲ್ಲಿ ಜಿಜ್ಞಾಸೆ ಲವಲವಿಕೆಗಳು ಉಂಟಾಗುತ್ತದೆ. ಇದರಿಂದ ಭಾವೀ ನಾಗರಿಕನಾಗುವ ಮಗುವು ತನ್ನ ಸುತ್ತಲಿನ ಸಮಾಜದ ರೀತಿ ನೀತಿ ಅದರ ರಚನೆ ಕಾರ್ಯ ವಿಧಾನ ಮತ್ತು ಆರ್ಥಿಕ ತಳಹದಿ ಮೊದಲಾದವುಗಳನ್ನು ಅರಿತುಕೊಂಡು ತನ್ನ ಪಾಲಿನ ಕಾರ್ಯವನ್ನು ನಿರ್ವಹಿಸಲು ಸಿದ್ಧನಾಗುತ್ತಾನೆ. ಎಷ್ಟೋ ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳು ಪರಿಚಯವಾಗಿ ಅವುಗಳ ಪರಿಹಾರೋಪಾಯದಲ್ಲಿ ಭಾಗವಹಿಸುವ ಬುದ್ಧಿ ಅವನಿಗೆ ಉಂಟಾಗುತ್ತದೆ.

ಈ ವಿಧಾನದಿಂದ ಉತ್ತಮ ಪ್ರಾಯೋಗಿಕ ಅನುಭವ ಉಂಟಾಗುತ್ತದೆ. ವಿದ್ಯಾರ್ಥಿಗಳು ಸಹಜ ಸನ್ನಿವೇಶದಲ್ಲಿ ಕಲಿಯುತ್ತಾರೆ. ಅವರಿಗೆ ಸ್ಪಷ್ಟ ನೇರ ಹಾಗೂ ವಿಶಿಷ್ಟ ಕಲಿಕೆಯ ಅನುಭವಗಳು ಉಂಟಾಗುತ್ತದೆ. ಸಮಾಜದ ವಿವಿಧ ಮುಖಗಳ ಪರಿಚಯ ಉಂಟಾಗುತ್ತದೆ. ತಾವು ವಾಸಿಸುವ ಸಮುದಾಯದ ಸಮಸ್ಯೆಗಳ ನಿಜ ಸ್ವರೂಪ ತಿಳಿಯುತ್ತದೆ. ಸಾರ್ವಜನಿಕ ಸಂಪರ್ಕ ನಿಕಟವಾಗುತ್ತದೆ. ವೈಜ್ಞಾನಿಕ ರೀತಿಯಲ್ಲಿ ವಿಷಯ ಸಂಗ್ರಹಿಸುವ ಕೌಶಲ್ಯಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುತ್ತಾನೆ. ಸ್ಥಳೀಯ ಸ್ಥಿತಿಗತಿಗಳನ್ನು ಮತ್ತು ತನ್ನ ಸುತ್ತಮುತ್ತಲಿನ ಸನ್ನಿವೇಶಗಳನ್ನು ಗ್ರಹಿಸುವ ಸಾಮರ್ಥ್ಯಗಳು ಉಂಟಾಗುತ್ತದೆ.

ಸಮೀಕ್ಷಾ ವಿಧಾನದಲ್ಲಿ ತಿಕ್ಷಕರ ಪಾತ್ರ

1. ಈ ಪದ್ಧತಿಯಲ್ಲಿ ತಿಕ್ಷಕರು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ತರಗತಿತಕ್ಕಂತೆ ಗುಂಪುಗಳಲ್ಲಿ ವಿಂಗಡಿಸಬೇಕು.
2. ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸ್ಥಳೀಯ ಸಂಘ ಸಂಸ್ಥೆಗಳ ಅಥವಾ ಇಡೀ ಊರಿನ ಇಲ್ಲವೇ ಯಾವುದಾದರೂ ಒಂದು ವಿಷಯ ಸಮೀಕ್ಷೆಯನ್ನು ಮಾಡಲು ಹೇಳಬೇಕು. ಮಾಡಬೇಕಾದ ಸಮೀಕ್ಷೆ ಮಾಡಲು ತಿಳಿಸಬೇಕು.

1. ಉತ್ತರಾಂಧ್ರ ಗುಂಪುಗಳು ತಮಗೆ ಪಡೆದ ಕೆಲಸಗಳನ್ನು ಜವಾಬ್ದಾರಿಯುತವಾಗಿ ನಿರ್ವಹಿಸುತ್ತಿರುವುದನ್ನು ಮೇಲ್ವಿಚಾರಣೆ ಮಾಡಬೇಕು.
2. ಸಮೀಕ್ಷೆ ನಡವಳಿ ಸಂದರ್ಶನ ಪ್ರಶ್ನಾವಳಿ ವೀಕ್ಷಣೆ ಪೂರಕ ಸಾಮಗ್ರಿ ಅಭ್ಯಯನ ಸಮುದಾಯದ ಸಂಪನ್ಮೂಲಗಳ ಬಳಕೆ ಮುಂತಾದವುಗಳ ನೆರವೇರಿಸುವಂತೆ ನೋಡಿಕೊಳ್ಳಬೇಕು.
3. ಕೊನೆಯಲ್ಲಿ ಎಲ್ಲಾ ತಂಡಗಳ ವರದಿಯನ್ನು ಸಮೀಕರಿಸಿ, ಅಂತಿಮವಾಗಿ ಒಂದು ಯೋಜನಾ ರೂಪದಲ್ಲಿ ಅನುಸರಿಸುವ ಅಂಶಗಳನ್ನು ಸಮೀಕರಿಸಿ ಒಂದು ವರದಿಯನ್ನು ತಯಾರಿಸಲು ಮಾರ್ಗದರ್ಶನವನ್ನು ಮಾಡಬೇಕು.
4. ಸಮೀಕ್ಷೆಯ ಮೊದಲು ಒಂದು ಪೀಠಿಕಾ ಉಪನ್ಯಾಸ ಹಾಗೂ ಕೊನೆಯ ಗುಣಾವಗುಣಗಳ ಬಗ್ಗೆ ಒಂದು ಚರ್ಚೆಯನ್ನು ಮಾಡಬೇಕು.
5. ಶಿಕ್ಷಕರು ಎಲ್ಲಾ ಹಂತಗಳಲ್ಲೂ ಉತ್ತಮ ಮಾರ್ಗದರ್ಶಕನಾಗಿ ಕಾರ್ಯ ನಿರ್ವಹಿಸಬೇಕು.
6. ಸಮೀಕ್ಷೆ ನಡೆಸಿದ ಅಂಶಗಳ ಬಗ್ಗೆ ಯೋಜನೆಯನ್ನು ತಯಾರಿಸಲು ಅನುಕೂಲವಾಗುವಂತೆ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಶಿಕ್ಷಕ ಮನವರಿಕೆ ಮಾಡಿಕೊಡಬೇಕು.


ಸಂದರ್ಶನ ಭೇಟಿ : "Travelling is a Part of Education" ಎಂದು ಬೇಕನ ಹೇಳಿರುವನು. ಪುಸ್ತಕಗಳಿಗಿಂತಲೂ ಮಕ್ಕಳು ಪ್ರತ್ಯಕ್ಷವಾಗಿ ನೋಡಿಸಿ ಹೆಚ್ಚಿಗೆ ಕಲಿಯುವರು ಆದ್ದರಿಂದ ಶಿಕ್ಷಕನು ಸಂದರ್ಶನ ಭೇಟಿಗಳನ್ನು ಏರ್ಪಡಿಸುವರು. ಉದಾಹರಣೆಗೆ ವಿಜಯನಗರದ ಬಗ್ಗೆ ಎಷ್ಟೇ ಓದಿದರೂ ಅದರ ಕಲ್ಪನೆ ಬರಲಾರದು. ಅದನ್ನು ನೋಡಿದ ನಂತರ ಅದರ ಹಿಂದಿನ ಗತವೈಭವದ ಸ್ವರೂಪವು ಗೊತ್ತಾಗುವುದು. ಸಂದರ್ಶನ ಭೇಟಿಯಿಂದರೆ ಕೇವಲ ಮನೋರಂಜನೆಗೋಸ್ಕರ ಕೈಗೊಳ್ಳುವ ಪ್ರವಾಸವಲ್ಲ, ಅದಕ್ಕಾಗಿ ಮೊದಲೇ ಸಿದ್ಧತೆ ಮಾಡಬೇಕಾಗುವುದು. ಇದರಿಂದ ಇತಿಹಾಸ ಪಾಠವು ಮನೋರಂಜಕವೂ ಜೀವಂತವೂ ಆಗುವುದು. ಮಕ್ಕಳು ಇತಿಹಾಸದ ಬಗ್ಗೆ ಆಸಕ್ತರಾಗುವರು. ಇತಿಹಾಸವು ವಾಸ್ತವಿಕವಾಗುವುದು. ಕೇವಲ ಶಾಲೆಯಲ್ಲಿ ಇತಿಹಾಸವನ್ನು ಕಲಿಯಲು ಸಾಧ್ಯವಿಲ್ಲ. ಇತಿಹಾಸದ ಜ್ಞಾನವನ್ನು ಪಡೆಯುವುದಕ್ಕೆ ಪ್ರವಾಸ ಅತ್ಯವಶ್ಯಕವಾದದ್ದು. ನಮ್ಮ ದೇಶದಲ್ಲಿ ಅನೇಕ ಐತಿಹಾಸಿಕ ಕಟ್ಟಡಗಳು ದೇವಾಲಯಗಳು ಅವುಗಳನ್ನು ನೋಡಿದರೆ ನಮ್ಮ ಜನರ ಸಂಸ್ಕೃತಿಯನ್ನು ಅರಿಯಬಹುದು. ಕೋಟೆ ಕೊತ್ತಲಗಳನ್ನು ನೋಡಿ ಅವರು ಹೇಗೆ ಯುದ್ಧ ಮಾಡುತ್ತಿದ್ದರು ಎನ್ನುವುದನ್ನು ತಿಳಿಯಬಹುದು.

ವಸ್ತು ಸಂಗ್ರಹಾಲಯದಲ್ಲಿ ಪ್ರಾಚೀನ ಕಾಲದ ಅವಶೇಷಗಳನ್ನು ಇಟ್ಟಿರುವರು. ಇದರಿಂದ ಆಕಾಲದ ವೇಷ ಭೂಷಣಗಳು ಶಸಾಸ್ತ್ರಗಳು ಅವರು ಉಪಯೋಗಿಸಿರುವ ಪಾತ್ರೆಗಳು ಇವುಗಳ ಬಗ್ಗೆ ಜ್ಞಾನ ಉಂಟಾಗುವುದು.

3. ಯಾವ ಉದ್ದೇಶದಿಂದ ಅಲ್ಲಿಗೆ ಯೋಗುತ್ತಿರುವವು ಎನ್ನುವುದನ್ನು ನಿಶ್ಚಯಬೇಕು ಉದ್ದೇಶವು ಸ್ಪಷ್ಟವಾಗಿರಬೇಕು.
4. ಅಲ್ಲಿಗೆ ಯೋಗುವ ಮಾರ್ಗಯಾವುದು ಎಂಬುದನ್ನು ಗೊತ್ತು ಮಾಡಿಕೊಳ್ಳಬೇಕು.
5. ವಿದ್ಯಾರ್ಥಿಗಳು ಯಾವ ಯಾವ ವಸ್ತುಗಳನ್ನು ತಮ್ಮ ಜೊತೆಗೆ ತರಬೇಕು ಎನ್ನುವ ವಿಷಯವನ್ನು ಅವರಿಗೆ ತಿಳಿಸಬೇಕು.
6. ಕೆಲಸವನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಹಂಚಬೇಕು. ಒಂದೊಂದು ಗುಂಪಿಗೆ ಒಂದೊಂದು ಕೆಲಸವನ್ನು ಹಂಚಿಕೊಡಬೇಕು. ಮತ್ತು ಗುಂಪಿಗೆ ಒಬ್ಬ ನಾಯಕನಿರಬೇಕು. ಪ್ರತಿಯೊಂದು ಗುಂಪಿಗೆ ಒಂದು ವಿಷಯವನ್ನು ನಿರೀಕ್ಷಿಸಲು ಹಂಚಬೇಕು ಅವರುತಾವು ನಿರೀಕ್ಷಿಸಿದವನ್ನು ಬರೆಯಬೇಕು.
7. ಐತಿಹಾಸಿಕ ಕಟ್ಟಡಗಳನ್ನು ತೋರಿಸುವಾಗ ಅದರ ವಿವರಗಳನ್ನು ಕೊಡಬೇಕು. ಕೋಟಿಯಾದರೆ ಅದರ ಉದ್ದ ಅಗಲ ಅದನ್ನು ಕಟ್ಟಿಸಿದವರು ಯಾರು ಮೊದಲಾದ ವಿವರಗಳನ್ನು ಒದಗಿಸಬೇಕು. ಯುದ್ಧದ ದೃಷ್ಟಿಯಿಂದ ಕೋಟಿಯು ಹೇಗೆ ರಕ್ಷಿಸಲ್ಪಟ್ಟಿದೆ ಎನ್ನುವುದನ್ನು ತಿಳಿಸಬೇಕು. ಮಧ್ಯಯುಗದಲ್ಲಿ ಕೋಟೆಗಳ ಮಹತ್ವವು ಬಹಳವಾಗಿತ್ತು. ವೈರಿಗಳಿಂದ ರಕ್ಷಿಸಿಕೊಳ್ಳಲು ಇವು ಸಹಾಯಕವಾಗಿದ್ದವು. ಅವುಗಳು ಹೇಗೆ ಭದ್ರವಾಗಿದ್ದವು ಎಂಬುದನ್ನು ತಿಳಿಸಬೇಕು.
8. ಸಂದರ್ಶನವನ್ನು ಮುಗಿಸಿ ಬಂದ ಮೇಲೆ ವರ್ಗದಲ್ಲಿ ನೋಡಿದ ವಿಷಯಗಳ ಬಗ್ಗೆ ಚರ್ಚೆಯಾಗಬೇಕು ಅವರುತಾವು ನೋಡಿದ ಕಲಾಕೃತಿಗಳ ಮಾದರಿಗಳನ್ನು ತಯಾರಿಸಬೇಕು. ವಿದ್ಯಾರ್ಥಿಗಳು ತಾವು ಮಾಡಿದ ಪ್ರವಾಸದ ವರ್ಣನೆಯನ್ನು ಬರೆಯಬೇಕು. ಅವುಗಳ ಚಿತ್ರಗಳನ್ನು ತಯಾರಿಸಬೇಕು.
9. ಸಂದರ್ಶನ ಭೇಟಿಯ ಸಮಯದಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳು ನೋಡಿದ ಸ್ಥಳ ಘಟನೆ ಇತ್ಯಾದಿಗಳ ಮಾಹಿತಿಯನ್ನು ಸಂದರ್ಶನ ಮುಗಿದ ನಂತರ ಚಿತ್ರಗಳ ಸಮೀಕ ಒಂದು ಟಿಪ್ಪಣಿಯನ್ನು (ಡೈರಿ)ಯನ್ನು ಬರೆಯಲು ಶಿಕ್ಷಕರು ಮಾಹಿತಿಯನ್ನು ನೀಡಬೇಕು.

ಉಪಸಂಹಾರ:- ಈ ಮೇಲಿನ ಅಂಶಗಳು ಆಧಾರಿತವಾಗಿರುತ್ತವೆ. ಕಾಲಾತೀತದಲ್ಲಿ ಅಳಿದು ಹೋಗದೇ ಶಾಶ್ವತವಾಗಿ ತನ್ನಲ್ಲಿ ಸೃಷ್ಟಿಯಲ್ಲಿ ನಿಲ್ಲುವ ಜ್ಞಾನವೇ ಸತ್ಯವಾಗಿದೆ. ಹೀಗೆ ಆಧಾರಗಳನ್ನು ನೈಜ ಮಾಹಿತಿಗಳನ್ನು ಮತ್ತು ವಸ್ತುನಿಷ್ಠ ವಿಷಯದ ನೈಜ ಕಲ್ಪನೆಯೊಂದಿಗೆ ಶಿಕ್ಷಕನು ಶಾಲಾ ಬಿಡುವಿನ ವೇಳೆಯಲ್ಲಿ ಅಥವಾ ರಜಾ ದಿನಗಳಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಒಂದು ಕಾರ್ಯ ರೂಪದಲ್ಲಿ ಕೊಡಬಹುದು. ಇದರಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ವಿರಾಮ ಕಾಲದ ಸದುಪಯೋಗ ಹಾಗೂ ಹೆಚ್ಚಿನ ಸ್ಥಳಗಳ ಮಾಹಿತಿಯನ್ನು ಸಂಗ್ರಹಿಸಲು ಸಮೀಕ್ಷಾ ಪದ್ಧತಿ ಹಾಗೂ ಸಂದರ್ಶನ ಭೇಟಿಯ ಪದ್ಧತಿಗಳು ಕಲಿಕೆಯಲ್ಲಿ ಹೆಚ್ಚು ಪರಿಣಾಮಕಾರಿ ಯಾಗುವುದರಲ್ಲಿ ಸಂದೇಹವಿಲ್ಲ.

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Synthesis, Thermo-Optical Characterization, Crystal Structure, Hirshfeld Surface Analysis and DFT Studies Of ((4-Chloro-6-Methyl-2-Oxo-2H-Chromen-3-Yl) Methylene) Benzene-Sulfonohydrazide

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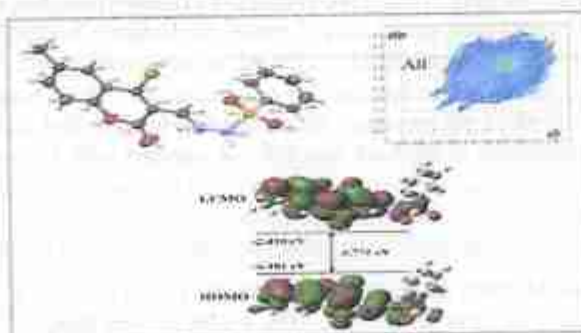
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ABSTRACT

The coumarin derivative ((4-chloro-6-methyl-2-oxo-2H-chromen-3-yl) methylene) benzene-sulfonohydrazide was synthesized by condensation reaction, characterized by spectroscopic techniques (¹H NMR, ¹³C NMR, FTIR, UV-Vis, TGA and DSC) and finally the structure was confirmed by X-ray diffraction method. The thermal studies showed that the title compound is thermally stable up to 200°C and they undergo endothermic decomposition at higher temperatures. The crystal structure revealed that the compound crystallizes in P1 space group. The compound exhibits diverse intermolecular interactions including C-H...O, N-H...O, C-H...Cl type of hydrogen bonds, C-Cl...Cg and Cg...Cg interactions. The molecules form alternative R₂²(14) and R₄⁴(20) supramolecular synthons through intermolecular hydrogen bonds which connect them to an infinite one-dimensional chain along [0 11] direction. The Hirshfeld surface analysis showed that H...H (29.4%) and O...H (28.7%) are the major intermolecular interactions. Further the structure was optimized using density functional theory (DFT) calculations. The optimized geometrical parameters show very good agreement with those determined by XRD method. The time dependent density functional theory (TDDFT) calculation was used to study electronic transition among the first 15 molecular orbitals. The calculated electronic absorption spectrum compliments the experimentally measured UV-Vis spectrum.

Graphical Abstract



Principal

Keywords: Coumarin-sulfonylhydrazide, Crystal Structure, UV-Visible, Density Functional Theory.

INTRODUCTION

Coumarins belong to important class of oxygen containing fused heterocyclic compounds. Since their isolation from Tonka bean in 1820, they have been used extensively in perfumes, fabric conditioners and more importantly in pharmaceuticals. Coumarin derivatives form an elite class of compounds with diverse therapeutic activities such as antioxidant, anti-inflammatory, antitumor, antiviral, antituberculosis and antimicrobial [1-6]. Coumarin, biscoumarin and furanocoumarin derivatives have been reported as potential inhibitors of HIV-1 replication with anti-HIV activity [7-10]. Synthetic and natural coumarin derivatives as cytotoxic agents have been studied for their anticancer and antitumor activities [11-15]. Studies have been carried out on coumarin derivatives as potential seed protectants, pesticides and rodenticides [16-18]. Coumarin derivatives have been demonstrated with anion sensing chemo-receptors [19-21]. Metal complexes of coumarin derivatives have been reported as effective fluorescent properties suitable for applications in living cells [22-24].

Motivated by the diverse biological importance of the coumarin derivatives, we synthesized novel coumarin derivative ((4-chloro-6-methyl-2-oxo-2H-chromen-3-yl)methylene) benzene-sulfonylhydrazide, characterized by various spectroscopic techniques. The thermal properties were investigated by thermogravimetric analysis (TGA) and differential scanning calorimetry (DSC). The electronic absorption was studied using UV-Vis spectrum and theoretically calculated spectrum using time dependent density functional theory (TDDFT) calculations. Finally, the structure was confirmed by X-ray diffraction method. Further, the structural optimization was carried out using density functional theory (DFT) calculations. The structural parameters determined using X-ray diffraction method was compared with the theoretically optimized parameters. Frontier molecular orbitals (HOMO-LUMO), global and local indices, electronic absorption spectrum were also studied using DFT calculations.

MATERIALS AND METHODS

The chemicals used in the synthesis of the title compound were purchased from Sigma-Aldrich co., and were used without any further purification. TLC was used to monitor the progress of the reaction, was carried out with precoated aluminum-backed plate (Merck Silica Gel 60 F₂₅₄) and visualized under UV light ($\lambda=256$ nm). Melting point was determined using Chemocline melting point apparatus CL725. NMR spectra (¹H and ¹³C) were recorded on a Bruker Avance spectrometer and chemical shifts (δ) are reported in parts per million (ppm) relative to TMS. The FTIR characterization was carried out on a Perkin Elmer 100 FT-IR spectrometer (ν are in cm^{-1}). Thermal analysis was performed using a Perkin Elmer DSC 8000 and Pyris 1 TGA systems. UV-Vis spectrum was recorded with Perkin Elmer Lambda 35 spectrometer between 250 nm to 700 nm.

Synthesis of ((4-chloro-6-methyl-2-oxo-2H-chromen-3-yl)methylene)benzenesulfonylhydrazide: The title compound (3) was synthesized using 5 mmol of 4-chloro-3-formyl-6-methylcoumarin (1) and 5 mmol of benzene sulfonylhydrazide (2) in 20 mL of absolute ethanol by nucleophilic addition followed by dehydration. The reaction mixture was refluxed at 78°C for 6 h and the product formation was confirmed by TLC on silica gel precoated aluminum plates with ethyl acetate and hexane (1:5) as eluting solvent. The precipitated compound was filtered, washed with ice cold ethanol and dried at reduced pressure (yield: 91%, melting point: 214-216°C). The crude compound was further purified and crystallized with a mixture of acetone and methanol (2:1) which resulted light yellow color crystals of the compound. The schematic representation of the reaction is shown in figure 1.

Spectroscopic analysis: ¹H NMR (DMSO-d₆, 300 MHz): δ 7.96 (s, 3H), δ 7.76 (d, 2H), δ 7.68 (d, 1H), δ 7.63 (d, 1H), δ 7.55 (d, 2H), δ 7.36 (dd, 2H), δ 2.38 (s, 3H) ppm; ¹³C NMR (DMSO-d₆, 100

MHz): 168.3, 157.5, 145.2, 137.1, 134.6, 133.8, 132.9, 130.9, 128.3, 126.7, 112.3, 20.8 ppm; FTIR ν/cm^{-1} : 3238, 3174, 3125, 1693, 1605.

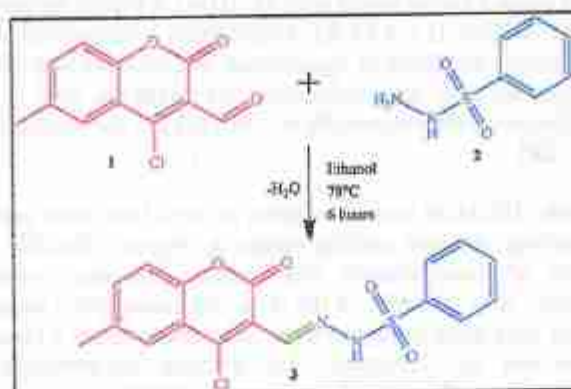


Figure 1. Schematic representation of the reaction pathway of the title compound.

The FT-IR peak at 3238 cm^{-1} corresponds to N-H stretching vibration, multiple peaks in the range of $3125\text{-}3174\text{ cm}^{-1}$ corresponds to multiple vibrations of Ar-H protons. The stretching vibration of C=O of the coumarin ring results in a peak at 1693 cm^{-1} . The peak at 1605 corresponds to azomethine bond (C=N) stretching.

Table 1. Crystal structure and refinement details.

| Parameter | Value | Parameter | Value |
|---|--|---|--|
| Empirical formula | $\text{C}_{17}\text{H}_{12}\text{ClN}_2\text{O}_4\text{S}$ | μ (mm^{-1}) | 0.396 |
| Formula weight | 376.8 | F_{max} | 388 |
| Temperature (K) | 293(2) | Crystal size (mm^3) | $0.24 \times 0.35 \times 0.30$ |
| Radiation | MoK α | 2 θ range for data collection ($^\circ$) | 6.914 to 55.012 |
| Wavelength (\AA) | 0.71073 | Index ranges | $-10 \leq h \leq 10; -12 \leq k \leq 13; -10 \leq l \leq 14$ |
| Crystal system | Triclinic | Reflections collected | 4644 |
| Space group | $P\bar{1}$ | Independent reflections | 3577 |
| a (\AA) | 8.196(4) | Absorption correction | Multi scan |
| b (\AA) | 10.383(7) | Refinement method | Full matrix least-squares on F^2 |
| c (\AA) | 11.242(7) | Parameters | 227 |
| α ($^\circ$) | 110.54(5) | Goodness-of-fit on F^2 | 0.997 |
| β ($^\circ$) | 109.59(7) | Final R indexes [$I \geq 2\sigma(I)$] | $R_1 = 0.0554, wR_2 = 0.1465$ |
| γ ($^\circ$) | 99.44(4) | Final R indexes [all data] | $R_1 = 0.0715, wR_2 = 0.1638$ |
| Volume (\AA^3) | 800.0(8) | Largest diff. peak/hole ($e\text{\AA}^{-3}$) | 0.46/-0.56 |
| Z | 2 | CCDC deposit No. | 1559677 |
| ρ_{calc} (Mg m^{-3}) | 1.564 | | |

X-ray diffraction studies: Block shaped single crystal of dimension $0.24 \times 0.35 \times 0.30\text{ mm}^3$ was used for X-ray diffraction study. X-ray intensity data were collected at 293 K on a Rigaku XtaLAB mini diffractometer using MoK α radiation of wavelength 0.71073 \AA . The data were collected for different settings of ϕ (0° to 90°), with scan width of 0.5° , exposure time of 3 s and the sample to detector distance of 50 mm. The complete data set was processed using crystal clear [25]. The experimental analysis revealed that the title compound crystallizes in triclinic crystal system with $P\bar{1}$ space group. The crystal structure was solved by direct methods and refined by full-matrix least

squares on F^2 using SHELXS and SHELXL programs respectively [26-27]. All the non-hydrogen atoms were revealed in the first difference Fourier map itself. The hydrogen atoms were positioned geometrically and refined using a riding model with $U_{iso}(H)=1.2 U_{eq}(C)$ for aromatic (C-H = 0.93 Å) and $U_{iso}(H)=1.5 U_{eq}(C)$ for $-CH_3$ (C-H = 0.97 Å). After several cycles of refinement, the peaks in the difference Fourier map showed no chemical significance and residual was saturated to 0.0554. The details of the crystal structure and data refinement are given in table 1. All the geometrical calculations were carried out using the program PLATON [28] and the diagrams were generated using the software MERCURY [29].

Hirshfeld surface analysis: Hirshfeld surface analysis is one of the most useful tools for exploring different intermolecular interactions and packing modes in crystals. Hirshfeld surface characteristics provide a visual picture of intermolecular interactions, molecular shapes in the crystalline environment in a very subtle way. Analysis of the d_{norm} and shape index mapped Hirshfeld surfaces were carried out and finger print plots were generated using the software Crystal Explorer version 3.0 [30-32]. Surface features that are characteristic of different intermolecular interactions can be identified and these features can be visualized by color coding interior (d_i) or exterior (d_e) distances of the surface to the atoms. The d_{norm} mapped on the Hirshfeld surfaces were generated with color scale in between -0.144 au (blue) to 1.38 au (red) respectively. The 2D fingerprint plots were displayed with d_e and d_i distance in the range of 0.4-2.6 Å. Further the shape index mapped Hirshfeld surfaces were used to visualize different types of interactions [33-35].

Density functional theory calculations: The geometrical structure optimization of the title compound was carried out in gas phase by density functional theory (DFT) calculations using B3LYP functionals with 6-311+G(d,p) level basis set [36-38]. The electronic absorption spectrum was calculated by studying the transitions among different molecular orbitals using time dependent density functional theory (TD-DFT) at the same level of the theory for transitions involving both singlet and triplet states [39]. The Mulliken charges, frontier molecular orbitals, energy gap were calculated. Local and global indices such as electronegativity, chemical potential, hardness, softness and electrophilicity were estimated using Koopman's approximation [40]. The molecular electrostatic potential (MEP) maps were plotted to visualize the possible reactive sites. All the above calculations were performed using Gaussian 09 package [41] and were visualized using GaussView without any constraints on the geometry [42].

RESULT AND DISCUSSION

Optical absorption studies: Optical properties of the title molecule were investigated using UV-Vis spectroscopy. The solution of the title compound in DMSO with a concentration of $25 \mu\text{g mL}^{-1}$ was used to measure UV-Visible absorbance in the range of 250 nm to 700 nm. The compound showed no absorbance for wavelengths more than 550 nm below which it exhibited significant absorbance. The spectrum exhibits two absorption bands with peaks at 312 nm and 467 nm. The experimentally measured UV-Vis absorbance spectrum is shown in figure 2 using red curve.

Thermal analysis: The thermal properties of the title molecule were studied using differential scanning calorimetry (DSC) and thermogravimetric analysis (TGA). The DSC was carried out using 4.0 mg of the title compound in an aluminum sample pan with a heating rate of $10^\circ\text{C min}^{-1}$ in dynamic nitrogen atmosphere (15 mL min^{-1}). The TG analysis was performed using 7.6 mg of title compound in a platinum crucible which is heated at a rate of $10^\circ\text{C min}^{-1}$ in dynamic nitrogen atmosphere with 15 mL min^{-1} flow rates. Figure 3 show the DSC and TGA responses of the title compound. The title compound exhibits two endothermic peaks in DSC curve at 218°C and 22°C respectively. The first peak corresponds to the melting and the second peak may be associated with endothermic decomposition of the compound.

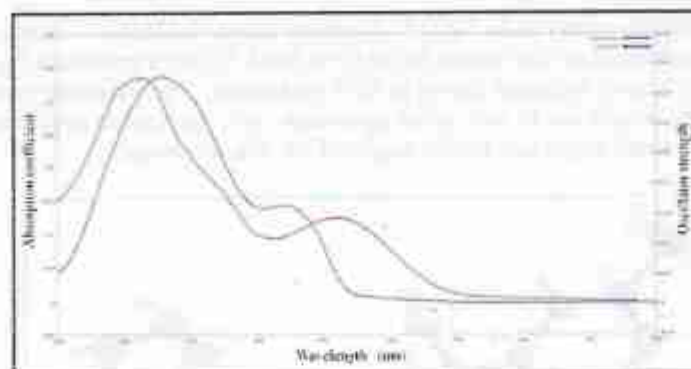


Figure 2. Experimental (red) and calculated (blue) UV-Vis spectrum of the title compound.

The TGA curve shows no drop in the mass of the compound till 200°C which indicates that the compound is thermally stable up to a temperature of 200°C. The mass of the sample used for TGA experiment shows a sudden decrease after 200°C. The decrease in mass was observed at a high rate from 200°C to 250°C with a mean temperature of 225°C. This decrease in the mass is associated with the decomposition of the title compound. The position of the second peak in the DSC curve and the mean temperature of this decrease are in very good correlation and complement each other. About 57% decrease in the mass was observed between 200°C and 350°C. A second drop in the mass was observed between 400°C to 500°C. This second weight loss corresponds to the evaporation of volatile fragments leaving behind very small amount of (<1%) of carbon char.

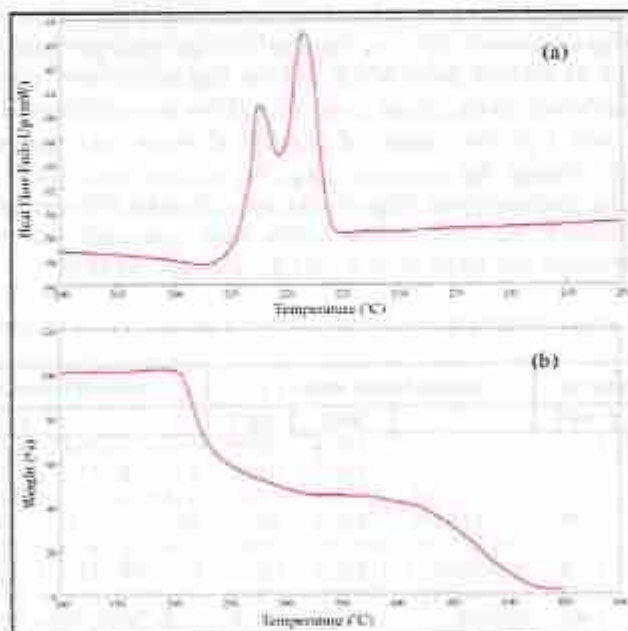


Figure 3. (a) DSC and (b) TGA responses of the title compound.

X-ray diffraction studies: The molecular structure of the title compound consists of 11 atom membered coumarin moiety substituted with chlorine atom and a methyl group at position 4 and 7 respectively and a benzene ring connected to the coumarin moiety through a sulfonohydrazide moiety at position 3. The coumarin moiety is planar with a dihedral angle of 2.11(4)° between the fused benzene and pyran rings. The dihedral angle between the coumarin and benzene ring that is attached

through sulfonylhydrazide moiety is $86.72(1)^\circ$. A torsion angle of $176.7(3)^\circ$ indicates that the title compound is in *E*-conformation with respect to the C=N bond. Figure 4 represents the ORTEP of the title compound with thermal ellipsoids drawn at 50% probability. The structural parameters such as bond length and bond angles are in very good agreement with the similar structures. Table 2 lists selected bond lengths, bond angles and torsion angles of the title compound.

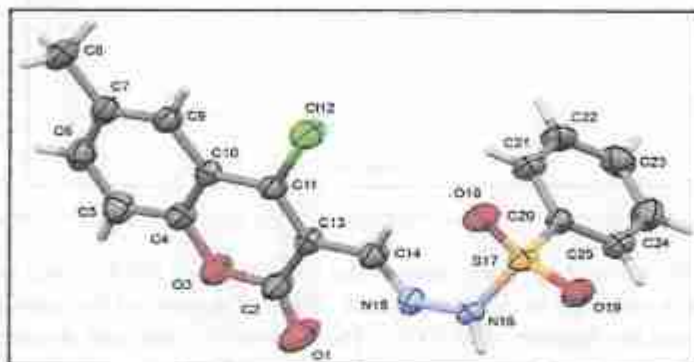


Figure 4. ORTEP of the title compound with thermal ellipsoids drawn at 50% probability.

The crystal and molecular structure of the title compound is stabilized by various intermolecular interactions. The compound exhibits two C—H...Cl and a C—H...O type of intra molecular hydrogen bonds which accounts for the stability of the molecular structure. Also, the title compound exhibits N—H...O and C—H...O type of intermolecular hydrogen bonds which form alternative $R_2^2(14)$ and $R_2^2(20)$ supramolecular synthons connecting the molecules into a one-dimensional infinite chain along [011] direction as shown in figure 4. The details of the hydrogen bond geometry are listed in table 3. The presence of chlorine atom which has the highest electron affinity among all the elements, contribute significantly to the crystal structure stability by exhibiting C11—Cl12...Cg1 and C11—Cl12...Cg3 (Cg1 and Cg3 are center of gravity of pyran and terminal benzene rings respectively) interactions. Further the coumarin rings are stacked with two Cg—Cg interactions between the fused benzene rings and pyran rings of adjacent molecules as shown in figure 4. Different interaction details are listed in the table 4. The results were compared with previously reported molecules with similar structure and found to be in very good agreement [43].

Table 2. Selected bond lengths, bond angles and torsion angles of the title compound.

| | Selected bond lengths (Å) | | Selected bond angles (°) | | Selected torsion angles (°) | | | |
|----------------------------------|---------------------------|----------------------------------|--------------------------|----------------------------------|-----------------------------|-----------------|----------|--------|
| | XRD | DFT | XRD | DFT | XRD | DFT | | |
| O1-C2 | 1.193(5) | 1.203 | O1-C2-O3 | 115.7(3) | 116.82 | C14-N15-N16-S17 | 36.6(4) | 30.00 |
| O3-C2 | 1.373(4) | 1.393 | O3-C2-C13 | 118.0(3) | 116.57 | N15-N16-S17-O18 | 54.5(3) | 57.94 |
| O3-C4 | 1.371(4) | 1.359 | O18-S17-O19 | 119.38(3) | 122.97 | N15-N16-S17-C20 | 61.9(2) | 57.35 |
| N15-C14 | 1.275(4) | 1.288 | O18-S17-N16 | 108.6(2) | 107.62 | O3-C2-C13-C11 | 3.8(4) | 2.41 |
| Cl12-C11 | 1.728(2) | 1.757 | N16-S17-C20 | 105.76(1) | 105.91 | C2-C13-C14-N15 | 10.5(5) | 18.03 |
| S17-N16 | 1.659(2) | 1.728 | N16-N15-C14 | 118.5(2) | 120.51 | C13-C14-N15-N16 | 176.7(3) | 178.65 |
| N15-N16 | 1.393(3) | 1.363 | S17-N16-N15 | 125.47(9) | 128.47 | C21-C20-S17-N16 | 96.0(3) | 98.18 |
| C4-C10 | 1.392(4) | 1.405 | S17-C20-C25 | 118.8(2) | 118.70 | C25-C20-S17-N16 | 85.0(2) | 81.50 |
| Cl13-C14 | 1.460(5) | 1.463 | N15-C14-C13 | 122.7(3) | 121.18 | S17-C20-C25-C24 | 179.4(2) | 179.08 |
| S17-C20 | 1.760(3) | 1.795 | Cl12-C11-C10 | 117.3(2) | 116.79 | C25-C20-S17-O19 | 27.1(2) | 28.12 |
| Correlation coefficient: 0.99344 | | Correlation coefficient: 0.94817 | | Correlation coefficient: 0.99946 | | | | |

Hirshfeld surface analysis: Hirshfeld surface analysis was carried out with d_{norm} /shape index mapped Hirshfeld surfaces and finger print plots to visualize and understand the intermolecular interactions of the title compound. Figure 5(a) shows the d_{norm} mapped Hirshfeld surface where the red spots

represent the high interaction regions. Similarly figure 5(b) and 5(c) depict the shape index mapped Hirshfeld surface highlighting C...C and C...Cl interactions. The H...H and O...H (N—H...O and

Table 3. Different interactions of the title compound.

| Hydrogen bond | | | | | | | | |
|-----------------------|-------|----------------------------|-------------------------|-----------|------------|------------------------|-------------|-------------|
| No. | Type | Donor | H | Acceptor | D—H(Å) | H...A(Å) | D...A(Å) | D—H...A(°) |
| 1 | Inter | N(16) | H(16) | O(1) | 0.86 | 2.3 | 2.905(4) | 128 |
| 2 | Inter | C(5) | H(5) | O(19) | 0.93 | 2.54 | 3.406(4) | 155 |
| 3 | Intra | C(9) | H(9) | Cl(12) | 0.93 | 2.68 | 3.066(4) | 106 |
| 4 | Intra | C(14) | H(14) | Cl(12) | 0.93 | 2.58 | 2.993(4) | 107 |
| 5 | Intra | C(14) | H(14) | O(18) | 0.93 | 2.18 | 2.919(4) | 136 |
| | | <i>i</i> : 1-x, 1-y, 1-z; | | | | <i>j</i> : x, 1+y, 1+z | | |
| C—Cl...Cg interaction | | | | | | | | |
| | | Y—X...Cg | X...Cg (Å) | | Y...Cg (Å) | | Y—X...Cg(°) | |
| | | C11—C12...Cg1 ⁱ | 3.846(3) | | 3.471(4) | | 64.46 (1) | |
| | | C11—C12...Cg3 ^j | 3.533(3) | | 5.214(4) | | 163.83(1) | |
| | | <i>i</i> : 1-x, 2-y, 1-z; | <i>ii</i> : -x, 1-y, -z | | | | | |
| Cg...Cg interaction | | | | | | | | |
| | | Cg(1)...Cg(2) | Cg...Cg(Å) | Alpha (°) | Beta (°) | Gamma (°) | Cgl_Perp(Å) | Cgl_Prep(Å) |
| | | Cg(1)...Cg(1) ⁱ | 3.766(3) | 0 | 23.6 | 23.6 | 3.4507(2) | 3.4507(2) |
| | | Cg(2)...Cg(2) ^j | 3.951(3) | 0 | 25.6 | 25.6 | -3.5619(3) | -3.5619(3) |
| | | <i>i</i> : 1-x, 2-y, 1-z; | <i>j</i> : -x, 2-y, 1-z | | | | | |

C—H...O) interactions are the major contributors to the Hirshfeld surface with contribution of 29.4% and 28.7% respectively. Due to Cg...Cg interactions, the C...H and C...C intermolecular contacts contribute significantly to the Hirshfeld surface with a contribution of 16% and 6.9% respectively. About 5.2% of contribution is from C...Cl intermolecular contacts due to the presence of Cl...Cg interactions. Figure 6 shows the fingerprint plots generated for different intermolecular interactions along with their contribution

Table 4. Calculated energy values, associated global, local indices, total polarizability and total first order static hyperpolarizability of the title molecule.

| Parameter | Value |
|--|--------|
| E _{HOMO} (eV) | -6.181 |
| E _{LUMO} (eV) | -2.410 |
| ΔE (eV) | 3.771 |
| Electronegativity (χ) (eV) | 4.296 |
| Chemical potential (μ) (eV) | -4.296 |
| Global hardness (η) (eV) | 1.886 |
| Global softness (s) (eV ⁻¹) | 0.265 |
| Electrophilicity index (ω) (eV) | 4.893 |
| Dipole moment (Debye) | 6.935 |
| Isotropic polarizability (10 ⁻²⁴ esu) | 37.724 |
| Static hyperpolarizability (10 ⁻³⁰ esu) | 9.613 |

Density functional theory calculations: The coordinates of the title compound were optimized using density functional theory (DFT) calculations using B3LYP hybrid Becke, three-parameter, Lee-Yang-Parr (B3LYP) functional at 6-311+G(d,p) level of the theory. Selected structural parameters from DFT calculations are compared with those obtained from XRD studies in table 2. The structural parameters from the optimized structure compliment with those determined using XRD studies yields very good correlation coefficient. The direct energy gap between the frontier molecular orbitals (HOMO-LUMO) was found to be 3.771 eV. The global and local indices such as electronegativity (χ), chemical potential (μ), global hardness (η), global softness (s) and electrophilicity index (ω) are estimated and listed in table 4. The molecular electrostatic potential map (MEP) was plotted to identify the possible reactive locations of the title compound (Figure 7). Further, the transitions

among different molecular orbitals were studied using time dependent density functional theory (TDDFT) calculations. The electronic absorption spectrum obtained from TDDFT calculations are shown in figure 2 along with the experimentally determined UV-Vis absorption spectrum.

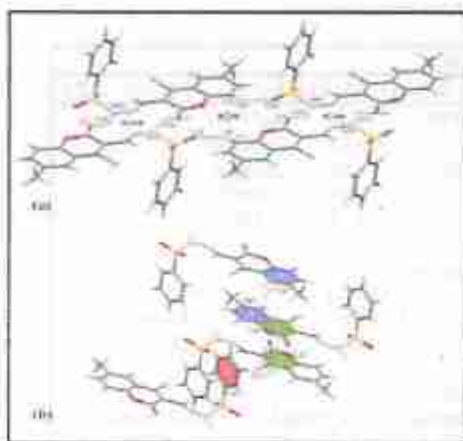


Figure 4. Various interactions of the title compound: (a) hydrogen bond (b) C—Cl...C_g (red) and C_g...C_g (green and blue).

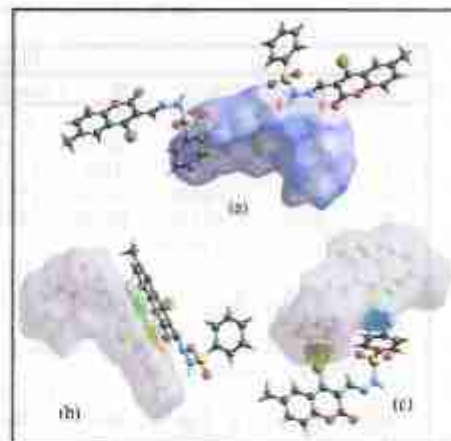


Figure 5. Hirshfeld surfaces mapped with (a) d_{norm} (b) shape index showing C...C interaction (c) shape index highlighting Cl...C interactions of the title compound.

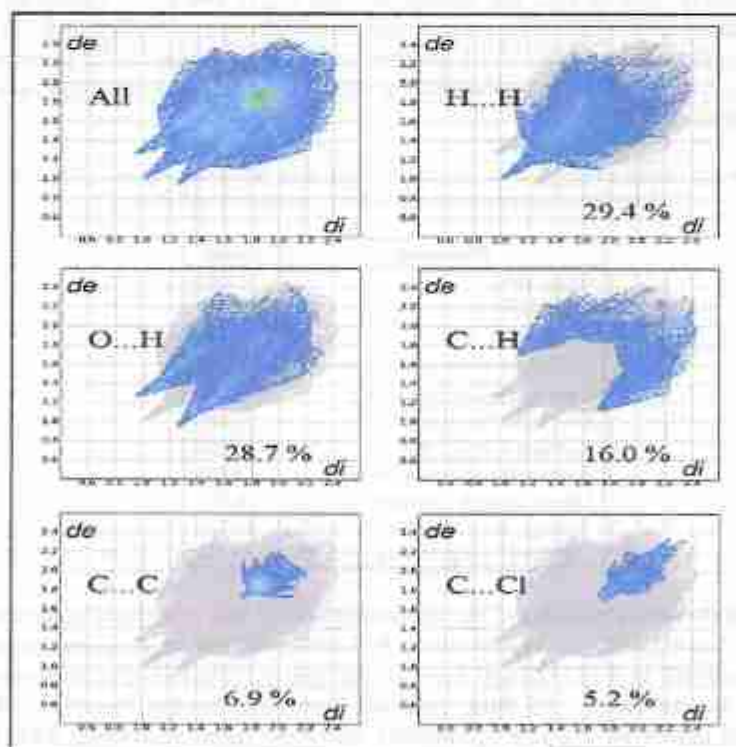


Figure 6. 2D finger print plots showing contribution of different intermolecular interactions of the title compound.

The electronic absorption calculations were carried out for both singlet and triplet state transitions with DMSO solvent environment using IEFPCM model. The highest absorption was observed with respect to the transition between the frontier molecular orbitals (HOMO-LUMO) at 328 nm with

oscillator strength of 0.4434. Another weak but significant peak was observed at 435 nm with oscillator strength of 0.1826. Further the NLO properties of the molecule were investigated by computing first order hyperpolarizabilities which showed that the molecule exhibits significantly large first order static hyperpolarizabilities which is about 20 times larger than the reference material urea.

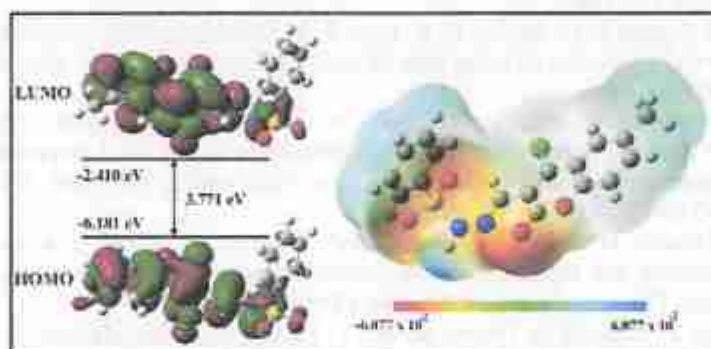


Figure 7. HOMO-LUMO and MEP of the title compound.

APPLICATION

With high thermal stability and no absorbance in the visible region of the spectra indicate that the title compound can be a potential candidate for high energy optical applications. Further, high hyperpolarizability values for the compound make it a promising candidate for NLO applications.

CONCLUSIONS

A novel coumarin derivative containing benzene sulfonylhydrazide moiety was synthesized by condensation reaction between. The compound was characterized by various spectroscopic techniques and the structure was confirmed by X-ray diffraction method. The thermal studies demonstrated high thermal stability of the title compound up to 200°C, at higher temperature the compound undergo endothermic decomposition. The optical studies revealed that the compound exhibit no absorption in the visible region but good absorbance in the measured UV region with an absorption peak at 312 nm. The title compound exhibits diverse intermolecular interactions including C—H...O, N—H...O, C—H...Cl type of hydrogen bonds, C—Cl...Cg and Cg...Cg interactions which accounts for stability of crystal and molecular structure. The crystal packing of the title compound revealed that the molecules are connected to an infinite one dimensional chain along [011] direction through intermolecular hydrogen bond which further form alternative $R_2^2(14)$ and $R_4^4(20)$ supramolecular synthons. The Hirshfeld surface analysis showed that H...H (29.4%), O...H (28.7%) being the major contributors followed by C...H (16%), C...C (6.9%) and C...Cl (5.2%) interactions. The geometrical parameters calculated using DFT calculations display very good correlation with those determined by XRD method. The time dependent density functional theory (TDDFT) calculations revealed optical absorbance peak at 328 nm corresponds to the transition between the frontier molecular orbitals.

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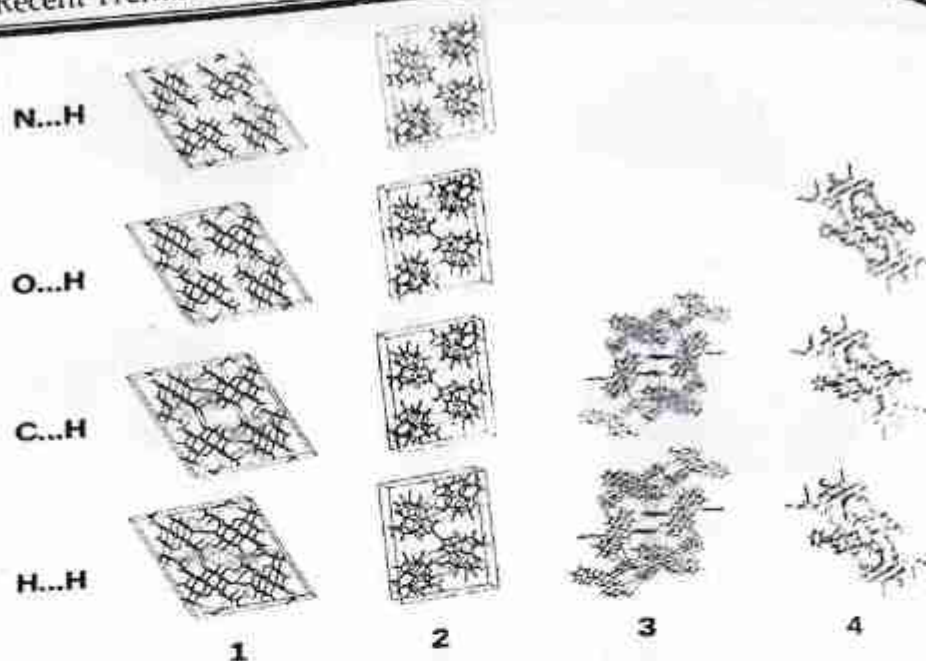


Figure 7: Inter molecular close contacts in molecules of compounds 1, 2, 3 and 4.

The intermolecular close contacts in molecules of compounds 1, 2, 3 and 4 are shown in Fig. 7. And their contributions are given in Table 3.

Table 3: Inter molecular close contacts (%) for Hirshfeld surfaces of 1, 2, 3 and 4.

| Compound | H...H | C...H | N...H | O...H | |
|----------|-------|-------|-------|-------|---|
| 1 | 52 | 16 | 4 | 17 | |
| 2 | 12 | 7 | 6 | 30 | |
| 3 | 54 | 18 | 2 | - | |
| 4 | A | 53 | 26 | 4 | 9 |
| | B | 53 | 30 | 4 | 8 |

Conclusion

The quinoline ring adopts planar conformation in all the four compounds 1, 2, 3 and 4 and, the crystal and molecular structures of these compounds were compared and analysed. The structures of 1, 2, 3 and 4 were stabilized by C-H...O, H...O, C-H...O, and C-H...Cl interactions which lead to the formation of supramolecular frame work in the crystal lattices. The major contributions for the Hirshfeld surfaces were H...H in compounds 1, 3 and 4, and O...H in compound 2.

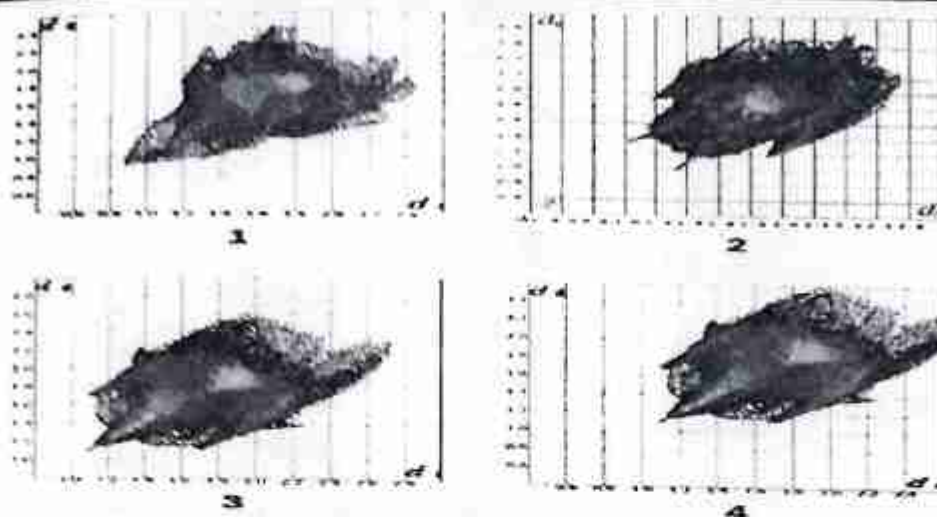


Figure 6: Fingerprint plots for molecules of compounds 1, 2, 3 and 4.

The combination of d_e and d_i in the form of 2D fingerprint plot [31] gives the summary of intermolecular contacts in the crystal lattice. Fingerprint plots for the molecules of compounds 1, 2, 3 and 4 are shown in Fig. 6. The H...H short contacts appear almost as a single blunt spike of sky blue colour, in the region $0.86 \text{ \AA} < (d_e + d_i) < 0.90 \text{ \AA}$ in 1, where as they appear as two closely lying blunt spikes in the region $1.21 \text{ \AA} < (d_e + d_i) < 1.30 \text{ \AA}$ in 2, as a single sharp spike of sky blue colour in the region $1.08 \text{ \AA} < (d_e + d_i) < 1.12 \text{ \AA}$ in 3 and as almost merged blunt spike in the region $0.97 < (d_e + d_i) < 1.16 \text{ \AA}$ in 4. The C...H close contacts were seen as a two very wide and blunt spikes in the region $1.05 \text{ \AA} < (d_e + d_i) < 1.32 \text{ \AA}$ in 1, but as a two wide and blunt spikes in the region $1.50 \text{ \AA} < (d_e + d_i) < 1.86 \text{ \AA}$ in 2, as a two wide and quite sharp spikes in the region $1.12 \text{ \AA} < (d_e + d_i) < 1.67 \text{ \AA}$ in 3 and as a two wide and sharp beak like spikes in the region $1.10 \text{ \AA} < (d_e + d_i) < 1.65 \text{ \AA}$ in 4. The N...H inter molecular contacts become noticeable as a two broad spikes in the region $1.24 \text{ \AA} < (d_e + d_i) < 1.66 \text{ \AA}$ in 1, as a two highly sharp elongated spikes in the region $1.11 \text{ \AA} < (d_e + d_i) < 1.52 \text{ \AA}$ in 2, as a two broad spikes in the region $1.20 \text{ \AA} < (d_e + d_i) < 1.60 \text{ \AA}$ in 3 and as a two wide and curved spikes in the region $1.10 \text{ \AA} < (d_e + d_i) < 1.58 \text{ \AA}$ in 4. The O...H inter molecular contacts become noticeable as a two highly sharp elongated spikes in the region $1.20 \text{ \AA} < (d_e + d_i) < 1.75 \text{ \AA}$ in 1, as a two highly sharp elongated spikes in the region $0.98 \text{ \AA} < (d_e + d_i) < 1.31 \text{ \AA}$ in 2 and as a two wide and sharp spikes in the region $1.05 \text{ \AA} < (d_e + d_i) < 1.45 \text{ \AA}$ in 4.

Figure 2: The visualization of $O-H\cdots O$ and $C-H\cdots O$ hydrogen bond interactions in 1.

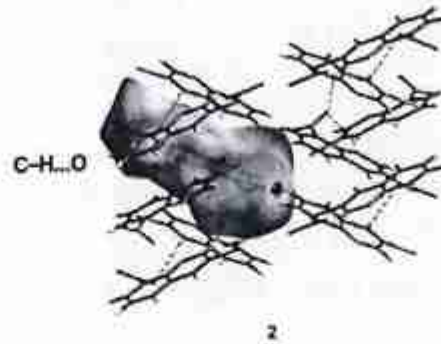


Figure 3: The visualization of $C-H\cdots O$ hydrogen bond interactions in 2.

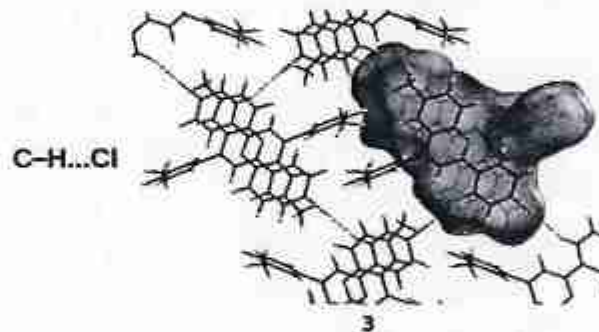


Figure 4: The visualization of $C-H\cdots Cl$ hydrogen bond interactions in 3.

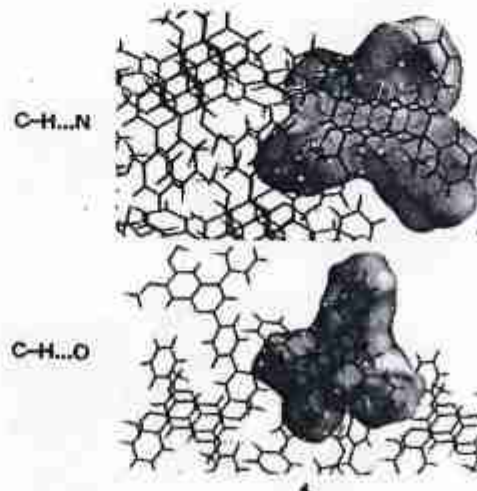


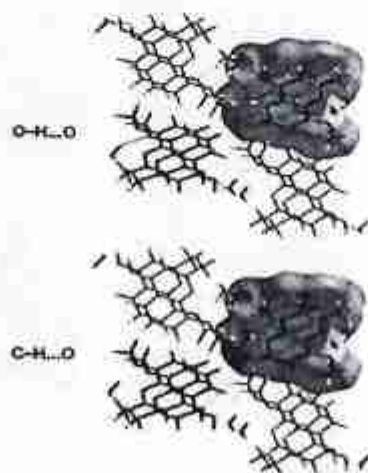
Figure 5: The visualization of $C-H\cdots N$ and $C-H\cdots O$ hydrogen bond interactions in 4.

| Compounds → Dihedral angle (°) ↓ | Quinoline derivatives | | | | |
|-------------------------------------|-----------------------|---|----------|----------|----------|
| | 1 | 2 | 3 | 4 | |
| | | | | A | B |
| Between plane 3 and 5 | - | - | 2.5 (1) | 30.3 (7) | 24.1 (7) |
| Between plane 4 and 5 | - | - | 55.4 (9) | 61.0 (6) | 56.6 (6) |

The dihedral angle values between plane 3 and 5, and plane 4 and 5 for A and B of 4 were in close agreement, showing that the molecular structure of the asymmetric units A and B were almost similar to each other. It was seen that the dihedral angle values between plane 4 and 5 in 3 and 4 were also in close agreement with one other. A significant difference of 27.8° (with respect to A) and 21.6° (with respect to B) in the dihedral angle between plane 3 and 5 of 3 and 4 were also observed.

3.2 A comparison of Hirshfeld surface analysis

The Hirshfeld surface analysis [28–30] of 1, 2, 3 and 4 were carried out to visualize the intermolecular interactions, responsible for the stabilization and formation of 3D supra molecular frame work in the crystal lattices. The hydrogen bond interactions were visualized through the dark red spots obtained on the Hirshfeld surfaces, as a result of hydrogen bond acceptors of types O14—H14...O15, O15—H15B...O14, O15—H15A...O11 and C13—H13C...O15 in 1 (Fig. 2); C2—H2...O13 and C9—H9...O12 in 2 (Fig. 3); and C18—H18...Cl12 in 3 (Fig. 4) and C21—H21A...O12B in 4 (Fig. 5).



3. Results and Discussion

3.1 Comparison of crystal and molecular structure parameters

Quinoline derivatives **1** and **3** crystallize in the monoclinic crystal system with space group $P2_1/c$ whereas **2** and **4** crystallizes in the orthorhombic and triclinic crystal systems with space groups $Pbca$ and $P-1$ respectively.

Table 1: Comparison of crystal and molecular structure parameters.

| Compound | Quinoline derivatives | | | |
|---------------------------|-------------------------------|------------------|-------------------|--------------------|
| | 1 | 2 | 3 | 4 |
| CCDC Number | 793924 | 1000711 | 059099 | 981089 |
| Empirical formula | $C_{11}H_{11}NO_2 \cdot H_2O$ | $C_9H_5BrN_2O_2$ | $C_{23}H_{18}ClN$ | $C_{23}H_{19}NO_2$ |
| Crystal system | Monoclinic | Orthorhombic | Monoclinic | Triclinic |
| Space group | $P2_1/c$ | $Pbca$ | $P2_1/c$ | $P-1$ |
| Conformation of quinoline | Planar | Planar | Planar | Planar |
| Hydrogen bond interaction | O—H...O C—H...O | C—H...O | C—H...Cl | C—H...N C—H...O |

A comparison of the crystal and molecular structure parameters of compounds **1**, **2**, **3** and **4** are depicted in Table 1. Compounds **1**, **2** and **4** have exhibited C—H...O type of hydrogen bond interactions which were absent in compound **3**. Further it is analyzed that compound **1** has showed O—H...O type of hydrogen bond interactions which was absent in **2**, **3** and **4**. The compound **4** also exhibited C—H...N type of hydrogen bond interactions which was absent in **1**, **2** and **3**. The unit cell of compound **4** consists of two asymmetric units (A and B) and the comparison of dihedral angles between the planes of various substituents of the quinoline with respect to its plane is given in Table 2.

clubbed compounds with standard drugs show that the presence of methoxy and halogen groups in the phenyl ring increases the antimicrobial activity [19]. Quinoline derivatives are ideally suited for further modifications to obtain more efficacious antibacterial and antituberculosis agents. Modifications in the main structural fragment of quinoline based drugs might bring improvement in their pharmacological properties in terms of strength and direction of interaction [20]. The compound 2-Methyl-4-phenyl-3-acetoxyquinoline was able to show antioxidant properties and was found to be efficacy against free radicals due to the presence of different substituents [21] and might be useful in preventing free radical induced disorders like cardiovascular disease, diabetes, cancer *etc.* [22]. Derivatives of 6-Methoxy-2-methylquinolin-4-yl exhibited a very good antibacterial, antifungal and antitubercular activities [23].

2. Materials and methods

The synthesis, crystal and molecular structure parameters of quinoline derivatives; 8-Methoxy-2-methylquinoline-4-ol (1) [24], 3-Bromo-8-nitroquinoline (2) [25], 2-(4-Chlorophenyl)-6-methyl-4-(3-methylphenyl)quinoline (3) [26] and 6,7-Dimethoxy-2,4-diphenylquinoline (4) [27] were reported earlier. A schematic representation of the structure of quinoline is shown in Fig. 1.

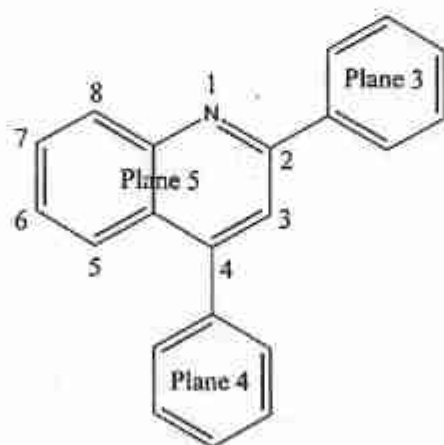


Figure 1: A schematic representation of the structure of substituted quinoline.

The hydrogen bond interactions and inter molecular close contacts involved in the stabilization of crystal and molecular structures of 1, 2, 3 and 4 were compared *via* Hirshfeld surface analysis.

A comparative study of hydrogen bond interactions and intermolecular close contacts in 2, 3, 4, 6, 7, 8 substituted quinoline derivatives

○ Dr. M. Prabhuswamy

Abstract

The quinoline ring being substituted by the functional groups such as methoxy, hydroxyl, bromine, nitrogen dioxide, and chlorophenyl at different positions exhibit planar conformation in quinoline derivatives, 8-Methoxymethylquinoline-4-ol (1), 3-Bromo-8-nitroquinoline (2), 2-(4-Chlorophenyl)methyl-4-(3-methylphenyl)quinoline (3) and 6,7-Dimethoxy-2,4-diphenylquinoline (4). The hydrogen bond interactions and inter molecular close contacts involved in the stabilization of crystal and molecular structure structures of 1, 2, 3 and 4 were compared *via* Hirshfeld surface analysis.

Keywords: Quinoline; Molecular structure; Hydrogen bond interaction; Hirshfeld surface.

1. Introduction

Quinoline derivatives play central role in the process of discovery of drugs because of their wide range of chemical reactivity and manifold biological activities. Different substituted quinolines were shown to be antibacterial [1], anti-inflammatory [2], antitubercular [3], antimalarial [4], anticancer [5], antibiotic [6], antihypertensive [7], tyrosine kinase platelet derived growth factor-receptor tyrosine kinase inhibitor [8], antihuman immunodeficiency virus [9], antimicrobial [10], antiviral [11], antitumor [12], immunomodulatory [13] antileishmanial [14] and antifungal [15]. They were found to be biological synthons and at present they are attracting much attention in the development of new drugs [16-18]. 2-Methylquinoline was used as an antimalarial drug and to prepare various newer antimalarial drugs. A comparison of antibacterial and antifungal activity of some novel quinoline

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'Current Trends in Physics 2021' is a compendium of 30 peer reviewed articles on contemporary interests and investigation in Physics with an emphatic focus on the discovery of God Particle. However, included are also articles on topics like the Quantum computation and information, Quantum cryptography, Quantum teleportation, Nano Science and Nano Technology, MEMs, Paradoxes in Relativity, Nuclear and Particle Physics that have enriched this volume. These were presented at the International Seminar and cover both theoretical and experimental features of the subject including instrumentation and device parameters. Articles in this book are categorised primarily in two sections, one dedicated to theoretical aspect and the other devoted to the experimental facet. This book is being brought out to convey the excitement of Physics to students, Researchers, Professors and Industry experts and prod the concerned to check on the application potential of ideas and refining of experimental set up.

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interactions & intermolecular close contacts in 2,3,4,6,7,8 substituted
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ICAMCCT_116: A COMPARATIVE STUDY OF HYDROGEN BOND INTERACTIONS AND INTERMOLECULAR CLOSE CONTACTS IN PHENYL SUBSTITUTED IMIDAZOLE DERIVATIVES

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Abstract - The imidazole ring, inspite of being substituted by the functional groups such as phenyl, trimethoxyphenyl and fluorophenyl at different positions exhibits planar conformation in triphenyl imidazole (TPI) derivatives, 4-(4,5-Diphenyl-1H-imidazol-2-yl)-N,N-dimethylaniline (**1**) and 4,5-Diphenyl-2-(3,4,5-trimethoxyphenyl)-1H-imidazole (**2**), and tetraphenyl imidazole (TPI) derivatives, 2-(3,4,5-Trimethoxyphenyl)-1-(4-fluorophenyl)-4,5-diphenyl-1H-imidazole (**3**). The hydrogen bond interactions, Hirshfeld surface analysis and inter molecular close contacts involved in the stabilization of crystal and molecular structures of **1**, **2** and **3** were compared. The Hirshfeld surface analysis of **1**, **2**, and **3** were carried out to visualize the hydrogen bond interactions and intermolecular close contacts which are responsible for the stabilization and formation of 3D supra molecular frame work in their crystal lattices. The hydrogen bond interactions were visualized through the dark red spots obtained on the Hirshfeld surfaces, as a result of hydrogen bond acceptors of types N1A—H1A...N3B in **1**; N1A—H1A...N1B, N3B—H3B...N3B, C10B—H10B...O2A and C23B—H23B...N3A in **2**; and C10A—H10A...O28A and C10B—H10B...O28B in **3**. The combination of d_e and d_i in the form of 2D fingerprint plot gives the summary of intermolecular contacts in the crystal lattice. The H...H short contacts appear almost as a single sharp spike of sky blue colour, in the region $0.98 \text{ \AA} < (d_e + d_i) < 1.02 \text{ \AA}$ in **1**, where as they appear as a blunt spike in the region $1.05 \text{ \AA} < (d_e + d_i) < 1.12 \text{ \AA}$ in **2** and, as a pair of blunt spikes, almost of same length and close to each other in the region $1.10 \text{ \AA} < (d_e + d_i) < 1.20 \text{ \AA}$ in **3**. The C...H close contacts were seen as a two distinct and quite sharp spikes in the region $1.06 \text{ \AA} < (d_e + d_i) < 1.63 \text{ \AA}$ in **1**, but as a two wide and blunt spikes in the region $1.08 \text{ \AA} < (d_e + d_i) < 1.65 \text{ \AA}$ in **2** and as a pair of two distinct, slightly curved and pen pointed like spikes in the region $1.05 \text{ \AA} < (d_e + d_i) < 1.57 \text{ \AA}$ in **3**. The N...H inter molecular contacts become noticeable as a two highly sharp elongated spikes in the region $0.76 \text{ \AA} < (d_e + d_i) < 1.14 \text{ \AA}$ in **1** and **2**, and as a two wide, sharp and fins like spikes in the region $1.18 \text{ \AA} < (d_e + d_i) < 1.59 \text{ \AA}$ in **3**. The crystal and molecular structures parameters of the three imidazole derivatives, **1**, **2** and **3** are compared. In all the three molecular structures, imidazole ring adopts planar conformation inspite of being substituted by the functional groups such as phenyl, trimethoxyphenyl and fluorophenyl at different positions. In the crystal structures of **1**, **2** and **3**, the molecules are stabilized majorly by N—H...N, C—H...O and C—H...N interactions. The close contacts, H...H, C...H and N...H which are responsible for the formation of three dimensional frame work in the crystal lattice of compounds, **1**, **2** and **3** were visualized and analyzed via Hirshfeld surfaces.

Key words: Imidazole, molecular structure, hydrogen bond, Hirshfeld surface, intermolecular close contacts.


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As the Editor-in-chief of Team Dynamic Ideas I would like to sincerely thank all our team members for the time, dedication, commitment and zeal to review Research Paper/Article/Chapters for the Book.

The vital responsibility of a multidisciplinary edited book is to ensure that all contributions submitted for publication is scrupulously but equitably reviewed. Therefore, I gratefully acknowledge the qualified and regular co-operation of renowned reviewers of the book who kindly devoted their time to constructively review the submitted articles. Their expertise and invaluable assistance contributed to maintain a high standard for the book.

Since, we feel that a book can only be as good as its author's contributions; I also deeply thank all our authors for having contributed their Research Papers/Articles/Chapters to the book "Dynamic Ideas".



Dr. K. G. Dawani
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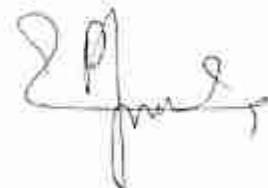
EDITOR'S DESK

It gives me immense pleasure to write this editorial message for the successful release of first issue of the book "Dynamic Ideas". This issue has been very carefully put together covering a range of topics pertaining to different fields. This collection will also offer a window for new perspectives and directions in the area of research for a long. I take this opportunity as an editor to thank Dr. Ragvendra Bendigeri (Editor), Amol Chitare and Pradeep Prasad (and their Review Team), Khushraj Singh Sandhu (Software & Technical Expertise) for their tireless efforts in the successful completion of this book. I would like to extend special appreciation to Dr. Haresh M Raney (Originator) for taking this initiative at first and finally all thanks to the Editor In Chief (Dr. K. G. Dawani) for his valuable guidance.

The objective behind the introduction of this book is to provide a platform for students of different fields, and research scholars to share their valuable research findings throughout the globe. The continuous support from the society around has encouraged us to work hard behind the success of the book. We have had an overwhelming response from various parts of the country and from some other countries of the world as well. I take this opportunity to thank our authors, advisors and anonymous reviewers, all of whom have volunteered to contribute to the success of the book. Finally, I wish to encourage more contributions from our team to ensure a continued success of the book.

We are still inviting specialists and experts from different fields to join our editorial board and to provide their valuable suggestions to improve the editorial policy and quality of the publications ahead.

Dear readers, on behalf of the team dynamic ideas, I welcome you all to this new and exciting book. This is just the beginning, we plan to continuously upgrade and improve the site to meet the needs and expectations of the readers across the globe and make this extremely a popular book.



Dr. Afzal Mukhtar
Kashmir Education Service,
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Chief Minister's Hr.Sec.
Institute Kupwara
(Presently Posted)

EDITOR'S DESK

On behalf of the editors of the book "Dynamic Ideas", I would like to express my sincere gratitude to the reviewers for assessing manuscripts. The editors greatly appreciate the contribution of reviewers who have dedicated their valuable time and efforts in reviewing the assigned manuscripts, which is crucial to the book's editorial decision-making process. The book follows a double-blind peer-review process, where the identities of both the authors and reviewer's are not disclosed, to avoid any biased decision committing to review is a diligent task, requiring not only careful reading, analysis, and commentary but also a willingness to continue with a manuscript through multiple revisions.

I would also like to thank Editor In Chief Dr.K.G. Dawani for his continuous guidance and co-editors Dr. Afzal Mukhtar and Dr. Hareesh Raney for continuous support.



Dr. Raghavendra Bendigeri
Associate Professor
Oriental Institute of Management
(OIM)
Vashi, Navi Mumbai

EDITOR'S DESK

It is dream come true and exciting to finally be publishing the first issue of DYNAMIC IDEAS! The book has been goal of team dynamic ideas. It is my pleasure to publish the inaugural issue. This issue contains contented from various disciplines and covers innovative and dynamic research work of doctors, professors, professionals, teachers, research scholars and students.

The first issue of DYNAMIC IDEAS is possible only due to hard work of team dynamic ideas. I am very thankful to Editor-in-chief Dr K G Dwani who constantly guided us to achieve this goal. Also, the editors Dr Afzal Mukhtar and Dr Raghavendra Bendigeri, review team of Amol Chitare and Pradeep Prasad and expertise service from Software & Technical Sir Khushraj Singh Sandhu made endless efforts to make this huge success. The editorial and review team constantly made efforts which resulted in works of excellent quality. Special thanks to Publication team for guiding and supporting us throughout this process.

Lastly, thanks to each and every member who connected with us in this virtual world and has contributed to "Dynamic Ideas" making it huge success. This book is dedicated to and belongs to each and every member who has contributed to its success.



Dr. Haresh M Rancy

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THE IMPACT OF COVID-19 ON INDIAN SOCIOECONOMIC STATUS IN INDIA: A REVISED SOCIOECONOMIC STATUS SCALE FOR THE YEAR 2021

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Department of Science Education,
JSS Institute of Education, Sakleshpur,
Hassan District, Karnataka-573 134, India



Abstract

Corona Virus Disease-2019 (COVID-19) pandemic had increased the financial burden of Indians by crippling the Indian economy and contributed less to the socioeconomic growth of India. The livelihood, employment and income of many citizens of India had remained questionable for many days during 2020. Socioeconomic scale (SES) measures individuals' access to financial, social, cultural and human capital, and the position of individual's family or household in the society. The SES of individuals and families are changing because of the dynamic nature of society. Individuals and families show changes in their present access to earnings, occupations and assets and they do vary according to the status of the origin of their families. Kuppaswamy socioeconomic status scale (KSES scale) is one of the widely used socioeconomic scales in social science research, educational research and community health research. The inflation in India during the financial year 2020-21 due to COVID-19 pandemic and changes in Consumer Price Index (CPI) further necessitates the revision of KSES for the year 2021. In this paper, the author has made an attempt to revise KSES scale for the year 2021 using CPI values and the corresponding rate of inflation. The revised KSES scale will be helpful to educationalists, sociologists, economists, historians and researchers when using socioeconomic status as one of the study variables.

Keywords: Corona virus, socioeconomic scale, Inflation, Consumer Price Index, income level.

Introduction

Coronavirus infected the people living in both vulnerable and affluent conditions in India to the larger extent in 2020. The Government of India implemented total lockdown from 25th March 2020, along with travel ban and social distancing and resulted a forced closure of production facilities and cascading effect on allied industries – processed food, beverages, hotels and transportation. Hotels, tourism, aviation and transportation became the most affected sectors and brought the earnings of the people to low. All public transport services had been suspended till the end of March in India. The people who were close to the poverty line were worst affected by the pandemic. The financial and stock markets were down by more than 40%, and reverted back to 2016 level [1].

Corona Virus Disease-2019 (COVID-19) pandemic had increased the financial burden of Indians by crippling the Indian economy and contributed less to the socioeconomic

growth of India. The livelihood, employment and income of many citizens of India had remained questionable for many days during 2020 [2].

Agriculture and allied activities, manufacturing sector and financial market were affected disproportionately and there was a disproportionate loss even within a sector. The societal impacts were dire too with job losses, mental illness, increased domestic violence, and so forth [3].

Socioeconomic status (SES) refers to the relative position of a family or an individual on hierarchical social structure, based on their access to, or control over, wealth, prestige, and power [4]. SES is a social determinant to know the occupational, educational, economical, health and nutritional state of an individual or a family with respect to others. SES measures individuals' access to financial, social, cultural and human capital, and the position of individual's family or household in the society [5]. The SES of individuals and families are changing because of the dynamic nature of society. Individuals and families show changes in their present access to earnings, occupations and assets and they do vary according to the status of the origin of their families.

Several attempts have been made by psychologists at the earliest to find the social class of an individual. Social status can be defined by taking areas such as annual income, years of education, intelligent quotient (IQ) and occupation [6, 7]. The index of status of social position can be characterized by indicators such as i) residential address of the household ii) the occupational position of its head and iii) the years of school the head which the family had completed [8].

Many researchers have developed various scales to assess SES by considering several indicators as variables namely caste, occupation of family head, monthly income, education, holding of land, housing, farm power, material possessions, type of family and social participation. There are many SES scales, some are good for rural community but not for urban, some had considered limited determinants of SES and few are considering a number of similar determinants many times [9]. Kuppaswamy socioeconomic status scale (KSES scale) is one of the widely used socioeconomic scales in social science research, educational research and community health research.

Research Objective

In this paper, the author is aimed at revising KSES scale for the year 2021 keeping in mind the impact on Consumer Price Index (CPI) values and rate of inflation due to COVID-19 pandemic in India.

Research Methodology

A literature review was carried out using the terminologies, Corona virus, socioeconomic status, socioeconomic scale, Consumer Price Index in India from research gate, google scholar etc. Various related articles from non-academic sources like news, websites were also accessed for reference.

KSES scale and need for its revision

KSES scale developed in 1976 measures the SES of an individual on the basis of variables, namely, education, occupation and monthly income of the family. Of these three variables, education and occupation of the head of the family do not change frequently with time.

Table 1. KSES scale (1976).

| Category | Score |
|---|-------|
| A. Education | |
| Profession or Honours | 7 |
| Graduate or post graduate | 6 |
| Intermediate or post high school diploma | 5 |
| High school certificate | 4 |
| Middle school certificate | 3 |
| Primary school certificate | 2 |
| Illiterate | 1 |
| B. Occupation | |
| Profession | 10 |
| Semi-profession | 6 |
| Clerical, shop owner, farmer | 5 |
| Skilled worker | 4 |
| Semi-skilled worker | 3 |
| Unskilled worker | 2 |
| Unemployed | 1 |
| C. Family income per month in Rs. (1976) | |
| >2000 | 12 |
| 1000-1999 | 10 |
| 750 - 999 | 6 |
| 500 - 749 | 4 |
| 300 - 499 | 3 |
| 101- 299 | 2 |
| < 100 | 1 |
| Socioeconomic class | |
| Upper (I) | 26-29 |
| Upper middle(II) | 16-25 |
| Lower middle (III) | 11-15 |
| Upper lower (IV) | 5-10 |
| Lower (V) | < 5 |

The socioeconomic class of the families as described by KSES scale(**Table 1**) carries scores ranging from <5 to 29 and classifies social class into 5 groups; upper class, upper middle class, lower middle class, upper lower and lower[10]. The scale was further modified in later years to include overall aggregate income of the entire family, pooled

from all sources of income. However, inflation and resultant devaluation of Indian rupee necessitates the need of timely revisions of the income variable [11].

Every SES scale has some limitations due to fluctuating CPI and inflation which leads to the change in sensitivity of assessing the SES of the family. SES scale thus needs to be revised from time to time in order to make the scale vulnerable for fluctuating income levels [12]. The inflation in India during the financial year 2020-21 due to COVID-19 pandemic and changes in CPI further necessitates the revision of KSES for the year 2021.

Revision of KSES for the year 2021

The revision of KSES for the year 2021 was carried out by considering the calendar year 2012=100 as the revised base year as per the recommendations made by Technical Advisory Committee on Statistics of Prices and Cost of Living on base revision of CPI values [13]. All India CPI (General) values with Base: 2012 = 100, released by the Ministry of Statistics and Programme Implementation (MoSPI), Government of India, was also considered while revising the income scale for KSES for February 2021 [14].

Analysis and interpretation

The rate of inflation, I_r was calculated using the formula, $I_r = [(B - A)/A] \times 100$, where, $A = 149.1$ (CPI value for February 2020) and $B = 156.6$ (CPI value for February 2021) and accordingly, I_r was found to be 5.03%. Table 2 gives an updated income scale for February 2021, obtained by multiplying the income scale of the year 2012 [12] by I_r , calculated for February 2021.

Table 2. Updated monthly income of the family for the year 2021.

| Sr No. | Family income per month in Rs. (February 2012) | Family income per month in Rs. (February 2020) | Family income per month in Rs. (February 2021) | Score |
|--------|--|--|--|-------|
| 1 | ≥ 30,375 | ≥ 1,99,862 | ≥ 1,52,782 | 12 |
| 2 | 15,188 – 30,374 | 99,931 – 1,99,861 | 76,392 – 1,52,781 | 10 |
| 3 | 11,362 – 15,187 | 74,756 – 99,930 | 57,147 – 76,391 | 6 |
| 4 | 7,594 – 11,361 | 49,962 – 74,755 | 38,194 – 57,146 | 4 |
| 5 | 4,556 – 7,593 | 29,973 – 49,961 | 22,913 – 38,193 | 3 |
| 6 | 1,521 – 4,555 | 10,002 – 29,972 | 7,647 – 22,912 | 2 |
| 7 | ≤ 1520 | ≤ 10,001 | ≤ 7,646 | 1 |

Table 2 reveals the fact that the fractional decrease in monthly income values from February 2020 [12] to February 2021 is 30.81 %, due to COVID-19 pandemic in the year 2020-21.

Conclusion and Suggestions

It is very essential to revise KSES scale as there was an inflation and changes in CPI values in India in the year 2020-21 due to COVID-19 pandemic. In this article, KSES scale has been revised with an updated rate of inflation, 5.03 % as on February 2021. The fractional decrease in monthly income values from February 2020 to February 2021 is 30.81 % which is due to COVID-19 pandemic in the year 2020-21.

KSES needs to be updated from time to time due to the timely variations in CPI values and rate of inflation. It is suggested to use Table 2 for revised KSES scale for the year 2021. The revised KSES scale will be helpful to educationalists, sociologists, economists, historians and researchers when using socioeconomic status as one of the study variables. The researchers can update the income scale to the latest available rate of inflation and CPI values.

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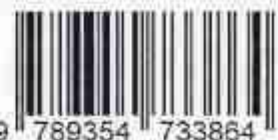
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AN EDITED MULTIDISCIPLINARY
RESEARCH BOOK

EDITOR

DR. PRABHUSWAMY M.

2022

Prabhu
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This book contains collection of research articles from various disciplines or subjects. Professors, Scholars and professionals have contributed a lot to make this book useful not only to the researchers but also to the society. The readers of this book will get inspiring knowledge. A plethora of topics from various disciplines have made this book really awesome. This book can be a good source of knowledge to carry out further research in various areas.

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RECENT TRENDS IN MULTIDISCIPLINARY RESEARCH

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DR. PRABHUSWAMY M.

2022


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DIGITAL TECHNOLOGY FOR 21st CENTURY LEARNERS

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Abstract

Educational Software is a massive, all-encompassing term used to refer to any and all software designed for use in the education industry. The term includes everything from student information systems and classroom management software to reference management software and language learning software. Educational software or computer applications developed for the purpose of teaching and learning. This is a large domain that includes software made for different types of people. Students, teachers, administrators, mentors, and others. The software can also be made for different types of education: Traditional classrooms, self-directed learning, asynchronous lessons, and others. In classroom, educational software can provide functions, such as automatically grading multiple-choice assignments using formatted cards, or allowing students to submit digital assignments from home through a learning management System.

Introduction

Educational Software is a massive, all-encompassing term used to refer to any and all software designed for use in the education industry. The term includes everything from student information systems and classroom management software to reference management software and language learning software. Educational software or computer applications developed for the purpose of teaching and learning. This is a large domain that includes software made for different types of people. Students, teachers, administrators, mentors, and others.

The software can also be made for different types of education: Traditional classrooms, self-directed learning, asynchronous lessons, and others. In classroom, educational software can provide functions, such as automatically grading multiple-choice assignments using formatted cards, or allowing students to submit digital assignments from home through a learning management System.



Digital technologies electronic tools, devices, systems and resources which generate, store or process data. Digital tools include social media, mobile phones, online games and multimedia. The 21st century's digital revolution has totally changed the methods of work, communication and living. Internet can connect people, hardware devices, software applications, information and resources all around the world. A rapid and wide

range of technological advancements has enforced profound influence on every walk of life including pedagogy. To achieve high quality digital learning students continually have access to the digital content and online resources. However, when technology is used in education it enhances student's attitude and digital skills. Digital learning facilitates students to use their devices for their learning process. It provides both teachers and students with access to a selection of educational resources that motivate creativity, critical thinking, communication and collaboration. It provides inclusion and the development of digital literacy skills. It extends learning beyond the text and classroom walls.

21st century digital technology a highly effective and economic digital teaching platform which is delivered directly into the education system.

Digital innovation for children include improved memory, increased fine and gross motor capabilities, enhanced child critical thinking and problem solving abilities.

Educational software is term used for any computer software which is made for on educational purpose, it encompasses different ranges from language learning, software to classroom management software. The purpose of all this software is to make some part of education more effective and efficient.

In educational software there are so many purpose can used they are:

- Classroom aids
- Assessment software
- Reference software

SIMULATION: Simulation is a teaching technique used particularly in management education and training in which a real situation and values are simulated by substitute displaying similar characteristics.

ICT Based lesson: ICT involves the use of computers and other electronic devices to access information easily and quickly.

Simulated ICT based lesson: The use of a computer to represent the dynamic responses of one system by the behaviour of another system modeled after it.

Software used for teaching, learning, assessment and research in the 21st century are listed in the table below.

| | |
|-----------------------|-----------------------------|
| 1. Google classroom | 10. Quizlet |
| 2. Moodle | 11. Chems sketch |
| 3. Edmodo | 12. Refme |
| 4. Microsoft one note | 13. D2L Brightspace |
| 5. Blackboard learn | 14. Quizizz |
| 6. Class Dojo | 15. Ispring suite |
| 7. Geogebra | 16. Ellucian Banner student |
| 8. Schoology | 17. Zoom |
| 9. Tinkercard | |

Google classroom: Google classroom is a free blended learning platform by google for educational institutions that aims to simplify creating, distributing and grading assignments, the primary purposed of google classroom is to stream line the process of sharing files between teachers and students. Initial release date: 12-Aug-2014, Developer: Jonathan Rochelle, Operating system: Android; iOS;



iPadOS [1].

Moodle: Moodle is a free and open-source learning management System written in pHP and distributed under the GNU general public license, moodle is used for blended learning, distance education, flipped classroom and other online learning projects in schools, universities, workplace and other sectors. Developer: Martin Dougiamas, Accessible for all for teaching, learning and managing everything in one place and one can teach in safe and secure online spaces [2].



Edmodo: Edmodo was an educational technology platform for schools and teachers, Edmodo enabled teachers to share content. Distribute quizzes and assignments and manage communication with students.



Founder: Jeff O' Hara, Nic Borg, Crystal Hutter, Founded: 1-September-2008, Lesson Builder for lesson planning, Discovery for content discovery, live class for synchronous lesson delivery [3].

Microsoft one note: Is a note taking software. It is available as part of the Microsoft office suite and since 2014. Has been free on all platforms one note is designed for free from gathering information and multi uses collaboration. It gathers user's notes, drawings, screen clippings. Organize data in Network, Recording and Translate notes [4].

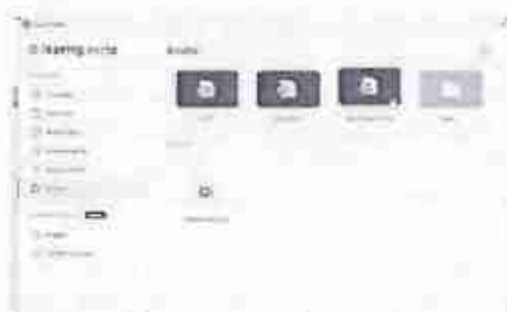
Black board learn: Black board learn is an application for online teaching, learning, community building and knowledge sharing, you can use theory or model for teaching your online course because black board learn is open. Initial release Date: 21-jan-1997, Developer: Black board, Activity Dashboard, Assessment Management, Asynchronous Learning and Academic/Education [5].

Class Dojo: Class Dojo is an educational technology company, it connects primary school teachers, students through communication features such as a feed for photos and videos from the school day and messaging that can be translated into more than 35 languages. Founder: Sam Choudhury, Liam Don, Founded: Aug-2011, Activity management, Track student behaviour, Engage in school to home communication, Families are able to connect with teachers and communicate privately [6].

GeoGebra: GeoGebra is an interactive geometry, algebra, statistics and calculus application, intended for learning and teaching mathematics and science from primary school to university level. Developer: Markus Hohenwarter, Interactive geometry environment (2d and 3d), Built-in spreadsheet, Built-in Computer algebra system (CAS), Graphing, statistics [7].

Schoology: Schoology is a learning management system for schools and business that enables its uses to create, manage and share assignments and resources. Founder: Jonathan Friedman; Ryan Hwang; Tim Trinidad, Learning

management system, Create, manage, Share assignment and resource. Technical Support, Markup Tools [8].

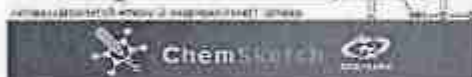


Tinkercad: Tinker cad is a free of charge, online 3D modeling program that runs in a web browser, since it became available 2011 it has become a popular platform for creating models for 3D printing as well as an entry level introduction to constructive solid geometry in schools. Developer: Auto desk, 3D design & Modelling, Animation, Annotation, Collaboration Tool and Content library [9].



Quizlet: Is a multi-national American company that provides tools for studying and learning. It was founded by Andrew Sutherland in October 2005, and released to the public in January 2007. Quizlets primary products include digital flash cards, Matching, practice assessments and live quizzes, Leaderboard, Quiz timer, show quiz score in gauge, view correct answer options and view question results [10].

Chemsketch: Chemsketch is a molecular modeling program used to create and modify images of chemical structures, also there is a software that allows molecules and molecular modules. Displayed in two and three dimensions. To understand the structure of chemical bonds and the nature of the functional groups. Draw chemicals structures, including organics, polymers and Markush structures, Calculate molecular properties, Clean up your structure and view it in 2d and 3d [11].



RefME: RefME is the world's leading and most accurate multi-platform tool for automating citations, reference lists and bibliographies in over 7500 citation styles. RefME allows user to generate citations by scanning book or journal barcodes [12].

D2L Brightness: D2L is the developer of the bright space learning management system. A cloud based software suit based by schools, higher educational institutions and business for online and blended classroom learning. Academic / Education, Assessment Management, Assignment management, Built-in Course Authoring [13].



Quizizz: Motivate every student to mastery with easy to customize content plus tools for inclusive assessment institution. Fun online quizzes can be reduce students' stress, Students able to see their own and others rank [14].

Ispring suite: Is a power point based authoring toolkit produced by Ispring solutions that allows users to create slide based course quizzes. Dialog simulations, screenshots, video lectures and other interactive learning materials.

It provides you with the ability to change your file's size, thereby, making your Ispring course more compatible [15].



Ellucian Banner student: It provides critical data that enables registration, curriculum management, advising, assessment graduation and key reporting.

It offers Banner educational ERP including its student management system emphasizing control and reporting of process-oriented facets of education such as grading and attendance [16].

Zoom: Zoom is a cloud based video conferencing software solution that allows organizations in the educational, financial to conduct virtual meetings and collaborate in real-time using integrated communication tools. It allows to create and join virtual meeting room where they can communicate with each other using video and audio [17].

Conclusion

The balance between digital technology and social interaction is the key to taking advantage of all of the limitations that digital technology brings to children and their education, whether it be knowledge based or

practice based. It is not just a change of technology it is part of a redefinition of how we as a species transmit knowledge, skill and values to younger generations of workers and students. It is a digital devices, systems and resources that help create store and manage data. An important aspect of digital technology (IT) which refers to the use of computers to process data and information. This can be achieved by the activities, instead of providing access to health and education and financial services. Digital technology has the potential to revolutionize the entire education sector of the country and transform into a knowledge economy. It enables immense amounts of information to be compressed on small storage devices that can be easily preserved and transported.

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60. PHILOSOPHY AS A TOOL TO ACHIEVE THE GOAL OF MODERN EDUCATION.

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ABSTRACT

There is an important saying that "Education is the third eye of a man" there is no difference between a man without knowledge and a blind, both of them will be unaware of their surroundings. A man in the society should be aware of both physical and social environment, for this he needs education. So in order to provide education a nation has to be aware of its framework. This will be decided by the philosophy of the nation.

Philosophy is the truth that a man has found out. So it varies from person to person, time to time, and from place to place.

Overall philosophy leads man towards his positive growth. Accordingly education should have philosophical background. All the nations of the world have to provide education consisting of the philosophical background to their students.

Education is most important and needful in the modern world. In the broader concept we can also say that education can be obtained not only in school and colleges but also in the environment. According to the great educationist John Dewey "education is the re organization of experiences" man if he organizes systematically the experiences which he gets from his environment, he acquires knowledge. This is not possible in every human being. If a man activates his eye and ear to his environment then it will be possible. Even the famous educationist Rousseau opines that nature is the source of knowledge.

Both eastern and western philosopher has given prominent place for education. The reason is that to transfer to knowledge to the society the tool required is education. There is a saying that Philosophy cannot travel independent and education cannot see itself. So education can see through philosophy. In this regard almost all the philosophers across the world have contributed to the field of education. Philosophy leads man towards the truth. The aim of philosophy is to enlighten man towards truth and help him to lead a satisfactory life.

Philosophical basement is needed for education .philosophy provides required objectives for education .Every nation has its own philosophy and accordingly it provides education. This is the reason curriculum differs from nation to nation, place to place and time to time. In ancient time the life of man was simple as the age pass on the life of man as proceeded from simple to complex. His thoughts, relationships and transactions etc have change to greater extent, for this change the contribution of science and technology is most memorable.

Education has to transform man accordingly to the changing season. One of the aims of education is to enrich man according to the needs and expectations of the society. We also observed the changes in the field of education from ancient period to modern system of education, according to the expectations and needs of society, the aims of education has originated. Philosophy is like backbone for the education to fulfill the aim of modern education.

The applications of philosophy in the field of education to accomplish its aims are appreciable which will be discussed as follows.

* **Develop intellectual skills:** - Thinking is an important skill that every human being should have; looking at this skill education is trying to develop mental skills in him. As a result he can lead a complete and peaceful life in the society. Philosophy develops a habit of curiosity in man. Education should utilize this quality of man to develop intellectual skills.

* **Develop scientific temper:** - Scientific attitude is most essential for human being in this modern world. It is a scientific era man should understand the principle or the law behind every event and react accordingly towards his environment. When doubts arise philosophy helps him in that way. Rousseau said that ask questions to pupils and don't answer them then only they find out the answer themselves.

* **Carry out investigations:** - Scientist will be present in every child. by providing suitable situations for the child education can develop research attitude in it. The aim of education and philosopher both suggest that for a child in its teaching method investigation method should be used for its learning.

* **Faith in truth:** - The aim of education is to lead children towards the path of truth. Modern life envisages many illusions in both children and youth. Both of them are spoiling their life with these illusions. The duty of education is to eradicate such illusions. Search of truth starts from the laboratory of school. Even philosophy interprets the same the children should inculcate the concept of truth, goodness and beauty so that they move towards reality.

* **Passion for social justice:** - The riots, revolutions and movements are happening throughout the world. The reason behind this is the thoughts of philosophers of their country. The philosophical thoughts aspires co-operation, peace, humanity etc. but not suppressions. Even education also helps child to think independently and fight against the suppression in for with social justice. Philosophy suggests that accordingly curriculum should be framed.

* **Passion for social service:** - The duty of education to prepare child for social service. Man should contribute for betterment of the society. Philosophers also stress social attitude of the human being and all philosophers are one or the other way social thinkers.

* **Appreciation of cultural heritage:** - Every nation has its own cultural heritage. It is the duty of the citizens that nation to conserve, propagation and promotion of their cultural heritage. Because of this reason school is called miniature society. Even philosophy stress on the concept of cultural heritage. the child should imbibe these qualities and leave proudly and happily.

* **Develop world citizenship:** - Education should make man world citizen. Even our great poet kuvempu also suggested that man should become world citizen. Indian heritage enlightens the concept of Vasudai va kutumbakam (all the people is one family). All the philosophers opines in the same directions.


* **Development of tolerance:** - Tolerance is an important psychological state of mind. That is needed in all the human being. From ancient times Indians are tolerant people. Modern world is suffering from terrorist activities. Instead of the fund on preparation and purchase of ammunitions, if it is use for developmental activities of the nations, many poor countries will develop in short period of time.


* **Preparation for occupations:-** If a man becomes independent nation will also become independent. The nation can't develop if the people present in that nation are dependents so aim of education is to make human being independent. Philosophy also encourages independent living. Man should systematically control his needs and led a simple and happy life.

So on the similar line education has implemented its own aims and objectives and philosophy reasons to each of it. Philosophy directs aspects of education like activities, methods of teaching, discipline etc clearly and helps in the success of education.

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ಮೊ- 9448464413, 9731357585

ಸರಲೇಖ:

ಬೋಧನೆ ಎಂಬುದು ಒಂದು ಕಲೆ. ಒಂದು ಪರಿಕಲ್ಪನೆಯನ್ನು ತರಗತಿಯ ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಧರ್ಮ ಮಾಡಿಸುವ ಪ್ರಕ್ರಿಯೆಯನ್ನು ಬೋಧನೆ ಎನ್ನಬಹುದು. ಪರಿಣಾಮಕಾರಿ ಬೋಧನೆಯಲ್ಲಿ ನಾಟಕಾಭಿನಯ ಧಾನದ ಪ್ರಭಾವ ಅತ್ಯಂತ ಮಹತ್ವ ಪೂರ್ಣವಾಗಿದೆ. ನಾಟಕೀಕರಣ ಮೂಲತಃ ಸಮಷ್ಟಿ ಕಲೆ, ಲಲಿತಕಲೆಗಳನ್ನು ಕಗೊಂಡಿರುವ ನಾಟಕ ಮಕ್ಕಳನ್ನು ಸುಲಭವಾಗಿ ತಲುಪುತ್ತದೆ. ವಿಭಿನ್ನ ಚಟುವಟಿಕೆಗಳ ಮೂಲಕ ಮಕ್ಕಳನ್ನು ಯಾಶೀಲರನ್ನಾಗಿಸುವುದಕ್ಕೆ ಅಲ್ಲ, ಅವರ ಮಾನಸಿಕ ಬೆಳವಣಿಗೆಯಲ್ಲೂ ಪ್ರಧಾನ ಪಾತ್ರವಹಿಸಿ ಸೃಜನಶೀಲತೆಯನ್ನು ಚಿಟ್ಟಿಸುತ್ತದೆ. ವಿದ್ಯಾರ್ಥಿಗಳು ನಾಟಕಾಭಿನಯದಲ್ಲಿ ಸಕ್ರಿಯರಾದರೆ ಹಿಂಜರಿಕೆ, ಕೀಳರಿಮೆ, ಸಂಕೋಚ, ಭಯ ಬಿಂತಾದ ದೌರ್ಬಲ್ಯಗಳನ್ನು ನಿವಾರಿಸಿಕೊಳ್ಳುತ್ತಾ ವಿವಾಗ್ರತೆ, ಶಿಸ್ತು, ಕ್ರಿಯಾತ್ಮಕತೆ, ಒಳ್ಳೆಯ ವ್ಯಕ್ತಿತ್ವರಚನಾತ್ಮಕತೆ, ಲ್ಪನಾಶೀಲತೆ, ಕೌಶಲ್ಯ ವೃದ್ಧಿ ಉಚ್ಚಾರಸ್ಪಷ್ಟತೆ, ಆತ್ಮಾಸ್ಥೈರ್ಯದೊಂದಿಗೆ ಮುನ್ನುಗ್ಗುವಂತಾಗುತ್ತದೆ. ಅನೌಪಚಾರಿಕ ವ್ಯವಸ್ಥೆಯ ಮೂಲಕವೇ ಔಪಚಾರಿಕ ಶಿಕ್ಷಣವನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಗ್ರಹಿಸಲು ನಾಟಕಾಭಿನಯ ಸಹಕಾರಿ.

ಕೂಚಿ ಪದಗಳು:-

ಬೋಧನೆ ಸಮಷ್ಟಿಕಲೆ, ಸೃಜನಶೀಲತೆ, ಕ್ರಿಯಾತ್ಮಕತೆ, ರಚನಾತ್ಮಕತೆ, ಕೌಶಲ್ಯವೃದ್ಧಿ, ಕಲ್ಪನಾಶೀಲತೆ,

ನೀತಿ:

'ಬೋಧನೆಎಂಬುದು ಒಂದು ಕಲೆ' ಒಂದುಪರಿಕಲ್ಪನೆಯನ್ನು ತರಗತಿಯ ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಧರ್ಮಮಾಡಿಸುವ ಪ್ರಕ್ರಿಯೆಯನ್ನು ಬೋಧನೆ ಎನ್ನಬಹುದು. ಬಹುತೇಕ ಶಿಕ್ಷಕರು ತಮ್ಮ ವಿಷಯದಲ್ಲಿರುವ ಚಾರಗಳನ್ನು ಯಾಂತ್ರಿಕವಾಗಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ರವಾನಿಸುತ್ತಿದ್ದಾರೆ. ವಿದ್ಯಾರ್ಥಿಗಳು ಕಂಠಪಾಠ ಮಾಡಿ ರೀಕ್ಷೆ ಬರೆದು ಹೆಚ್ಚು ಅಂಕಗಳಿಸುವುದರಲ್ಲೆ ಸೀಮಿತರಾಗಿದ್ದಾರೆ ಹೊರತು ವಿದ್ಯಾರ್ಥಿಗಳ ಸರ್ವತೋಮುಖ ಗತಿಎಂಬುದು ಕನಸಿನ ಮಾತಾಗಿದೆ ಇದಕ್ಕೆಕಾರಣ ನೀರಸವಾಗುತ್ತಿರುವ ತರಗತಿ ಬೋಧನೆ. ಸಮಾಜವು ಕ್ಷಕರಿಂದ ಸತ್ತರಿಣಾಮವನ್ನು ನಿರೀಕ್ಷಿಸುತ್ತಿದೆ. ಅಂದರೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಶೈಕ್ಷಣಿಕ ಸಾಧನೆಯೊಡನೆಗೆ ನೈತಿಕ ಮೌಲ್ಯಗಳು, ನಾಗರೀಕ ಪ್ರಜ್ಞೆ ಮಾನವೀಯ ಮೌಲ್ಯಗಳನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಮೈಗೂಡಿಸಿಕೊಳ್ಳುವಂತೆ ಶಿಕ್ಷಕರು ಮಾಡಬೇಕೆಂದದ್ದು ಅನಿವಾರ್ಯವಾಗಿದೆ. ಇದಕ್ಕಾಗಿ ಪರಿಣಾಮಕಾರಿ ಬೋಧನೆ ಅತ್ಯವಶ್ಯಕ. ವಿದ್ಯಾರ್ಥಿಗಳ ದೃಷ್ಟಿಕೋನ ಮತ್ತು ಭವಿಷ್ಯದ ಮೇಲೆ ಶಿಕ್ಷಕರು ಅಗಾಧ ಪರಿಣಾಮವನ್ನುಬೀರಬಲ್ಲರು.ಇದಕ್ಕೆ ನಿರ್ದರ್ಶನ 'ಬಾಣಕೃಮ' ಒಬ್ಬ ಧರ್ಮಾನು ಬಾಲಕನನ್ನು ಹುರಿದುಂಬಿಸಿ ಪಳಗಿಸಿ ಚಂದ್ರಗುಪ್ತಮೌರ್ಯ ಎಂಬಮಹಾನ್ ಚಕ್ರವರ್ತಿಯನ್ನಾಗಿಸಿದನು. ಧರ್ಮ ರಾಷ್ಟ್ರಪತಿಗಳಾದ ಶ್ರೀ ಸರ್ವಪಲ್ಲಿ ರಾಧಕೃಷ್ಣನ್ ಹಾಗೂ ಶ್ರೀ ಎ.ಪಿ.ಜೆ ಅಬ್ದುಲ್ ಕಲಾಂ ರವರು

ಶಿಕ್ಷಕರಾಗಿ ಅನೇಕರಿಗೆ ಸ್ಪೂರ್ತಿ ನೀಡಿ ಲಕ್ಷಾಂತರ ಜನರ ಕನಸು ನನಸು ಮಾಡಿದ್ದಾರೆ. ಆಗಾಗಿ ಸದ್ಯಕ್ಕೆ ಸಮಾಜ ಹಾಗೂ ರಾಷ್ಟ್ರ ನಿರ್ಮಾಣದ ಕಾರ್ಯದಲ್ಲಿ ತರಗತಿ ಶಿಕ್ಷಕರ ಪರಿಣಾಮಕಾರಿ ಬೋಧನೆಯ ಪ್ರಭಾವ ಬಹುಮುಖ್ಯವಾಗಿದೆ.

ಪರಿಣಾಮಕಾರಿ ಬೋಧನೆ:

ಶಿಕ್ಷಕರ ಪರಿಣಾಮಕಾರಿ ಬೋಧನೆಯಿಂದ ಮಾತ್ರಕಲಿಯುವವನು ಹೆಚ್ಚು ಕಲಿಯಲು ಸಾಧ್ಯ. ಪರಿಣಾಮಕಾರಿ ಬೋಧನೆಗೆ 'ಇದಮಿಥಂ' ಎಂದುಹೇಳುವ ಯಾವುದೇ ಏಕಮಾತ್ರ ಸೂತ್ರವಿಲ್ಲ. ಪರಿಸ್ಥಿತಿಗೆ ಅನುಗುಣವಾಗಿ ತರಗತಿಯ ಸನ್ನಿವೇಶವನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿಸುವುದು ಶಿಕ್ಷಕರನ್ನು ಅವಲಂಬಿಸಿದೆ. ಪ್ರಶೋತ್ತರಚರ್ಚೆ, ಹಾಸ್ಯಪ್ರಚ್ಛೆ, ಸೃಜನಾತ್ಮಕವಾದ ಚಿಂತನೆ, ಸಕರಾತ್ಮಕ ನಿಲುವು, ಸ್ವಪ್ರೇರಣೆ, ಸಹಾನುಭೂತಿ, ವಿಶ್ವಸರ್ಪತೆ, ಪ್ರಾಮಾಣಿಕತೆ, ಯೋಜಿತಬೋಧನೆ, ಮನೋವೈಜ್ಞಾನಿಕ ಅಂಶಗಳ ಅಳವಡಿಕೆಯಿಂದ ಬೋಧನೆ ಪರಿಣಾಮಕಾರಿಯಾಗಿರುತ್ತದೆ.

ಪ್ರಸ್ತುತ ಪ್ರಪಂಚದಲ್ಲಿ ಬೋಧನೆ ಎಂಬುದು ಹಿಂದೆಂದಿಗಿಂತಲೂ ಬಹಳ ಸವಾಲಾಗಿದೆ. ವಿಜ್ಞಾನ ಮತ್ತು ತಂತ್ರಜ್ಞಾನದ ಅನ್ವೇಷಣೆಗಳು ಬೋಧನಾಕ್ಷೇತ್ರಕ್ಕೆ ಕಾಲಿಟ್ಟಿದ್ದು, ತಂತ್ರಜ್ಞಾನ ಆಧಾರಿತ ಬೋಧನೆ ಜಗತ್ತಿನಾದ್ಯಂತ ಮುಂಚೂಣಿಯಲ್ಲಿದೆ. ಎಷ್ಟೆತಂತ್ರಜ್ಞಾನ ಮುಂದುವರಿದಿದ್ದರೂ ನೈಜ ಅನುಭವಗಳನ್ನು ಒದಗಿಸಿ ವಿದ್ಯಾರ್ಥಿ ಪಾಲಗೊಂಡುಕಲಿಯಲು ಪ್ರೇರೇಪಿಸದಿದ್ದರೆ ಅದನ್ನು ಪರಿಣಾಮಕಾರಿ ಬೋಧನೆ ಎನ್ನಲು ಸಾಧ್ಯವಾಗುವುದಿಲ್ಲ. ನಾಟಕಾಭಿನಯದ ಮೂಲಕ ಬೋಧನೆ:

ನಮ್ಮ ಶಾಲಾಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಸಾಮಾನ್ಯವಾಗಿ ವಾರ್ಷಿಕೋತ್ಸವಗಳಲ್ಲೋ ಅಥವಾ ಸಮಾರಂಭಗಳಲ್ಲೋ ಮನೋರಂಜನೆಗಾಗಿ ನಾಟಕ ಪ್ರದರ್ಶಿಸುವ ಪರಿಪಾಠವಿದೆ. ಶೈಕ್ಷಣಿಕ ವರ್ಷದ ಕೊನೆಯಲ್ಲಿ ಪ್ರದರ್ಶನವಾಗುವ ಇಂಥ ನಾಟಕಗಳು ಶಿಕ್ಷಕರಿಗೆ ಪೋಷಕರಿಗೆ, ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಮನೋರಂಜನೆ ಒದಗಿಸಿ ಮುಕ್ತಾಯ ಹೊಂದುವುದೇ ಹೆಚ್ಚು, ರಂಗಭೂಮಿಯ ಮಹತ್ವ ಮತ್ತು ಅದು ಬೀರುವ ಅಗಾಧ ಪರಿಣಾಮದ ಅರಿವಿದ್ದ ಕ್ರೈಸ್ತಮಿಷನರಿಗಳು ಇದನ್ನು ಮೊದಲು ಶಿಕ್ಷಣದಲ್ಲಿ ಅಳವಡಿಸಿಕೊಂಡಿದ್ದವು.

ಮಕ್ಕಳ ತಜ್ಞರು 'ಮಕ್ಕಳ ಮನಸ್ಸು ಹೂವಿದ್ದಂತೆ' ಎನ್ನುತ್ತಾರೆ ಅದು ಹೂವಿನಂತೆಯೇ ಸಹಜವಾಗಿ ಅರಳದರೆ ಮಾತ್ರ ಅಂಥ ಮಕ್ಕಳು ಉತ್ತಮ ಪ್ರಜೆಯಾಗಬಲ್ಲರು ಎನ್ನುವುದು ಅವರ ಅಭಿಮತ. ಆದರೆ ಇಂದಿನ ಒತ್ತಡದ ಶೈಕ್ಷಣಿಕ ದಿನಚರಿಯ ನಡುವೆ ಬಹುತೇಕ ಮಕ್ಕಳ ಮನಸ್ಸು ಹಾಗೂ ಬಾಲ್ಯ ಸಹಜವಾಗಿ ಅರಳುವ ಬದಲು ಬಾಡಿ ಹೋಗುವುದೇ ಹೆಚ್ಚು ಅಂಕಗಳಿಕೆಯಿಂದನ್ನೇ ಮಾನದಂಡವಾಗಿರಿಸಿ ಕೊಂಡಿರುವ ಪೋಷಕರು, ಶಿಕ್ಷಕರು ಮಕ್ಕಳಿಗೆ ಅಕ್ಷರಶಃ ಖಳನಾಯಕರಂತೆಯೇ ಗೋಚರಿಸುತ್ತಿದ್ದಾರೆ. ಅಂಕಗಳಿಕೆಯ ಜೊತೆಗೆ ಮಕ್ಕಳ ವ್ಯಕ್ತಿತ್ವವಿಕಸನವನ್ನು ಮುಖ್ಯ ಎಂಬ ಅರಿವು ಮನದಟ್ಟಾಗುವುದೇ ಇಲ್ಲ. ಅಂಕಗಳಿಸಿ ಡಾಕ್ಟರೋ ಎಂಜಿನಿಯರೋ ಆದರೆ ನಮ್ಮ ಜವಾಬ್ದಾರಿ ಮುಗಿಯಿತು ಎನ್ನುವ ಪೋಷಕರಿಗೆ ತಮ್ಮ ಮಕ್ಕಳ ಸಾಮಾಜಿಕ ವರ್ತನೆಯ ಮೇಲೆ ಒತ್ತಡದ ಶೈಕ್ಷಣಿಕಜೀವನವಂಥ ಪರಿಣಾಮ ಬೀರುತ್ತಿದೆ ಎಂದು ತಿಳಿಯುವಷ್ಟರಲ್ಲಿ ಕಾಲ ಕಳೆದು ಹೋಗಿರುತ್ತದೆ. ಇಂಥ ಸಂದರ್ಭಗಳಲ್ಲಿ ಪೋಷಕರು ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳು ಮಾನಸಿಕ ಖಿನ್ನತೆಗೆ ಒಳಗಾಗಿ ಒತ್ತಡಕ್ಕೆ ಸಿಲುಕಿ ಭವಿಷ್ಯವನ್ನು ಹಾಳು ಮಾಡಿಕೊಳ್ಳುತ್ತಿರುವುದನ್ನು ಕಾಣಬಹುದಾಗಿದೆ. ಈ ಕಾರಣಗಳಿಂದ ಶಿಕ್ಷಕರಲ್ಲಿ ಪೋಷಕರಲ್ಲಿ ಮಕ್ಕಳ ಭವಿಷ್ಯ ಚೆನ್ನಾಗಿರಬೇಕಾದರೆ ಹೆಚ್ಚಿನ ಅಂಕ ಪಡೆಯುವುದು ತಪ್ಪೆ? ಎಂಬ ಪ್ರಶ್ನೆಗಳು ಎದುರಾಗುತ್ತವೆ. ಇವೆಲ್ಲಾ ಸರಿ ಆದರೆ ನಮ್ಮ ಶೈಕ್ಷಣಿಕ ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಮಕ್ಕಳ ಮನಸ್ಸನ್ನು ಅರಳಿಸುವ ವಿಷಯದತ್ತ ಕುತೂಹಲ ಹೆಚ್ಚಿಸುವ ಪಠ್ಯ ಪೂರಕ ಚಟುವಟಿಕೆಗಳು ಇವೆಯೇ ಎಂದು ಪ್ರಶ್ನಿಸಿದರೆ

ಇದಕ್ಕೆ ಸಮರ್ಪಕ ಉತ್ತರ ದೊರಕಲಾರದು. ಅಂಥದೊಂದು ತುರ್ತು ಅಗತ್ಯವನ್ನು ಸರಳವಾಗಿ ಸುಲಭವಾಗಿ ಪೂರೈಸಲು ಏಕೈಕ ಮಾಧ್ಯಮವೆಂದರೆ ಅದು ರಂಗಭೂಮಿ.

ಕಂಠಪಾಠದ ಪಠ್ಯ ಚಟುವಟಿಕೆಗಳು ಅಂಕವೊಂದನ್ನೇ ಮಾನದಂಡವಾಗಿರಿಸಿಕೊಳ್ಳುವ ಬದಲು, ಒಟ್ಟಾರೆ ಮಕ್ಕಳು ವಿಷಯಜ್ಞಾನವನ್ನು ಗ್ರಹಿಸುವುದು ಅದನ್ನು ತಮ್ಮ ವ್ಯಕ್ತಿತ್ವದಲ್ಲಿ ಅಳವಡಿಸಿಕೊಳ್ಳುವುದು ಮುಖ್ಯ ಈ ನಟ್ಟಿನಲ್ಲಿ "ನಾಟಕದಂತಹ ಅಭಿನಯ ಕಲೆಹೊಂದಿರುವ ಪಠ್ಯೇತರ ಚಟುವಟಿಕೆಗಳು ಮಕ್ಕಳ ವ್ಯಕ್ತಿತ್ವದಲ್ಲಿ ಮಹತ್ವದ ಪಾತ್ರ ವಹಿಸುತ್ತವೆ" ಎಂದು ಕೊಠಾರಿ ಆಯೋಗವು ಮನಗಂಡಿತ್ತು. ಮಕ್ಕಳಿಗೆ ಹೊರಯಾಗದ ಕಲಿಕಾ ವಿಧಾನಗಳನ್ನು ಶಿಕ್ಷಣದಲ್ಲಿ ಅಳವಡಿಸಿಕೊಳ್ಳಲು ಮಕ್ಕಳ ಕಡ್ಡಾಯ ಶಿಕ್ಷಣ ಹಕ್ಕು ಶಿಪಾರಸ್ಸು ಮಾಡಿರುವುದು ನಾಟಕಾಭಿನಯದ ಮಹತ್ವವನ್ನು ಹೇಳುತ್ತದೆ.

ಪಠ್ಯೇತರ ಚಟುವಟಿಕೆಗಳು ಹಾಗೂ ರಂಗ ಶಿಕ್ಷಣ ಅರಿವಿರುವ ಪಶ್ಚಾತ್ಯ ರಾಷ್ಟ್ರಗಳು ಈಗಾಗಲೇ ತಮ್ಮ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ರಂಗಕಲೆಯನ್ನು ಅಳವಡಿಸಿಕೊಂಡಿವೆ. ರಂಗಭೂಮಿಗೆ ಸಂಬಂಧಿಸಿದ ವಿಷಯಗಳನ್ನು ಸ್ವಾಭಾವಿಕ ಶಾಲಾ ಹಂತದಿಂದ ಹಿಡಿದು ವಿಶ್ವವಿದ್ಯಾಲಯಗಳ ತನಕ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನೆಗೆ ಅವಕಾಶ ಕಲ್ಪಿಸಿದೆ. ಅಷ್ಟೇ ಅಲ್ಲಾ ವಿಶ್ವಸಂಸ್ಥೆ ಕೂಡ ರಂಗಭೂಮಿಯನ್ನು ಶೈಕ್ಷಣಿಕ ವಿಷಯವನ್ನಾಗಿ ಅಳವಡಿಸಿಕೊಳ್ಳಲು ಅನುಮೋದನೆ ನೀಡಿದೆ ಎನ್ನುತ್ತಾರೆ ರಂಗತಜ್ಞರು.

ರಂಗಭೂಮಿ ಮೂಲತಃ ಸಮಷ್ಟಿಕಲೆ, ಲಲಿತ ಕಲೆಗಳನ್ನು ಒಳಗೊಂಡಿರುವ ರಂಗಭೂಮಿ ಮಕ್ಕಳನ್ನು ಸುಲಭವಾಗಿ ತಲುಪುತ್ತದೆ. ವಿಭಿನ್ನ ಚಟುವಟಿಕೆಗಳ ಮೂಲಕ ಮಕ್ಕಳನ್ನು ಕ್ರಿಯಾಶೀಲರನ್ನಾಗಿಸುವುದಕ್ಕೆ ಅಲ್ಲದೆ, ಅವರ ಮಾನಸಿಕ ಬೆಳವಣಿಗೆಯಲ್ಲೂ ಪ್ರಧಾನ ಪಾತ್ರವಹಿಸಿ ಸೃಜನ ಶೀಲತೆಯನ್ನು ಹೆಚ್ಚಿಸುತ್ತದೆ.

ನಾಟಕಾಭಿನಯದ ಮೂಲಕ ಮಗು ಸುಲಭವಾಗಿ ಪಠ್ಯವನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳಬಲ್ಲದು ಈ ರೀತಿ ಕಲಿಯುವ ಪಾಠ ಮಗುವಿನ ಮನಸ್ಸಿನಲ್ಲಿ ದೀರ್ಘಕಾಲ ನೆನಪಿನಲ್ಲಿ ಉಳಿಯುತ್ತದೆ. ತರಗತಿಯಲ್ಲಿ ಎಲ್ಲಾ ಮಕ್ಕಳು ಒಂದೇ ರೀತಿಯಾಗಿರುವುದಿಲ್ಲ. ಒಬ್ಬೊಬ್ಬರ ಆಸಕ್ತಿ, ಅಭಿರುಚಿ, ಭಿನ್ನ ಕೆಲವರಿಗೆ ಪಾಠವನ್ನು ಕೇಳುವ ಮೂಲಕ ನೆನಪಿಟ್ಟುಕೊಳ್ಳುವುದು ಸುಲಭವಾದರೆ ಮತ್ತೆ ಕೆಲವರಿಗೆ ನೋಟ, ದೃಶ್ಯಗಳ ಮೂಲಕ ನೆನಪಿಟ್ಟುಕೊಳ್ಳುವುದು ಸುಲಭವಾಗಬಹುದು ಇಂಥ ಸಂದರ್ಭಗಳಲ್ಲಿ ರಂಗ ಶಿಕ್ಷಣ ಎಲ್ಲಾ ಮನೋಭಾವದ ಮಕ್ಕಳಿಗೆ ಸುಲಭವಾಗಿ ತಲುಪಲು ಸಾಧ್ಯ ಮುಖ್ಯವಾಗಿ ಮಕ್ಕಳು ಅನುಕರಣೆ ಮೂಲಕ ಕಲಿಯುವುದು ಹೆಚ್ಚು ಭಾಷೆ, ಹಾಡುಗಾರಿಕೆ, ನೃತ್ಯ, ಚಿತ್ರಕಲೆ ಹೀಗೆ ಬಹುಮುಖ ಆಯಾಮವನ್ನು ಒಳಗೊಂಡಿರುವ ರಂಗ ಶಿಕ್ಷಣ ಮಕ್ಕಳ ಮನಸ್ಸಿನ ಮೇಲೆ ಬೀರುವ ಪರಿಣಾಮ ಅನನ್ಯ. ಇದು ಮಗುವಿನ ಪ್ರತಿಭಾ ಶಕ್ತಿ ಅನಾವರಣಕ್ಕೆ ವೇದಿಕೆ ಒದಗಿಸುತ್ತದೆ. ಆಷ್ಟೆ ಅಲ್ಲದೇ ಅವರಲ್ಲಿ ಪ್ರಶ್ನಿಸುವ ಮನೋಭಾವವನ್ನು ಹುಟ್ಟು ಹಾಕುತ್ತದೆ.

ನಾಟಕಾಭಿನಯದ ಮೂಲಕ ಕಲಿಕೆ: ಮಗು ಕಲಿಯುವುದು ಅನುಕರಣೆ ಮೂಲಕ ಅಭಿನಯ ಮಗುವಿನ ಪ್ರತಿಭೆಯನ್ನು ತಾರ್ಕಿಕ ಅಂತ್ಯಕ್ಕೆ ಒಯ್ಯುತ್ತದೆ. ಮಗುವಿನ ಅಪಾರ ಪ್ರತಿಭಾ ಶಕ್ತಿ ಪ್ರಚನ್ನವಾಗಿ ರುಪುಗೊಳ್ಳಲು ರಂಗಭೂಮಿ ಉತ್ತಮ ವೇದಿಕೆ. ರಂಗಕಲೆಯಲ್ಲಿ ಪರಿಣತಿ ಪಡೆದ ಮಗುವಿನಲ್ಲಿ ಅದ್ಭುತವಾದ ಅಭಿವ್ಯಕ್ತಿ ಸಾಮರ್ಥ್ಯ ರೂಪುಗೊಳ್ಳುತ್ತದೆ. ಮಕ್ಕಳಿಗೆ ದೃಶ್ಯಕಲೆ, ಅಭಿನಯಕಲೆಯ ಮೂಲಕ ತರಬೇತಿ ನೀಡಿದಲ್ಲಿ ಅದು ಮಕ್ಕಳ ಗ್ರಹಿಕೆಯ ಸಾಮರ್ಥ್ಯ ಸಂವಹನ ಕೌಶಲವನ್ನು ವೃದ್ಧಿಸುತ್ತದೆ.

ನಾಟಕಾಭಿನಯದ ಮೂಲಕ ಕಲಿಸುವಾಗ ಮಕ್ಕಳಿಗೆ ಜಾತಿಧರ್ಮವನ್ನು ಮೀರಿದ ಸಂಸ್ಕೃತಿಯನ್ನು ಕಲಿಸುತ್ತದೆ. ಒಟ್ಟಿಗೆ ಬದುಕುವುದು ಹೇಗೆ ಎಂಬುದನ್ನು ಕಲಿಸಿಕೊಡುತ್ತದೆ. ನೈತಿಕ ಮೌಲ್ಯ ಕುಸಿಯುತ್ತಿದೆ ಎನ್ನುವ ಮಾತುಗಳು ಕೇಳ ಬರುತ್ತಿರುವ ಈ ದಿನಗಳಲ್ಲಿ ರಂಗಭೂಮಿ ಮಕ್ಕಳಲ್ಲಿ ನೈತಿಕ ಮೌಲ್ಯಗಳನ್ನು

ಕಲಿಸಿಕೊಡುತ್ತದೆ. ಶಾಲಾ ಕಾಲೇಜುಗಳಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ನಾಟಕಾಭಿನಯದ ಮೂಲಕ ಶಿಕ್ಷಣ ನೀಡುವುದರಿಂದ ಆರೋಗ್ಯ ಪೂರ್ಣ ಸಮಾಜ ನಿರ್ಮಿಸಬಹುದು. ಮಕ್ಕಳಲ್ಲಿ ಸಮಾನ ಸಹಜೀವನವನ್ನು ರೂಪಿಸಬಹುದು. ಉಪಸಂಹಾರ:

ಪ್ರಸ್ತುತ ಇರುವ ಔಪಚಾರಿಕ ಶಿಕ್ಷಣಕ್ಕೆ ಬಹಳಷ್ಟು ಇತಿಮಿತಿಗಳಿವೆ ಅದು ಜ್ಞಾನವನ್ನು ತುರುಕುತ್ತಿದೆಯೆ ಹೊರತು, ಮನಸ್ಸನ್ನು ವಿಕಾಸಗೊಳಿಸುತ್ತಿಲ್ಲ. ಈ ಇತಿಮಿತಿಗಳನ್ನು ಹೋಗಲಾಡಿಸಿ ಮಕ್ಕಳಲ್ಲಿ ನೈಜಜ್ಞಾನವನ್ನು ತಿಳಿಸಲು ಬೋಧನೆಯಲ್ಲಿ ನಾಟಕಾಭಿನಯ ಪದ್ಧತಿ ಅತ್ಯಂತ ಸಮರ್ಥ ಮಾಧ್ಯಮವಾಗಿದೆ. ಅಸಮರ್ಥತೆಯುಳ್ಳ ಮಕ್ಕಳಿಗೂ ಅಭಿವ್ಯಕ್ತಿ ಸ್ನೇಹಿ ಅವಕಾಶ ಕಲ್ಪಿಸುತ್ತದೆ ಹಾಗೂ ತರಗತಿಯನ್ನು ಚೈತನ್ಯತೀಲವಾಗಿ ಸುತ್ತದೆ.

ಹೀಗೆ ಬೋಧನೆ ಪರಿಣಾಮಕಾರಿಯಾಗಲು ನಾಟಕಾಭಿನಯ ಪದ್ಧತಿ ಅನಿವಾರ್ಯ ಅದಕ್ಕಾಗಿ ಶಿಕ್ಷಕರ ಸೇವಾಪೂರ್ವ ಹಾಗೂ ಸೇವಾನಿರತ ತರಬೇತಿ ಅತ್ಯಂತ ಅವಶ್ಯಕವಾಗಿದೆ. ಒಂದು ವರ್ಷದ ಬಿ.ಇಡಿ ತರಬೇತಿ ಇದ್ದಾಗ ಸಮಯ ಸಾಲದೆ ಕಲಿಕೆಯು ಅಪೂರ್ಣವಾಗುತ್ತಿತ್ತು. ಪ್ರಸ್ತುತ ಎರಡು ವರ್ಷದ ಬಿ.ಇಡಿ ತರಬೇತಿಯಲ್ಲಿ ಸಾಕಷ್ಟು ಅವಕಾಶಗಳಿವೆ. ರಂಗ ಶಿಕ್ಷಣಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಪಠ್ಯಕ್ರಮವು ಮೌಲ್ಯಮಾಪನ ವಿಧಾನವು ರೂಪುಗೊಂಡಿದೆ. ಶಿಕ್ಷಕರ ತರಬೇತಿ ಕಾಲೇಜಿನಲ್ಲಿ ಪರಿಣಿತ ಮತ್ತು ತರಬೇತಿ ಪಡೆದರಂಗ ಶಿಕ್ಷಕರ ಮುಖಾಂತರ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ತರಬೇತಿ ನೀಡಿದ್ದೇ ಆದರೆ ಬೋಧನಾ ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆ ಅತ್ಯಂತ ಕ್ರಿಯಾಶೀಲ ಹಾಗೂ ಪರಿಣಾಮಕಾರಿಯಾಗುವುದರಲ್ಲಿ ಯಾವುದೇ ಸಂದೇಹವಿಲ್ಲ. ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿಯೂ ಸರ್ವತೋಮುಖ ಅಭಿವೃದ್ಧಿಯಾಗುತ್ತದೆ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

1. ಅಗ್ನಿಮಿತ್ರ - ನಟರತ್ನಾಕರ ಮಾಸ್ತರ್ ಹಿರಣ್ಮಯ್ಯನವರ ಜೀವನ ಚರಿತ್ರೆ ಬೆಂಗಳೂರು 1976
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Hi, Sudarshan, hello Professor Betsur,

Here's a message for the Hassan book; is this what they are looking for? Or so they want something longer?

I am delighted to write a message for this collection of works on "Philosophical Inquiry and Reflection in Higher Education." It is an honor to be associated with the important work of so many fine scholars and a privilege to have the opportunity to contribute to its success, even in some small way.

Nothing is more vital to our success as educators than to inspire our students to think critically, creatively, and originally, and there is, perhaps no better way to do that than to engage them in philosophical inquiry and reflection.

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David A. Shapiro

Fulbright-Nehru Professional and Academic Excellence Scholar 2018-2019

Founding Faculty, Philosophy, Cascadia College

Education Director, University of Washington Center for Philosophy for Children

Ningamma Betsur

NDRK College of Education and NDRK First Grade College have contributed enormously to the field of education. Now, they are adding a feather in their cap by publishing the volume of articles which dwell upon the need and significance of philosophical enquiry, reflection in higher education and how best they can be used in the classrooms of our colleges. I am sure this book entitled, "Philosophical Enquiry and Reflection in Higher Education" would definitely be a boon to faculty members of higher education. I congratulate the Principal and Staff of NDRK Colleges and wish them success in their academic ventures.

Prof. Ningamma C. Betsur

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SCENARIO OF TRIBAL EDUCATION IN KARNATAKA

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Abstract

India has been rightly described as "melting point" of races and tribes, considering the enormity, magnitude and complexity of the problem. India is the 7th largest country in terms of area and has the 2nd largest concentration of tribal population in the world. For a long time, these tribal communities manage to live in isolation, away from civilization and maintain their cultural uniqueness and also the most disadvantaged group in India. Man without education would still be living just like an animal. In present competitive world, productive and qualitative human resource is the only asset that makes our country shine. It is in this transitory situation, the tribal societies of our country are caught up and the need of the hour is to draw up a suitable educational program that can give the necessary capabilities and competencies to reap the benefits technological innovations ushered in the wake planned development. So this paper attempts to focus on the educational status of tribal children residing in the forest areas of our state. It also explains strength and weakness of the tribal Education in Karnataka.

Introduction

Education has a very important role in human life. The need of Education is prime because it takes care of the development of all aspects of human personality. It helps us to know one self, which makes a man of good character and useful for the world. Education humanizes the personality of the man by making him a useful social member of society and an ideal citizen of the country. Education helps an individual to soar heights of excellence through rational thinking and attain supremacy and nobility, making him the roof and crown of all creations. According to John Dewey "Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities". The modern concept of Education is based on the development of personality, making it a continuous process of modification of human behaviour.

Tribes:

From time immemorial the tribes are considered to be autochthonous people of the land who are believed to be the earliest settlers in the Indian peninsula. India has been rightly described as a "Country trying to bring Unity in Diversity" among races and tribes. According to D.N. Majumdar "A tribe is a social group with territorial affiliation endogamous with no specialization of functions, ruled by tribal officers, hereditary or otherwise united in language or dialect, recognizing social distance with other tribes or caste without any social obligation to them, as it does in the caste structure, following tribal radiations, belief and customs, liberal of naturalization of ideas from alien sources, above all conscious of homogeneity of ethnic and territorial integration". The tribes in India are generally called the "adivasis" or "vanbasis", implying original inhabitants.

A large tribal population viz., according to the 2011 census 104 million, where 95 million people leaving in the rural areas while only 9 million people is leaving in the urban areas. Tribal people constitute 8.6% of the nation's total population. There are about 705 tribes spread out in the different parts of the country having their own languages different from one mostly spoken in the state where they live. There is more than 270 such language in India. The tribal people in India inhabit at all climatic zones.

Tribes in Karnataka:

They are outstandingly enormous in number, with the count exceeding a bare minimum, Karnataka being itself a state much under the presence of literacy, its tribes are also not lagging far behind. With the Hinduism being the most prevalent religion, other religions are also seen to have their existence with Kannada being the most spoken language. A blend of culture, religion and ethnicity is represented by the tribes of Karnataka. These tribes of Karnataka have built their settlements in several hilly and mountainous areas. The tribal population of Karnataka increased to 42.48 lakh in 2011 from 34.64 lakh in 2001. The male constitutes about 21.34 lakh and female 21.14 lakh.

Several tribal communities have settled down in every nook and corner of the state of Karnataka. There are about 50 tribal groups residing in Karnataka some of the important tribes in Karnataka are Bhill, Cheenchu, Gond, Hakkipikki, Irular, Soliga, Jenu kuruba, Kadu kuruba, Kaniyans, Koraga, Toda, Yerava, Mede Lambani, Kunchatiga, Korma, Golla, Kodaga, Male Kudiyas, Beda, Banajiya and so on.

Tribal Education: As far as education is concerned, the forest is the place of learning, where the tribal children learn the art of collection of honey and traditional cultivation. Their knowledge of the flora and fauna is outstanding. It has been observed during the investigation that a 12 year old tribal could identify as many as 260 plants and trees. The tribes are largely rural based which has a higher female participation in work. Prior to schools and formal systems of education, tribal societies had their own informal system of imparting education to their children. In that system, learning from the habitat, family and kin group was dominant. The traces of education among tribes can be seen in the early efforts of the Christian missionaries.

Even after 70 years of independence, tribes remain as the most backward, especially in education and social development. They are very particular in keeping their identity and culture. Keeping their traditional pattern of life, they continue their traditional occupation life, like collecting minor forest produce and many of them prefer to live in or near to the forest.

There are nearly 21 million schedule tribal children among them 13.87 million children comes under 6-11 years and 7.13 million children comes under 11-14 years, as on 2011 census, out of the total child population of about 263 million in the age group of 6 to 14 year in the country. The literacy rate of tribes is 53% (65.4% male and 40.6% female) in 2011 census. The literacy rate of scheduled tribe is abysmally low at around 53% as against the national average of 66%.

Their tribal cultural background and bondage prevent them from going to general schools. As their settlements are in remote forest areas far away from schools, it results in the problem of inaccessibility to schools. They are not able to avail properly the educational opportunities due to their socio-cultural backwardness. The spread of education among the weaker sections of our society is vital as education is a prime requisite for socio-economic development. The policy to promote educational interests of the weaker sections of the people, especially scheduled tribe has been enshrined in our constitution as a directive state policy.

Tribal education has been a problem in the country, since it was taken up as one of the developmental programmes. In view of the poor socio-economic status obtaining among the scheduled tribes, Government of India has launched special educational programmes for the development of tribes. To achieve this objective, government has laid special emphasis on development of Education among the scheduled tribes by way of incorporating necessary provisions in the Indian constitution.

Tribal Education in Karnataka: Tribes in Karnataka live scattered in the interior inaccessible area, which makes the support of formal system of education for the tribal children much below national average. Poverty, ill-health, socio-economic factors and negligence on the part of parents are the major hindrance in promotion and participation of tribal children in education, literacy rate is very low and schooling is very limited. So the content and orientation of tribal education has to be geared up according to the social conditioning in which the tribes live. To improve literacy rates and education status among tribes, government of Karnataka should implement more promotional measures.

The literacy rate of schedule tribes in Karnataka are a cause for concern, as it has consistently been lower than that of the total population. The literacy rate among scheduled tribes, which was 36.0% in 1991, 48.3% in 2001, increased to 57.82% in 2011, while the state average moved up from 56.04%, 66.64% and to 75.36% respectively. The gap between the literacy rate of the total population and scheduled tribe population is very wide, although there has been a marginal difference of about 17.54% in the last decade. Tribal population; the female literacy rate is 48.60% whereas male literacy rate is 63.7% in 2011.

Overall, the scheduled tribes in the state have markedly lower literacy rates than other groups. The fact that they are above the all India average in respect of men and women is of course, an indicator that Karnataka has performed better than many other states in this respect. However, the literacy status of the scheduled tribes in Karnataka which is marked contrast to the improvements in literacy of other social groups is a matter of concern and needs strong policy initiatives to push up literacy levels significantly. While the literacy rate of scheduled tribes has improved in the decade 2001-2011, they still have a long way to go before they catch up with the rest of the population.

The low literacy level suggests that the programmes of the education department not had the desired effect on this very vulnerable sub-population more. Concerted efforts are required to bring

schedule tribes literacy on par with the state average, at the very least; culture-specific curricular would be a step in the right direction. Since illiteracy and poverty are factors that play off one another to create a cycle of deprivation, ensuring greater cohesion at the Gram Panchayath level between anti-poverty programmes and school enrolment/retention drives would provide the poor with viable ways to access education.

Low literacy rates are matched by less than satisfactory educational attainments across all levels of primary, secondary and tertiary education many schools in tribal areas suffer from high dropout rates. Children either never enroll or attend for the first three to four years of primary school, only to lapse into illiteracy later. In the initial years tribes did not response to schools. They were averse to education for their children and thought that their children better follow the footsteps of their fore fathers. But unequal access to schooling is further exacerbated by the fact that schedule tribe children stay in school for the least amount of time as indicated by the mean years of schooling. Not surprisingly, in this context, then schedule tribe children also constitute the highest percentage of out of school children. They are also having lowest level of academic achievement.

Karnataka Government has launched special programmes for the all round development of tribes. It was therefore decided that the best way to make the tribal child stick to the school was to wean him away from his parents and continue him to the school by converting the school into a school cum home. Such school cum home/ residential school is popularly known as **Ashram schools**. These are special schools meant for tribal children. The scheme was started in 1990-91 and continues. The main objective of the scheme is to promote and extend educational facilities in tribal areas on the pattern of the old gurukul type of education.

These ashram schools are residential schools for tribal children from a cluster of habitations. Now in such a large scale coverage essential, the ideas of educating the child in catching the imagination of the tribal and with a few incentives like scholarships, books and cloths. Ashram schools are a vital necessity and have to be opened in a phased manner. The norm for opening an ashram school in hilly areas is that there should be adivasi population of about 5000 to 7000 within a radius of 8 to 10 kms. For inaccessible areas the norms of population are about 2000 to 3000 within a radius of 10 to 15 kms. The children from 1st standard to 5th standard education are provided. Free lunch, books and stationary and other facilities were provided. In Karnataka 122 Ashram schools are working. More than 9700 children were taking benefit from these schools. Because of the efforts made by state government some of the non-governmental agencies and associations, trusts and individual associations have taken interest in tribal educational welfare programmes in Karnataka.

Incentives for Tribal Education:

Recognizing the disadvantaged status of the tribes, special facilities and incentive have been provided to them at all levels and for all kinds of education. These aim at motivating the deprived student's avail of the existing facilities. While incentives take the form of financial assistance and rewards for reaching particular achievement, facilities are directed at the provision of physical infrastructure. Both are necessary because the problems of scheduled tribe are to be tackled on two fronts-motivational and physical. The incentives help to remove motivational barrier, facilities take care of their physical deprivations.

The provision of primary and secondary schools in most of the tribal areas helps the children in each district to utilize to get their basic education facility optimally. In order that these facilities are utilized fully by the scheduled tribes, the concept of 'Ashram school' was introduced by the Government of Karnataka mainly seats have been reserved for them in these schools. These schools are residential in nature which fulfills needs of lodging of tribal students who comes from remote tribal areas.

Hostel facilities for scheduled tribes for their higher education have been made available at each district headquarters or nearby Taluks. For scheduled tribe students, hostels have much more relevance since most of them come from rural areas where the home environments by no means is conducive to study. The food and infrastructural facility and the lodging in the hostels were free of cost. Incentives become essential for them because of their low socio-economic status and also become most of them are first generation learners generally lacking in any intrinsic motivation. The social welfare, the tribal welfare departments in our state provide number of incentives in the form of stipends and scholarships, books, uniform, laboratory equipments and sometimes for their daily needs, pocket money as well.

CONCLUSION:

Tribal communities in Karnataka have been historically deprived of access to resources and opportunities, including the opportunity to get educated. Education experts, policy makers and teachers in the field should make proper plan of the school curriculum and to improve the schooling facilities for tribal regions in such a way that children develop better perspectives about their own self

in a positive way. The tribal education has to be analyzed in terms of the social conditioning of the people in the past. The point which requires attention is that if we look at the problem of tribal education with in the 'shadow' of these non-tribal prejudices and stereotype latitudes and scientific analysis, these people is likely to be obsessed. In spite of the differences, isolation, problems and the tribal attitude of apathy towards literacy and education due to their subsistence and continuation of regular tribal training or educational institutions in the tribal area. If the poor boy cannot come to education, education must go to him. This is true and has its relevance till the present day, which may be followed for human development.

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Dr. Mohan Kumar is a well-known teacher Educator and an inspiring Guide, pursued M.A. (History & Sociology) M.Ed., Ph.D. in Education and PGDHE and is presently working as the principal of NDRK College of Education Hassan and put 28 years of teaching Experience. He has attended and delivered special talks in many workshops, conferences and seminars. He has organized national and international seminars and authored Eight Books on Education. He is also published many articles in Journals and magazines. He is a recognized University guide and successfully guided M.Phil. and Ph.D. students in Education. He also acted as coordinator of 2 year B.Ed. curriculum, coordination member, Syndicate and Academic council member of Mysore University. He also served as District, State & National Teachers Award Committee Member. He is the President of JANA HITHA SABHA Forum, An organization for creating Educational, social, cultural and political awareness among the people.



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Volume - V

EDUCATIONAL DEVELOPMENT AND SOCIAL WELFARE

Editors

Sr. JASMINE CORREA

RAGHAVA .D.H



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A large tribal population viz., according to the 2011 census 104 million, where 95 million people living in the rural areas while only 9 million people is living in the urban areas. Tribal people constitute 8.6% of the nation's total population. There are about 705 tribes spread out in the different parts of the country having their own languages different from one mostly spoken in the state where they live. There is more than 270 such language in India. The tribal people in India inhabit all climatic zones.

Tribes in Karnataka:

They are outstandingly enormous in number, with the count exceeding a bare minimum, Karnataka being itself a state much under the presence of literacy, its tribes are also not lagging far behind. With the Hinduism being the most prevalent religion, other religions are also seen to have their existence with Kannada being the most spoken language. A blend of culture, religion and ethnicity is represented by the tribes of Karnataka. These tribes of Karnataka have built their settlements in several hilly and mountainous areas. The tribal population of Karnataka increased to 42.48 lakh in 2011 from 34.64 lakh in 2001. The male constitutes about 21.34 lakh and female 21.14 lakh.

Several tribal communities have settled down in every hook and corner of the state of Karnataka. There are about 50 tribal groups residing in Karnataka some of the important tribes in Karnataka are Bhil, Chenchu, Gond, Hakkipikki, Inular, Soliga, Jenu kuruba, Kadu kuruba, Kaniyans, Koraga, Toda, Yerava, Mede Lambani, Kunchaliga, Korma, Golla, Kodaga, Male Kudiya, Bada, Barajya and so on.

Tribal Education:

As far as education is concerned, the forest is the place of learning, where the tribal children learn the art of collection of honey and traditional cultivation. Their knowledge of the flora and fauna is outstanding. It has been observed during the investigation that a 12 year old tribal could identify as many as 200 plants and trees. The tribes are largely rural based which has a higher female participation in work. Prior to schools and formal systems of education, tribal societies had their own informal system of imparting education to their children. In that system, learning from the habitat, family and kin group was dominant. The traces of education among tribes can be seen in the early efforts of the Christian missionaries.

Even after 70 years of independence, tribes remain as the most backward, especially in education and social development. They are very particular in keeping their identity and culture. Keeping their traditional pattern of life, they continue their traditional occupation life, like collecting minor forest produce and many of them prefer to live in or near to the forest.

There are nearly 21 million schedule tribal children among them 13.87 million children comes under 6-11 years and 7.13 million children comes under 11-14 years; as on 2011 census, out of the total child population of about 203 million in the age group of 6 to 14 year in the country. The literacy rate of tribes is 53% (55.4% male and 40.6% female) in 2011 census. The literacy rate of scheduled tribe is abysmally low at around 53% as against the national average of 68%.

Their tribal cultural background and bondage prevent them from going to general schools. As their settlements are in remote forest areas far away from schools, it results in the problem of inaccessibility to schools. They are not able to avail properly the educational opportunities due to their socio-cultural backwardness. The spread of education among the weaker sections of our society is vital an education is a prime requisite for socio-economic development. The policy to promote educational interests of the weaker sections of the people, especially scheduled tribe has been enshrined in our constitution as a directive state policy.

Tribal education has been a problem in the country, since it was taken up as one of the developmental programmes. In view of the poor socio-economic status obtaining among the scheduled tribes, Government of India has launched special educational programmes for the development of tribes. To achieve this objective, government has laid special emphasis on development of Education among the scheduled tribes by way of incorporating necessary provisions in the Indian constitution.

Tribal Education in Karnataka:

Tribes in Karnataka live scattered in the interior inaccessible area, which makes the support of formal system of education for the tribal children much below national average. Poverty, ill-health, socio-economic factors and negligence on the part of parents are the major hindrance in promotion and participation of tribal children in education, literacy rate is very low and schooling is very limited. So the content and orientation of tribal education has to be geared up according to the social conditioning in which the tribes live. To improve literacy rates and education status among tribes, government of Karnataka should implement more promotional measures.

The literacy rate of schedule tribes in Karnataka are a cause for concern, as it has consistently been lower than that of the total population. The literacy rate among scheduled tribes, which was 36.0% in 1991, 45.3% in 2001, increased to 57.62% in 2011, while the state average moved up from 58.04%, 66.84% and to 75.36% respectively. The gap between the literacy rate of the total population and scheduled tribe population is very wide, although there has been a marginal difference of about 17.54% in the last decade. Tribal population; the female literacy rate is 48.60% whereas male literacy rate is 63.7% in 2011.

Overall, the scheduled tribes in the state have markedly lower literacy rates than other groups. The fact that they are above the all India average in respect of men and women is of course, an indicator that Karnataka has performed better than many other states in this respect. However, the literacy status of the scheduled tribes in Karnataka which is marked contrast to the improvements in literacy of other social groups is a matter of concern and needs strong policy initiatives to push up literacy levels significantly. While the literacy rate of scheduled tribes has improved in the decade 2001-2011, they still have a long way to go before they catch up with the rest of the population.

The low literacy level suggests that the programmes of the education department not had the desired effect on this very vulnerable sub-population more. Concerted efforts are required to bring

schedule tribes literacy on par with the state average, at the very least; culture-specific curricular would be a step in the right direction. Since illiteracy and poverty are factors that play off one another to create a cycle of deprivation, ensuring greater cohesion at the Gram Panchayat level between anti-poverty programmes and school enrolment/retention drives would provide the poor with viable ways to access education.

Low literacy rates are matched by less than satisfactory educational attainments across all levels of primary, secondary and tertiary education many schools in tribal areas suffer from high dropout rates. Children either never enroll or attend for the first three to four years of primary school, only to lapse into illiteracy later. In the initial years tribes did not respond to schools. They were averse to education for their children and thought that their children better follow the footsteps of their fore fathers. But unequal access to schooling is further exacerbated by the fact that schedule tribe children stay in school for the least amount of time as indicated by the mean years of schooling. Not surprisingly, in this context, then schedule tribe children also constitute the highest percentage of out of school children. They are also having lowest level of academic achievement.

Karnataka Government has launched special programmes for the all round development of tribes. It was therefore decided that the best way to make the tribal child stick to the school was to wean him away from his parents and continue him to the school by converting the school into a school cum home. Such school cum home/ residential school is popularly known as Ashram schools. These are special schools meant for tribal children. The scheme was started in 1990-91 and continues. The main objective of the scheme is to promote and extend educational facilities in tribal areas on the pattern of the old gurukul type of education.

These ashram schools are residential schools for tribal children from a cluster of habitations. Now in such a large scale coverage essential, the ideas of educating the child in catering the imagination of the tribal and with a few incentives like scholarships, books and cloths. Ashram schools are a vital necessity and have to be opened in a phased manner. The norm for opening an ashram school in hilly areas is that there should be a viable population of about 5000 to 7000 within a radius of 8 to 10 kms. For inaccessible areas the norms of population are about 2000 to 3000 within a radius of 10 to 15 kms. The children from 1st standard to 5th standard education are provided. Free lunch, books and stationery and other facilities were provided. In Karnataka 122 Ashram schools are working. More than 9700 children were taking benefit from these schools. Because of the efforts made by state government some of the non-governmental agencies and associations, trusts and individual associations have taken interest in tribal educational welfare programmes in Karnataka.

Incentives for Tribal Education:

Recognizing the disadvantaged status of the tribes, special facilities and incentive have been provided to them at all levels and for all kinds of education. These aim at motivating the deprived student's avail of the existing facilities. While incentives take the form of financial assistance and rewards for reaching particular achievement, facilities are directed at the provision of physical infrastructure. Both are necessary because the problems of scheduled tribe are to be tackled on two fronts-motivational and physical. The incentives help to remove motivational barrier, facilities take care of their physical deprivations.

The provision of primary and secondary schools in most of the tribal areas helps the children in each district to utilize to get their basic education facility optimally. In order that these facilities are utilized fully by the scheduled tribes, the concept of 'Ashram school' was introduced by the Government of Karnataka mainly seats have been reserved for them in these schools. These schools are residential in nature which fulfills needs of lodging of tribal students who comes from remote tribal areas.

Hostel facilities for scheduled tribes for their higher education have been made available at each district headquarters or nearby Taluks. For scheduled tribe students, hostels have much more relevance since most of them come from rural areas where the home environments by no means is conducive to study. The food and infrastructural facility and the lodging in the hostels were free of cost. Incentives become essential for them because of their low socio-economic status and since become most of them are first generation learners generally lacking in any intrinsic motivation. The social welfare, the tribal welfare departments in our state provide number of incentives in the form of stipends and scholarships, books, uniform, laboratory equipments and sometimes for their daily needs, pocket money as well.

CONCLUSION:

Tribal communities in Karnataka have been historically deprived of access to resources and opportunities, including the opportunity to get educated. Education experts, policy makers and teachers in the field should make proper plan of the school curriculum and to improve the schooling facilities for tribal regions in such a way that children develop better perspectives about their own self

In a positive way. The tribal education has to be analyzed in terms of the social conditioning of the people in the past. The tribal education which requires attention is that if we look at the problem of tribal education with in the 'shadow' of these non-tribal prejudices and stereotype attitudes and scientific analysis, these people is likely to be obsessed. In spite of the differences, isolation, problems and the tribal attitude of apathy towards literacy and education due to their subsistence and continuation of regular tribal training or educational institutions in the tribal area. If the poor boy cannot come to education, education must go to him. This is true and has its relevance till the present day, which may be followed for human development.

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CURRICULUM REFORMS IN HIGHER EDUCATION: GLOBAL SCENARIO

(iicrhe2018)

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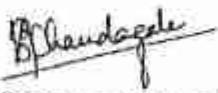
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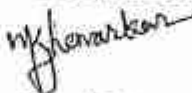
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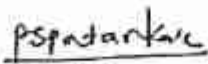
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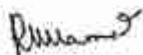

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OP10

ROLE OF TEACHER EDUCATORS IN EMPOWERING TEACHERS FOR 21ST CENTURY

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ABSTRACT

Teachers being the sculpture of the nation should have proper tool required for this. These tools have to be fine tuned to new demands. Hence there is always an urgent need to unearth and equip with such tools. The very purpose of educating is to nurture very strong young blood who in turn cause for true national and global understanding. This is possible from well knit class rooms and dedicated teachers. Preparing such a teacher demands creative, experimental and powerful tools. These tools are teacher educators who are to be equipped accordingly. Empowerment occurs when power goes to teachers, who then experience a sense of freedom. Academic freedom is the right of an academician to pursue whatever lines of enquiry the teacher sees. This in turn builds their self-esteem and self-confidence to discharge their duties with utmost zeal and dedication. This will help to have competent and dedicated teachers in the teaching profession. Working with commitment is necessary to make the educational programme function at the highest degree of efficiency. This can happen only when teachers are competent and empowered with suitable teaching skills. Teacher Educators are the persons who are going to prepare competent and empowered teachers and these teachers in turn are going to mould the future citizens of our country. So this paper attempts to focus on a role of teacher educators in empowering teachers to meet the challenges of 21st century.

Key Words: Teacher, Teacher Educators, Empowerment and Competency


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ವಜ್ರನ ಸಾಹಿತ್ಯ : ಬಹುಮುಖ ಅಧ್ಯಯನದ ನೆಲೆಗಳು

ರಾಷ್ಟ್ರಮಟ್ಟದ ವಿಜಾರ ಸಂಕಿರಣದಲ್ಲಿ ಮಂಡನೆಯಾದ ಪ್ರಬಂಧಗಳು



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ದಿನಾಂಕ : 24-02-2018 ರಂದು ನಡೆದ ವಚನ ಸಾಹಿತ್ಯ : ಬಹುಮುಖಿ ಅಧ್ಯಯನದ ನೆಲೆಗಳು ಎಂಬ ಒಂದು ದಿನದ ರಾಷ್ಟ್ರಮಟ್ಟದ ವಿಚಾರ ಸಂಕಿರಣದಲ್ಲಿ ಗೋಷ್ಠಿಯ ಅಧ್ಯಕ್ಷರಾಗಿ/ಮುಖ್ಯ ಅತಿಥಿಯಾಗಿ/ಪ್ರಬಂಧ ಮಂಡನಕಾರರಾಗಿ/ಸಮನ್ವಯಕಾರರಾಗಿ/ಪ್ರತಿನಿಧಿಯಾಗಿ ಭಾಗವಹಿಸಿರುತ್ತಾರೆ.

ಮಂಡಿಸಿದ ಪ್ರಬಂಧದ ವಿಷಯ : **ವಚನ ಸಾಹಿತ್ಯ ಮತ್ತು ಶಿಕ್ಷಣ**

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"ಏನನ್ನೂ ಬಾರಿ ಓದಿ ಮತ್ತು ಬರೆಯಿರಿ" ಎಂಬ ಲಿಂಗ ಲಿಂಗ ಪದವು ಉಪಾಸಕರ ಮುಖಾಂತರ ಇವರಿಗೆ ಉಂಟಾದ ನಿರ್ದೇಶನವಾಗಿದೆ. ಮೂಲತಃ ಜನ್ಮವೆಂಬ ಧಾರ್ಮಿಕತೆಯನ್ನು ಬಿಟ್ಟು ಇದು ಒಂದು ಸಾವಿನ ಎಂಬುದಾಗಿ ಭಕ್ತಿಯನ್ನು ಸೂಚಿಸುತ್ತದೆ. ಈ ಮುಖಾಂತರವೂ ಪರಿಣಾಮದೇ ಒಂದು ನಿಜವಾದ ಜೀವನವಾಗಬಲ್ಲ ಎನ್ನುವುದೇ ಸ್ವತಂತ್ರ ಸಿದ್ಧಿ ಲಿಂಗ ಲಿಂಗವಾಗಿದೆ.

ಓಗ್ಗಿ ಎಲ್ಲಾ ವಚನಕಾರರು, ಪದಾಂತರ ವಸ್ತುವನ್ನು ಲಿಂಗವೆಂದೂ, ಶಿವವೆಂದೂ, ಬಯಲು, ನಿರ್ಬಂಧವೆಂದೂ, ಶೂನ್ಯ-ನಿಶೂನ್ಯ ಎಂದು ಕರೆದಿದ್ದಾರೆ. ಈ ಬಯಲು ಅಥವಾ ಶೂನ್ಯವು ಎಂದೂ ಇಲ್ಲದ್ದು ಎಂಬುದನ್ನು ಬಿಟ್ಟು ಬಿಟ್ಟು ಬಿಟ್ಟು ಬಿಟ್ಟು ಗಮನಿಸಬೇಕು. ಯಾವ ದೃಂದಿಗಳು ಇದ್ದರೆ ತಾವೇ ತಾವಾಗಿಯೇ ಅರಿತದ್ದನ್ನು ಇವರು ಸತ್ ಎಂಬುದರಲ್ಲಿ ಉಪಯೋಗಿಸಿದ್ದಾರೆ. ಇಲ್ಲದಂತೆ ಇದ್ದದ್ದನ್ನು ಬಿಟ್ಟು ಕೊಡುವುದೇ, ಇದ್ದದ್ದನ್ನು ಇರುವುದು ಲಿಂಗಾಯತ ಧರ್ಮದ ಕೊನೆಯು. ಅದು ಪರಿವರ್ತನೆ; ಅದನ್ನು ಅಂಗವ್ಯಕ್ತಿಯೆಂದು ಕೊಳ್ಳುವುದು ಕೊನೆಯ ಸಂವಾದನೆಯೂ. ಅದೇ ಲಿಂಗಾಯತ ಧರ್ಮದ, ಯೋಗದ ಗುರಿಯು ಕೂಡ.

ಅಮೂಲ್ಯವು ಅಧ್ಯಯನವು ಅಗೋಚರ ಲಿಂಗ;
ಅದು ಮಧ್ಯಮವಾಗಲಿಲ್ಲದ ಸ್ವತಂತ್ರ ಲಿಂಗ;
ನಿತ್ಯ ನಿರ್ಮಲ ಲಿಂಗ;
ಅಯೋನಿ ಸಂಧವನಯ್ಯಾ, ನಮ್ಮ ಕೂಡಲ ಸಂಗಮದೇವರು...

ಜಗದ್ಗುರು ಮುಗಿಲಗಲ ಮಿಗಿಯಗಲ ನಿಮ್ಮಗಲ,
ಪಾಪಾಳದಿಂದವೆ ಅತ್ತತ್ತ ನಿಮ್ಮ ಕ್ರೀಡಣೆ,
ಬ್ರಹ್ಮಾಂಡದಿಂದವೆ ಅತ್ತತ್ತ ನಿಮ್ಮ ಕ್ರೀಡಣೆ,
ಅಗಮ್ಯ ಅಗೋಚರ ಅತ್ತತ್ತಿಮ ಲಿಂಗವೆ, ಕೂಡಲಸಂಗಮದೇವಯ್ಯಾ,
ಎನ್ನೆ ಕರಗಲಕ್ಕೆ ಬಂದು ಬುಕುತಾಡಿದಯ್ಯಾ,

ಒಮ್ಮೆ ನಮಗೆ "ಲಿಂಗ" ಎಂಬ ಪದದ ತಾತ್ಪರ್ಯ ಅರ್ಥವನ್ನು ಸ್ಪಷ್ಟವಾಗಿ ಹೇಳಿದ್ದಾರೆ. ಪರಿಮಾಣವು ಅಮೂಲ್ಯವು. ಪದ ಕೆಟ್ಟ ಧಾರ್ಮಿಕತೆ; ಯಾವುದೇ ಲೌಕಿಕ ಪ್ರಯೋಗಗಳಿಂದ ಸಾಧಿಸಿ ಕೊಡಲಾಗದ ಅಧ್ಯಯನವನ್ನು ಪರಿಣಾಮದ ಧರ್ಮ ಅನುಭವಕ್ಕೆ ನಿಲುವು ಅಗೋಚರವು, ಪಾಪು ಅದೇನು ಇಲ್ಲದ, ಪದಾಂತರವನ್ನು ಸ್ವತಂತ್ರವು, ವಾದವಿಲ್ಲದ ನಿತ್ಯವು; ಕಾಮ ಕ್ರೋಧಾದಿಗಳೇನು ಇಲ್ಲದ ನಿರ್ಮಲವು, ಅವನು ತಾಯಿತಂದೆಗಳಲ್ಲಿ ಹಾಸ್ಯವನ್ನೂ, ಅಸೂಚನೆಯ ಅಪಾಪ ಹೀಗೆ "ಲಿಂಗ" ಪದವು ನಿರ್ದೇಶನವನ್ನು ದೇವರನ್ನು, ಪದಾಂತರ ಪರಬ್ರಹ್ಮವನ್ನು.


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VACHANA LITERATURE AND EDUCATION

Dr. C. B. Vikram

Introduction:

Vachana Literature is a form of rhythmic writing in Kannada that evolved in the 11th century and flourished in the 12th century, as a part of the Sharan movement. The word *vachanas* literally means "(that which is) said". These are readily intelligible prose texts. Sharan's Vachanas are their experiences in the process of God realization through oneness with the pure consciousness in the *prama*. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Education gives us knowledge of the world around us and changes it into something better. It develops in us a perspective of looking at life. The ideals of the great composers of the "Vachana Literature" should be made known to the younger generation, especially the students in schools and colleges, so for Education helps us build opinions and have a point of view on things in life which resembles in the lines of Vachanas.

A close look at Vachana literature and Education shows that the two are closely related. This close relationship is obvious because from all indications, Vachana literature presupposes education. It is clear that vachana literature in schools has a vital role to play as the breeding ground for readers and audiences, as well as other members of the literary and cultural ecosystem. Ethics has a significant aspect of education during the time of ancient, whereas Vachanas provides a platform for critical discussions about what it means to live the good life, which is the just life, a meaningful life, and the ethical life.

Vachanas:

Vachanas are brief paragraphs, and they end with one or the other local names under which Shiva is invoked or offered *Pooja*. In style, they are epigrammatical, parallelistic and allusive. They dwell on the vanity of riches, the valuelessness of mere rites or book learning, the uncertainty of life and the spiritual privileges of Shiva Bhakta (worshiper of lord Shiva). The Vachanas call men to give up the desire for worldly wealth and ease, to live lives of sobriety and detachment from the world and to turn to Siva for refuge. The Vachanas are said to be like Upanishads in poetic fervour and profundity of meaning. They are very telling, soul-stirring and unending in their effect.

The Vachana literature is voluminous. It is only now coming gradually to light and is being immensely appreciated by scholars as well as the laymen. Whoever turns over the pages of vachana literature cannot but feel that it is original. It has an unparalleled freshness and vigour which no borrowed literature can ever have and exhibit. "The Vachanas are current coins of Kannada literature. They are on the lips of the literate and illiterate alike. They are often set to music and sung in the literary conferences. They appeal to the learned because of the profundity of thought and to the laymen because of their simplicity of expression, meaning and appeal. Since vachanas embody the pressing problems - social, philosophical, religious and economic - their educative value and importance will remain undiminished.

The Vachana literature is the fruit of deep meditation on nature - observation of many a Lingayata saint. It contains true sublimity, exquisite beauty, pure morality and fine strains of poetry. In whatsoever light we may regard the Vachana literature, it is found to be a gold-mine and treasure-house of knowledge and virtue. The more deeply one works, the greater and more abundant one finds the ore. More light continually beams from this Scripture to direct the conduct and illustrate the work of God and ways of men. As all the Scriptures of the world, it teaches us the best way of living; the noblest way of suffering and the most comfortable way of dying. The importance and value of the Vachana literature cannot be too greatly emphasized in these days of uncertainties, when men and nations are prone to decide questions from the standpoint of expediency rather than in the light of eternal principles.

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Madara Chennaiiah, an 11th-century cobbler-saint who lived in the reign of Western Chalukya, is the first attested poet of this tradition. Later poets, such as Basava (1160), the founder of Lingayath religion, prime minister of Southern Kalachuri King Bijjala II, considered Chennaiiah to be his literary father. As per record, this form exchange of experiences of the realization of the God in group discussion has happened only in Karnataka by the sharanas mainly under the guidance of Basavanna the founder of Lingayath religion, Channa Basavanna, Allama Prabhu and Siddarameshwara. This fact has been attributed to the popularity of the movement. More than 200 Vachana writers (*Vachanakaras*) have been recorded, more than thirty of whom were women.

Authors of a particular Vachana can be identified by the style of invocation of God (Basavanna invokes "Kudala Sangama Deva", while Allama Prabhu invokes "Guheshwara", Akkamahadevi invokes "Channa Mallikarjuna", Siddurama (Siddheshwara) of Solapur invokes "Kuplisiddhi Mallikarjuna") in the vachana. The existing readings of the vachanas are mostly set by the European understanding of the Indian traditions. About 20,000 vachanas have been published. The government of Karnataka has published *Samagra Vachana Sampada* in 15 volumes. Karnatak University Dharwad has published collections of individual vachana poets. Jedara Dattatreya is called the 'Adya Vachanakara' (The First Vachanakara). Vachanas were against inequities prevailing in the society and the caste system. The "Vachana Sahitya" or Vachana literature, written 800 years ago, is relevant for all times and it is essential for people to follow the ideals and teaching of saint-composers, who wrote the "Vachanas".

Impact of Vachana Literature on Education:

According to John Dewey "Education is not a preparation for life, rather it is the living. Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities", which resembles in the gist of Vachana literature. The teachings of the saint-composers in Vachanas were more relevant in the present educational, political and social situation, where there was more intolerance. Vachanas were primarily targeted at the common person and sought to demystify God, as large sections of society had been deprived of access to the texts. The Jangamas played a central role in the propagation of the Vachanas. These saint-composers had laid stress on work and social service which is badly needed in the present condition. Education system is also focus on work in collaboration and social service for the betterment of our society.

The highest education is that which does not merely give us information but makes our life in harmony with all existence rightly said by Rabindranath Tagore. Education is something, which makes a man self-reliant and self-less and highlights gender equality in society and importance of women's Education. The present agitation and demand for equality and female education were well tackled in Vachanas and put into practice by Basava and his colleagues in the 12th century without even a whimper. They appeal to mind very powerfully because they are intensely spiritual. In fact, they form a unique kind of literature in Kannada, inasmuch as the like of them are not found in any other Indian language. Education is the development of good moral character among individuals, whereas sayings of Vachanas inculcate absolute morality and righteous behavior in the human beings which ultimately results in complete unbounding of what is best and noble in man.

It takes an extremely scientific and logical approach in dealing with the cosmology, universe, and its creation which is similar to the ideologies of education. Education plays a prominent role in solving the problems faced by an individual in their day to day life and develop the confidence among them. In this regard Vachanas are having close contact with the fundamental components of education because they are the blue print left behind by Sharanas that help us transform our day-to-day activities by making it more purposeful and meaningful.

The core theme of education is self-realization and self-actualization which was put forward by the king-sage Basavanna (Basaveshwara) and he stood for equality for all and dreamt of a casteless society. Basaveshwara advocated for equal social and religious right for women. Basaveshwara

wanted that his teachings to reach common man, who were earlier unable to understand Vedas written Sanskrit. For this purpose, he started composing his teachings in the form of Vachanas. He criticized all forms of social injustice, condemned vehemently several superstitions and animal sacrifice, and taught that the path of devotion was the best way for self-realization. He advocated equal opportunity for women with men in all fields:

Educational, social, religious, and economic. These reforms attracted devotees from the lower strata of society along with highly placed and educated people as well. All of them turned great devotees and Vachanakaras. *Kayakave Kallava-work is worship* became the mantra. Their Vachanas born out of their respective vocations are full of imagery and liveliness.

The credit of having brought religion to bear upon everyday life of men goes to Basava. He lived in the practical side of religion and thereby set a sure example to the mass. To him, we owe the superb social structure of Veerashaivism raised on the basis of the practical philosophy of *Kayava-work*. The entire Vachanashastra is a glorious monument to his supreme personality. The Vachanashastra preaches a socio-religious conduct of life as obtained from practical experience of life. All that we find therein is human endeavor for social and spiritual freedom that resulted in divine achievement, for it was sincere and unselfish. The Vachana literature of the band of saints that flocked around the banner of the new movement unfurled by Basava was followed suit, and the result was the growth of similar Vachana literature during the post Basava period. The Vachanas are said to be like Upanishads in poetic fervor and profundity of meaning. They are very thrilling, soul-stirring and unfading in their effect.

The Vachana literature is voluminous. It is only now coming gradually to light and is being immensely appreciated by scholars as well as the laymen. Whoever turns over the pages of Vachanashastra cannot but feel that it is original. It has an unparalleled freshness and vigour which no borrowed literature can ever have and exhibit. Vachanas constitute a heterogeneous body of poems bound together by some common concerns about the society and philosophical aspects. They attempt to delineate universal truths through verbal structures based on subjective experiences. They cannot be crowded in to the categories of philosophy, religion or ethics. They contain all that and are couched in a language suffused with literary merits.

This literature is undoubtedly one of the finest spiritual literatures ever written in the country. The quality, truthfulness and reliability have given the literature a unique identity. We in our lives yearn for peace and happiness. Violence and conflict are one of the most serious problems face by the world today. Our education system is also striving for bringing peace, brotherhood and harmony which was beautifully explained in Vachanas. If our minds are dominated by anger, we lose the best part of human intelligence-wisdom, the ability to decide between right and wrong. The role of spiritual literatures like 'Vachana' in providing wisdom and philosophical insight for readers is invaluable. The impact of Vachana literature may not be immediate or direct, but it is far more enduring: literature has long been an agent of momentous changes in human history. It has moved societies, sparked revolutions and lit the light of knowledge and we also find the sensitivity, the richness, the creativity and the power of the human mind and human spirit.

Finally it is true that the gist, glimpses and the principles of the Vachanas are imbibed in our present education system which is in the form of lessons, poems, stories, drama's, examples, incidents and illustrations. No doubt the impact of Vachanas on our education is enormous and valuable for building truthful, peaceful and harmonious society.

Conclusion:

The Vachanas were composed and used by the Sharanas to build an egalitarian society. They were composed in simple Kannada language by targeting common man. The beauty of the vachanas was their simplicity yet they carried the profound philosophy and thought provoking ideas of Sharanas. Vachanas conveyed complex concepts in simple form by using day-to-day life experiences, similes, images, symbols and metaphors. Vachana literature of 12th century is an asset to Indian literature. There is melody and music of life in the innermost existence of our being and this literature makes one responsive to the music of the soul and awakens finer shades of feeling in the depth of the soul. Vachana literature is instrumental to Kannada literature being

recognized as a classical literature of the country.

The Vachanas no doubt have significant role in life of every human being and leave its traces in the form of values, ethics, culture, customs, traditions and workmanship in our present education system. The Vachanas have propagated the values like universal brotherhood, morality, women empowerment, mercy, non-violence and have aimed at eradicating evil practices like untouchability and superstition which were also highlighted in our curriculum and textbooks. Vachanas cover a wide spectrum of subject matter with the idea of guiding aspirants towards experiencing divine bliss. It covers the philosophical, cosmological, scientific, and theological aspects with the same ease as it handles the interpersonal relationships, emotional turmoil, instincts, and shortcomings of human beings, which in turn resembles in our present education system.

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ವಚನ ಚಳವಳಿಯ ಗುರಿ: ಪರ್ಯಾಯ ಸಂಸ್ಕೃತಿ

ಡಾ. ಸಿ. ಚ. ಯತೀಶ್ವರ

ಕರ್ನಾಟಕದ ಸಾಂಸ್ಕೃತಿಕ ಚರಿತ್ರೆಯಲ್ಲಿ ಪವನಜನೇ ಶತಮಾನದ ವಚನಕಾರರ ಅದೋಲನಕ್ಕೆ ಮಹತ್ವದ ಪುಸ್ತಕವಿದೆ. ವಕನಂದರೆ. ಅಂದಿನ ಜಡ್ಡುಗಟ್ಟಿದ ಸಾಮಾಜಿಕ ವ್ಯವಸ್ಥೆಯನ್ನು ಸಮಗ್ರ ಪರಿವರ್ತನೆಗೆ ಒಳಪಡಿಸಿದ ಚಿಂತಕನಾದ ಕಮ್ಮದೇ ಅದ ವಿಶಿಷ್ಟ ಚಿಂತನೆಗಳು ಪರಿಶೋಧನೆಗೆ ಮೂಲಕವಾಗಿ ಪವನಜನಿಂದ ನಿರ್ಮಾಣವಾಗಿದೆ. ಸಾಮಾಜಿಕವಾಗಿ ಶೋಷಿತರಾದ ಸಮುದಾಯಗಳಿಂದ ಬಂದವರನ್ನು ಅತ್ತೀಯವಾಗಿ ಬಲಮಾಡಿಕೊಂಡು ಅವರ ಮುಗ್ಧ ವ್ಯಕ್ತಿತ್ವದ ವಿಚಾರಕ್ಕೆ ಅನುವು ಮಾಡಿಕೊಟ್ಟಿದ್ದ ಅಲ್ಲದೆ ಪರ್ಯಾಯ ಸಂಸ್ಕೃತಿಯನ್ನು ಸ್ಥಾಪಿಸುವ ದಿಟ್ಟ ಯೋಚನೆಯನ್ನು ಮಾಡಿದರು. ಇಡೀ ವ್ಯವಸ್ಥೆಯನ್ನು ಪ್ರಾರೋಗಿಕ ಚಿಂತನೆಗಳಿಗೆ ಒಳಪಡಿಸಿ ಸಮಾಜದ ಎಲ್ಲಾ (ಶ್ರಮ)ವನ್ನು ಪರ್ಯಾಯವಾದ ಚಿಂತನೆಗಳ ನೆಲೆಯಲ್ಲಿ ಮರುರೂಪಿಸುವ ಪ್ರಯತ್ನ ಮಾಡಿದವರು ವಚನಕಾರರು. ಗಣಕಗೊಂಡಿದ್ದ ಯಥಾಸ್ಥಿತಿಯಾದ ವಶೀಷ್ಠಗಳನ್ನು ಧಿಕ್ಕರಿಸಿ ಕ್ರಾಂತಿಕಾರಕವಾದ ಪರ್ಯಾಯ ಸಂಸ್ಕೃತಿಯನ್ನು ರೂಪಿಸುವ ದಿವ್ಯಯುಕ್ತಿ ವ್ಯಕ್ತವಾದ ಪಟ್ಟಣವನ್ನಿಟ್ಟರು.

ವಚನ ಚಳವಳಿ ಕೇವಲ ಧಾರ್ಮಿಕ ಚಳವಳಿ ಆಗಿರದೆ ಸಮಾಜವನ್ನು ಆರ್ಥಿಕ ಮತ್ತು ಸಾಮಾಜಿಕ ಶೋಷಣೆಯಿಂದ ಬಿಡುಗಡೆಗೊಳಿಸುವ ದೃಢಸಂಕಲ್ಪವನ್ನು ಹೊಂದಿತ್ತು. ಅದಕ್ಕಾಗಿ ಶೋಷಿತರನ್ನು ಒಂದುಗೂಡಿಸುವ ಪ್ರಯತ್ನ ನಡೆಸುತ್ತಾ ಎಂಬ ಸಂಗತಿಯನ್ನು ಹನ್ನೆರಡನೇ ಶತಮಾನದ ಸಾಯಿಕ ಜೀವಿಗಳ ಚಳವಳಿ ಎಂಬ ಗ್ರಂಥದಲ್ಲಿ ಡಾ.ಸಿ.ವೀರೇಶ್ವರನವರು ನಿರೂಪಿಸಿ ಪೂರ್ವಕವಾಗಿ ನಿರೂಪಿಸಿರುವುದನ್ನು ಸ್ಮರಿಸಬಹುದು.

ವಚನಕಾರರ ಚಳವಳಿ ಧಾರ್ಮಿಕ ಸಾಮಾಜಿಕ ವ್ಯವಸ್ಥೆಯನ್ನು ನಿರಂತರವಾಗಿ ಕಾಣುತ್ತಿರುವ ಪಾತಿ ವ್ಯವಸ್ಥೆಯ ಕ್ಷೀಣತೆಯನ್ನು ಸ್ಪಷ್ಟವಾಗಿ ನಿರೂಪಿಸಿದೆ. ಸಮಾಜದ ಮುನ್ನಡೆಗೆ ಸಂಬಂಧಿಸಿದ ಸ್ವಲ್ಪ ಸಂಖ್ಯೆಯ ಕೆಲವರಿಂದ ಕೇವಲ ಧಾರ್ಮಿಕ ಜೀವಿಗಳನ್ನು ಸಂಘಟಿಸಿ ಸಮಾಜದಲ್ಲಿ ಬದಲಾವಣೆಯನ್ನು ತರಬಯಸಿತೆ.

ಇಡೀ ಧಾರ್ಮಿಕ ಸಾಮಾಜಿಕ ಚಳವಳಿಗಳ ಸಂದರ್ಭದಲ್ಲಿ ಕ್ರಮ ಸಂಸ್ಕೃತಿಯ ನೆರವಿಟ್ಟ ಅಧಾರದ ಮೇಲೆ ಪರ್ಯಾಯ ಸಂಸ್ಕೃತಿಯ ನಿರ್ಮಾಣದ ಸೂಚನೆಯನ್ನು ಪ್ರಕಟಿಸಿದೆ. ಇದನ್ನು ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳಲು ಸಾಮಾನ್ಯರ ಖಚಿತವಾದ ಅಧ್ಯಯನದಿಂದ ವಚನಗಳು. ವಚನಗಳನ್ನು ಬರೆದವರಲ್ಲೂ ಅನುಭವಮಂಟಪದಲ್ಲಿ ಕಮ್ಮದೇ ವಿವರಿಸುವುದೇ ಚರ್ಚೆಯ ಮೂಲಕ ಅಂತರಂಗದ ಧಾರ್ಮಿಕಗಳ ವಿಶೇಷವಾದ ಅಧ್ಯಯನವನ್ನು ನೀಡಿದರು. ಅನುಭವಮಂಟಪವನ್ನು ಕುರಿತು ವಚನವು ಅತ್ಯಂತ ಅರ್ಥಪೂರ್ಣವಾಗಿ ಈ ರೀತಿಯಾಗಿ ಅಭಿಪ್ರಾಯವನ್ನು ಹಾಕಿದೆ.

“ಅನುಭವ ಮಂಟಪ ದಿವ್ಯವಿದ್ಯಾಲಯದಲ್ಲಿ ಶಿಕ್ಷಣ ಪಡೆದ ಅಪ್ಪಾಂತರ ಜನರು ಸುಸಂಸ್ಕೃತರಾದರು, ವ್ಯವಸ್ಥಿತರಾದರು. ವರ್ತಮಾನದ ಯಾವವರೂ ಅವರು, ಶ್ರೀಕೀರ್ತಿ ಸಾಕಾರ ಮೂರ್ತಿಗಳಾದರು, ತ್ಯಾಗಶೀಲರಾದರು, ನಿಷ್ಕಾರ್ಥ ಸಮಾಜ ಸೇವಾ ದುರಂಧರರಾದರು. ಜನಸಮಾಜ ನಿರ್ಮಾಪಕರಾದರು, ಇವರು ಸರ್ವೋದಯ ಕರ್ತೃಗಳನ್ನು ಕುತರಿಸುವ ಸಾಹಸ್ಯ ರಚನೆ ಮಾಡಿದರು.”

ಪರ್ಯಾಯ ಸಂಸ್ಕೃತಿಯನ್ನು ರೂಪಿಸುವ ಚಳವಳಿಯನ್ನು ಕಟ್ಟುನಿಟ್ಟಾದ ವಚನಕಾರರು ಅದಾಗಲೇ ಅಸ್ತಿತ್ವದಲ್ಲಿಯೇ ಸಾಮಾಜಿಕ ಭೂತಗಳನ್ನು ಮತ್ತು ಚಿಂತನೆಗಳನ್ನು ಅವುಗಳ ಮಿಶ್ರಣವಾಗುವಂತೆ ಒತ್ತಿ ಹೇಳುತ್ತಿದ್ದರೆ ಮೂಲಕ ನಿರೂಪಿಸುವಂತೆ ಮಾಡಿ ಖಂಡಿಸಿದರು. ಅವುಗಳನ್ನು ನಿರಾಕರಿಸುತ್ತಲೇ ಪರ್ಯಾಯವಾಗಿ ಸುಲಭವಾದ ಶೋಷಕಾರಹಿತ ಯೋಜನೆಗಳನ್ನು ಪ್ರಕಟಿಸಿದರು. ಪರ್ಯಾಯ ಸಂಸ್ಕೃತಿಯ ಚಿಂತನೆಗಳನ್ನು ಮುಂದಿಟ್ಟು ಆದ್ಯ ಸಮಾಜದಲ್ಲಿ ಗೋಳುಗಾಳಿಗಳಿಗೆ ಅಡ್ಡವಾದ ಸಾಲುವಂತೆ ಸಾಮಾಜಿಕ ರಾಜಕೀಯ ಸ್ಥಿರತೆಯ ಪರಿವರ್ತನೆಯನ್ನು ಸ್ಪಷ್ಟವಾದ ಪ್ರಯತ್ನ ಮಾಡಿದರು.

ದೇವರು: ಮನುಷ್ಯ ಕೂಡಿ ದಾಳಿರಾರಂಭಿಸಿದ ಮೇಲೆ ಜಾಗೃತ ಮತ್ತು ಅತ್ಯಂತ ಬಗ್ಗೆ ಕುತೂಹಲ ಪೆಳೆದು ಅಲಕ್ಷ್ಯವೇನೂ ಎರಡು ಕವಲಾಗಿ ಬೆಳೆದು ಒಂದು ಧಾರ್ಮಿಕ ಕ್ಷೇತ್ರವಾಗಿ ಇನ್ನೊಂದು ವಿಜ್ಞಾನ ಕ್ಷೇತ್ರವಾಗಿ ಬೆಳೆಯಿತು. ಧಾರ್ಮಿಕ ಕ್ಷೇತ್ರ 'ಸರ್ವಶಕ್ತವೆಂಬುದನ್ನು ಸೃಷ್ಟಿಸಿ ಭಯ ಮೂಲ ಕಲ್ಪನೆಗಳ ಬೆಳವಣಿಗೆಗೆ ಅರಣ್ಯವಾಯಿತು. ಇದರಿಂದ ಸರ್ವಶಕ್ತ ದೇವರು ಮತ್ತು ಜನರ ನಡುವೆ ಮಧ್ಯಪರ್ತಿಯ (ಪರಿರೋಧಿತ) ಪ್ರವೇಶವಾಯಿತು, ಹೀಗೆ ನಿಜ ದೇವಾಲಯಗಳ ವ್ಯವಸ್ಥೆಯಿಂದ ಜನರನ್ನು ಬಿಡುಗಡೆ ಮಾಡಲು ಸಾಧ್ಯವಿಲ್ಲವೆಂದೆನಿಸಿದಾಗ ಇರುವುದನ್ನು

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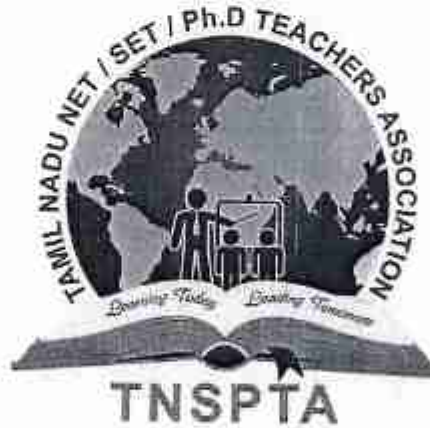
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19th & 20th January 2019

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Chaired a Session / Acted as a Resource Person / Participated / Presented a paper entitled
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|  UGC APPROVED JOURNAL No. 48514 | HEALTHY ADOLESCENCE: SUCCESSFUL TRANSITION TO ADULTHOOD |
| <p>Dr. C.B. Vikram Assistant Professor, JSS Institute of Education, Sakleshpur, Hassan, Karnataka</p> <p>R. Manjunatha Assistant Professor, JSS Institute of Education, Sakleshpur, Hassan, Karnataka</p> | <p>ABSTRACT <i>Adolescence is the most important period of human life. About 15% of countries population composes Adolescents. The countries success in various fields depends on the proper guidance and encouragement to adolescent. Hence, parents, teachers and society should be aware of the knowledge of adolescent psychology. The needs of the adolescents have to be satisfied and their problems are to be realized is a proper way in order to help them in growing and developing properly. Adolescence is the stressful period in the development of an individual. Emotional tensions, rebelliousness, destructiveness, nonconformity and defiance are manifested to a marked degree by at this age. Adolescents are faced with the problems of identity, adequate self-concept and variety of roles. Tension and hostility of the adolescent period is often expressed in such behavior as truancy, delinquency, drug addiction, uninhabited sex life etc. In turn the healthy adolescence period undoubtedly opens avenues for successful transition to adulthood.</i></p> |

INTRODUCTION

Adolescence is the most important period in the life of an individual. The term 'Adolescence' is derived from the Latin word "adolescere", which means 'to grow up' or to 'grow to maturity', so the essence of the word adolescence represents a period of intensive growth and change in nearly all aspects of child's physical, mental, social and emotional life. It is very crucial period of one's life. It is the transitional period in a person's life between childhood and adulthood. Adolescence is commonly defined as the stage of life that begins at the onset of puberty, when sexual maturity or the ability to reproduce is attained. It has been regarded as a period of rapid change both biologically and physiologically. During this period great changes occur in all the dimensions of an individual. The experiences gained, the growth achieved, responsibilities felt and relationships developed at this stage destine the complete future of an individual.

NEED AND SIGNIFICANCE OF THE STUDY

- **Understanding Developmental Characteristics and Problems:** Every teachers and parents must know the changes in the various developmental dimensions of an adolescent. They must also know various problems associated with developmental changes to deal effectively with problems of adolescents. It is also essential for them to be familiar with the causal factors of problems of adolescents, so the proper educational, vocational and personal guidance may be provided.
- **Adjustment to Responsibility:** The knowledge of the needs and developmental tasks of adolescents helps the parents and teachers to guide their children to adjust to their responsibilities.
- **Maintenance of Mental Health:** Sound mental health is one of the first requisite conditions of proper development. Adolescence is marked with number of problems

which affect mental health. The study of adolescence is very important to preserve, cure and prevent incidences of adjustment.

- *Planning Curriculum and Education:* The needs, aptitudes and changes occurring during adolescence are very important for teachers, parents and guidance to the workers for planning education, curriculum and co-curricular activities.
- *To Study the Maturity and Curiosity:* The knowledge of the psychology of adolescence help the teachers and parents to understand the maturity level, behavioral characteristics and their curiosity in relation to the larger interests of the society. Therefore, knowledge of adolescent psychology should be given to each and every adolescent, teacher and especially for the parents.

NEEDS OF ADOLESCENTS

Adolescence is a period of rapid changes. The Physiological and social changes that take place during this stage create needs and problems for the adolescents. Needs of the adolescents are different from earlier stages of their development. If the needs of adolescents are not fulfilled, the adolescent becomes problematic.

The needs of the adolescents are as follows:

- ✓ *Need for Social Recognition:* An adolescent in almost all the activities wants recognition in the form of a reward, praise or a prize for special approval. They are ambitious of achieving success and getting public recognition. If their success or achievement is not recognized by parents or teachers they begin to lose interest in such activities and may turn into violent and unrealistic ways.
- ✓ *Need for Freedom/Independency:* Adolescents used freedom and emotional independence from parents and other adults. They do not like to depend upon their parents regarding their decisions and no longer want to be treated as a child.
- ✓ *Need for Sex:* On the onset of puberty sex interest are intensified and most adolescents come to acquire potent sexual urges. Example, porn literature, photos, videos, exhibition of body parts, acts of masturbation and some sort of sexual experience.
- ✓ *Need for Self-Awareness:* Adolescence is age of self-decoration or self-adornment. Adolescent boys and girls pay more attention towards their dress, make up and manner of talking, walking, eating etc., and desires that they should be a center of attraction for the opposite sex and recognized by the peer group and elders.
- ✓ *Need for Adventure:* Adolescents are highly adventurous than individuals of any other age group. They have enormous power and desire to do many activities at this stage. In the absence of proper direction it takes the form of aimless wandering and involvement in anti-social and immoral activities. In order to satisfy the instincts of adventure we should provide opportunity for the adolescents take part in adventurous activities like cycling, trekking, mountaineering, rock climbing, parasailing etc.,
- ✓ *Need for Identity:* Adolescents wants to establish an identity which is separate from parents. In the process of achieving an identity the adolescent could experience, conflicts with parents and within him or herself. Peers and parents are dual forces having major influences on adolescents.
- ✓ *Need for Security:* Adolescents are in a period of transition and they need security, guidance and protection like children and opportunity to express independent views, opinions, judgments and self-support like adults. This need can be fulfilled by parents and teachers by showing proper love and affection, giving the required guidance and the help.

- ✓ *Need for Ideals:* With the development of reasoning ability among adolescents, they want to lead a life of high ideals; adolescents are proving to take extreme idealistic positions on various issues. They are against all form of inequalities, injustices and exploitation.
- ✓ *Need for Economic Independence:* Adolescents wants to attain economic independence by the end of this stage. They do not want to depend on parents or other adults to fulfill their basic demands.

PROBLEMS OF ADOLESCENCE

- Adjustment problems with respect to home, school, society, vocation and opposite sex.
- Problems relating to teaching-learning situations: rigidity, conservativeness, negative attitudes of teachers, favoritism by teachers, theoretical curriculum, heavily loaded assignments; low participatory approaches of teaching are some of the major problems faced by adolescents.
- Home society frictions: lack of freedom, parental high aspirations, conflicts between societal needs and parental needs, rural-urban transition problems are some of the problems faced by adolescents.
- Financial problems of adolescents are due to a low socio-economic status, economic inferiority complex, poverty unwanted dependence and economic inequalities.
- Health adjustment problems are observed in adolescents because of their external appearance, complexion, rejection of body image, acne/pimples on the face, diseases or disorders etc.
- Problems related to sex: Hetero sexual interest is circumscribed by cultural mores. Sexual urges of adolescents have taken the form of uncultured manifestation like rubbing, punching, whistling, even physical attack or unnatural act of homosexuality.
- Psycho-Social problems: lack of control emotions, cultural/ social conflicts to follow or not follow, identity crises, conflicts related to dependency v/s independency reality v/s fantasy v/sor day dreaming, old v/s new.
- Peer pressure: It is during the adolescence peer influence, new gained freedom, unresolved problems may create difficulties. Adolescents are often confronted with decisions regarding smoking, drugs, alcohol and breaking parental rules.
- Delinquent behavior: It refers to a variety of behaviors ranging from socially unacceptable behavior, legal offences, to criminal acts. Example, missing schools, running away from home, stealing or burglary. Adolescents with delinquency and behavior problems tend to have negative self-identity, decreased trust and low level of achievement.
- Substance abuse: The adolescent years are especially vulnerable to smoking, alcohol and drug abuse. Some adolescents take resources to smoking and drugs as a way of coping with stress. Positive relationships with parents, peers, siblings and adults play an important role in preventing drug abuse.
- Some common psychological problems found in adolescents are anxiety, stress frustration, sadness, boredom, irritability, mood fluctuations. They dislike adult interference in their tasks.
- Student's activism: Students agitations have become common features of the modern times. It is expressed in so many forms such as strikes, collective walkout, buses put to fire and resorting to so many violent ways.

AVENUES FOR SUCCESSFUL TRANSITION TO ADULTHOOD

Some of the important avenues for the successful transition to adulthood are discussed as follows:

- ❖ *Have Proper Knowledge of Adolescent's Psychology:* Adolescence is a transition period between childhood and adulthood. The behavior of the adolescent and his personality needs a careful study. It is essential to have the proper knowledge of adolescent's psychology in order to understand them. We must know what are their basic needs, what type of changes do take place during this period, what are the problems faced by the adolescents, and how should they be treated. All this is essential to be known by the parents, teachers and administrators who have to deal with them.
- ❖ *Provide Congenial Environment for their Development:* Maximum growth and development is observed during adolescence. In order to promote optimum growth and development suitable physical, cognitive and social environment should be provided by the parents and teachers at home as well as in schools. For the proper physical development adolescents must be provided balanced diet, their eating habits should be properly checked. They should be given knowledge of health personal hygiene, cleanliness, various diseases and their prevention etc., to keep them fit for growing. Cognitive development among adolescents can be promoted by providing congenial, intellectual environment and activities at home and in schools. School should provide facilities in terms of good library, good laboratory, and information and communication technology and arrange for workshops, seminars conferences; hobby clubs etc. Family and school should provide good social environment to promote balanced social and emotional development among adolescents. School should provide opportunity for the students to take part in cultural, literary and sports activities.
- ❖ *Adolescence Education Programme:* Life skills based adolescence education programme is suggested by the department of education to help the adolescents to resolve their problems. These skills can be developed through the different activities of the school. The life skills help the adolescents to face the challenges of life and to resolve the problems faced by them.
- ❖ *Sex Education:* Sex plays a very dominant role at the age of adolescence. The rapid physiological changes the secretion of sex hormones; the sudden awaking of sex urges all necessitate the provision of adequate sex information and education for adolescents. Adolescents should be helped in making adjustments with regard to their new bodily changes and somatic developments. Adolescent curiosity of sex also needs satisfaction. The parents & teachers should provide adequate information regarding sex hygiene and physiology, the process of the birth of a baby, the hazards of immature and before marriage sexual relations etc., in a very frank, scientific, judicious and impersonal manner.
- ❖ *Proper Dealing with Adolescents:* The parents, elders and the teachers and their unreasonable ways and points of view are the real problems of adolescents. They are in the habit of criticizing the adolescents and also impose their authority and assert their liking and disliking. They forget that there is a generation gap between them and adolescents. In dealing with them parents and teachers should realize demands of their peer group are more important than their own expectations.
- ❖ *Take Care of Special Interests of Adolescents:* Based on interests and aptitudes of adolescents, they should be provided learning experiences and opportunities for participation in co-curricular activities. Their thirst of curiosity, wandering and adventure

should be quenched through excursion, NCC, mountaineering, cycling, trekking, scientific exploration etc.

- ❖ *Provide Value Education:* One of the causes of restlessness, indiscipline, dishonesty and aimlessness among adolescents in our country is due to the lack of religious and value education. Education for morality and character formation is to be provided by every school, home and other social agencies.
- ❖ *Training of Emotions of Adolescents:* The adolescents are marked by instability and immaturity of emotions. Therefore, there is a strong need of emotional education to the adolescents. Their emotions should be properly trained and their emotional energies should be directed towards constructive activities. Adolescents have a strong desire to love and to be loved, every adolescent aspires that he should be admired and praised. Adolescents need proper security and freedom from elders. Parents and teachers must provide security and freedom to adolescents.
- ❖ *Provision for Vocational Education:* Adolescents have a strong desire of achieving independence. They are worried for acquiring self-sufficiency in economic aspects. Therefore, we need to vocationalize education and provide job oriented education for the adolescents.
- ❖ *Arranging Guidance Programs:* The adolescents have the problems which need careful attention and proper solution. Lack of guidance creates restlessness, aimlessness and indefiniteness among adolescents. They are at the cross-roads of life. A slight mistake can lead them on the wrong path. Therefore it is the duty of parents, teachers and the school to arrange for educational, vocational and personal guidance. It helps to keep the adolescents on the right track. Personal problems of adolescents can be resolved with the needed counseling.

CONCLUSION

Adolescence is an important period in one's life span. For it exhibits and contributes for many immediate and long-range effects, which are very vital in one's life. This period gains further importance as it definitely projects both physical and physiological development. It also covers emotional and social aspects too. Thus it causes for rapid mental developments, which give rise to the need for mental adjustments and the necessary for establishing new attitudes, values and interests. The basic physiological and psychological problems of adolescents can be understood by the teachers and parents to help them to develop harmonious personality and to maintain balance in the society. The healthy habits, attitudes, interest and moral values in the adolescence will definitely bring a successful transition to responsible adulthood.

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15 ACADEMIC PREPARATION AND PROFESSIONAL DEVELOPMENT OF TEACHERS FOR 21st CENTURY

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ABSTRACT:

The importance of powerful teaching is increasingly important in contemporary society. Standards for learning are now higher than they have ever been before, as citizens and workers need greater preparation, knowledge, skill and professional development to survive and succeed. Education is increasingly important to the success of both individuals and nations, and growing evidence demonstrates that among all the educational resources- teachers' abilities are especially crucial contributors to student's learning. Preparing teachers for 21st century whether in primary, secondary, college or in graduation classrooms, many teachers have begun using education resources, innovative methods, techniques, tools and strategies as an integral part of day to day teaching, which requires lot of academic preparation and continuous professional development.

KEYWORDS:Teacher, Academic Preparation, Professional Development.

INTRODUCTION:

The demands on teachers are increasing constantly and they need not only to be able to keep order and provide useful information to students but also to be increasingly effective in enabling a diverse group of students to learn, ever more complex material. In previous decades, they were expected to prepare only a small minority for ambitious intellectual work, whereas they are now expected to prepare virtually all students for higher order thinking and performance skills. In order to achieve this motto teacher also need to understand the person, the spirit of every child and find a way to nurture that spirit. They need the skills to construct and manage classroom activities effectively, communicate well, use technology and reflect on their practice to learn from and improve it continually. This requires sincere and rigorous academic preparation and continuous professional development on the part of teachers to meet the challenges of 21st century.

The quality of any education system is significantly dependent on the quality of teachers in that system. 21st century teacher professionalism requires special knowledge and skills which is essential for ensuring the quality of teachers.

ACADEMIC PREPARATION OF THE TEACHERS:

Teachers are responsible for the education of the whole child which includes physical, intellectual, social, moral, and aesthetic development. Academic preparation of the teachers is essential for the up gradation of teachers for the opportunities and challenges of preparing children for the unknown future. As teachers are often cited as the 2nd most important source of socialization for children other than the children families, a clear paradigm and purpose of a teachers academic preparation is essential for encouraging children all round development. Many nations around the world have undertaken wide ranging reforms of curriculum, instruction and assessments with the intention of better preparing all teachers for effective teaching and children for the higher educational demands of life and work in the 21st century.

Changes in the demand for skills have profound implications for the competencies which teachers themselves need to acquire to effectively teach 21st century students. A generation ago, when teachers could reasonably expect that what they taught would last for a life time, teaching a fixed syllabus of content was at the center of education in most countries. Today, where individuals can access content on search engines, where routine rule based knowledge is being digitized or out sourced, and where jobs are changing rapidly, teachers need to enable people to become lifelong learners, to manage non-rule based complex ways of thinking and complex ways of working that computers cannot take over easily.

In the past, the policy focus was on the provision of education, today it is on out comes, shifting from looking upwards in the hierarchy toward looking outwards to the next teacher. The past was about delivered wisdom, the challenge now is to foster user generated wisdom among teachers. In the past, different students were taught in similar ways; today teachers are expected to embrace diversity with differentiated pedagogical practices.

PROFESSIONAL DEVELOPMENT OF TEACHERS:

Teachers are the critical players in promoting diversity and creating positive school climates. Teachers who continually expand the knowledge of the students they serve are empowered with the ability to effectively deliver higher quality and inclusive instruction in the 21st century. A successful professional development in the 21st century relies on teachers learning from each other to solve problem collaboratively, using technology devices to build their knowledge base, receiving coaching and mentoring services from model teachers, and being deeply involved in reflection and action. During the Job, either teachers themselves surrender to the lethargy or

the employer organization fails to impart any meaningful addition to the skills and competence to teach. This has been a constant challenge for all teachers that the educational organizations have neglected the professional development aspect.

Professional development support teachers as they incorporate 21st century skills into their schools and classrooms. All professional development efforts should exist as part of an aligned system of teaching and learning that includes in 21st century skills, standards, curriculum, instruction and assessments. Successful professional development initiatives around 21st century skills, include fundamental characteristics that are widely accepted such as ensuring educators understand the importance of 21 century skills and how to best integrate them into daily instruction;

PROFESSIONAL COMPETENCIES OF A 21ST – CENTURY TEACHER:

1. **Learner-centered classroom and personalized instruction:** As students have access to any information possible, there certainly is no need to spoon – feed them knowledge or teach one-size-fits-all content. Student have different personalities, goals, and needs, and offering personalized instruction is not just possible but desirable. When students are allowed to make their own choices, they own their learning, increase intrinsic motivation, and put in more effort - an ideal recipe for better learning outcomes.
2. **Students as producers:** Today's students have the latest and greatest tools, yet the usage in many cases barely goes beyond communicating with family and friends via chat, text, or calls. Even though students are now viewed as digital natives, many are far from producing any digital content. When given a chance, students can produce beautiful and creative blogs, movies, or digital stories that they feel proud of and share with others.
3. **Learn new technologies:** In order to be able to offer students choices, having one's own hands -on experience and expertise will be useful. Since technology keeps developing, learning a tool once and for all is not an option. The good news is that new technologies are new for the novice and experienced teachers alike, so everyone can jump in at any time.
4. **Go global:** Today's tools make it possible to learn about other countries and people first-hand. Of course, textbooks are still sufficient, yet there's nothing like learning languages, cultures, and communication skills by actually talking to people from other parts of the world will hopefully make us more knowledgeable and sympathetic.
5. **Be smart and use smartphones :** Once again – when students are encouraged to view their devices like mobile phones, computers and other electronic gadgets as valuable

6. **Go digital:** Another important attribute is to go paperless-organizing teaching resources and activities on one's own website and integrating technology can bring students' learning experiences to a different level. Sharing links and offering digital discussions allows students to access and share class resources in a more organized fashion.
7. **Collaborate:** Technology allows collaboration between teachers and students. Creating digital resources, presentation and projects together with other educators and students will make classroom activities resemble the real world. Collaboration globally can change our entire experience.
8. **Use Twitter chats:** Participating in twitter chats is the cheapest and most efficient way to organize one's professional development, share research and ideas, and stay current with issues and updates in the field.
9. **Connect:** Connect with like-minded individuals. Again, today's tools allow us to connect with anyone, anywhere, anytime. Simply connect via social media: follow, join, ask, or tell.
10. **Project-based learning :** As today's students have access to authentic resources on the web, experts anywhere in the world, and peers learning the same subject somewhere else, teaching with textbooks is very 20th-century. Today's students should develop their own driving questions, conduct their research, contact experts, and create final projects to share, all using devices already in their hands. All they need from their teacher is guidance.
11. **Build your positive digital footprint:** It might sound obvious, but it is for today's teachers to model how to appropriately use social media, how to produce and publish valuable content, and how to create sharable resource. Maintaining professional behavior both in class and online will help build positive digital foot print and model appropriate actions for students.

CONCLUSION:

However, Academic Preparation and Professional Development is a complex, multi-layered process that needs to be highly individualized. It has long been recognized that teacher academic preparation and professional development is essential to bringing about change at the classroom level. They allow the teachers to increase their knowledge about new curriculum and develop new instructional and assessment practice. 21st century education has undergone the rapid changes. Teachers are supposed to use excel in every related aspects of education including classroom teaching practice. Role of teacher has become diversified: teacher, curriculum developer and researcher. Except all these, a teacher has to perform as a counsellor, administrator, and policy makers and so on. But Academic preparation and professional

development are very much needed in discharging the different types of supposed responsibilities.

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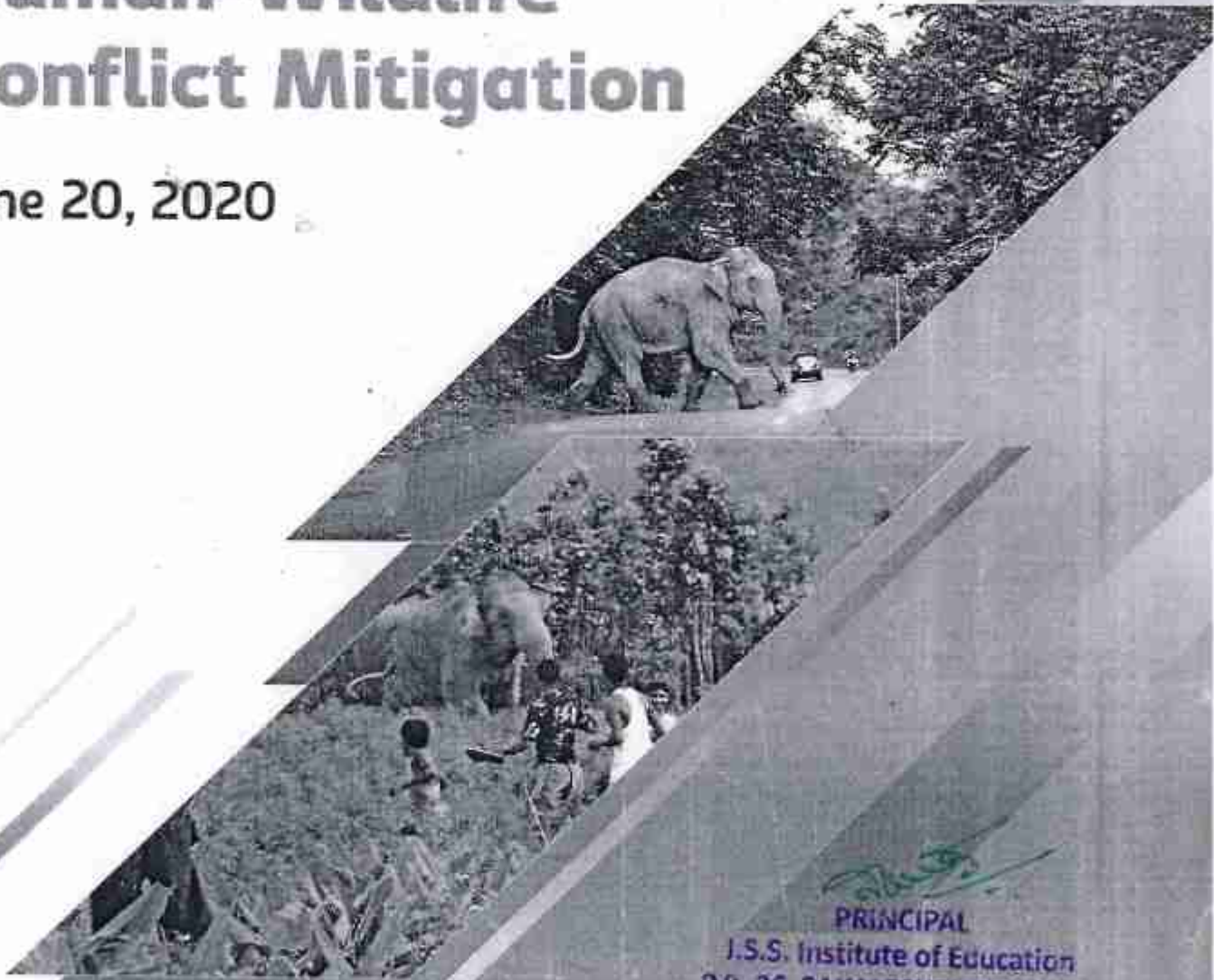
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HUMAN-WILDLIFE CONFLICT: CRUCIAL THREAT TO BIO-DIVERSITY CONSERVATION

Vikram C. B

JSS Institute of Education, Sakleshpur, Hassan, Karnataka, India

Bio diversity can be seen as the total complexity of all life that includes not only great variety of organisms but also the way they behave and interact in their ecosystems. They balance the ecosystem in such a sound manner that they are irreducible in that place. The conservation of biodiversity should thus become the basic component of our aim towards sustainable development. In each ecosystem, living creatures, including humans form a community, interacting with one another. Among them human-wildlife conflict is one of the most acute menace to the bio-diversity conservation and great hurdle for the achievement of sustainable development. Human-wildlife conflict refers to the interaction between wild animals and humans and the resultant negative impact on people, animals, resources and habitats. It occurs when growing human population overlap with the established wild life territory, creating competition for space and resources. These conflicts threaten the healthy co-operation of humans and wild life. There is a need to create an accredit environment for them to address the situation and strengthen their capacities in the most productive and useful manner. Loss of natural habitation and deforestation has been bringing wild animals very closer to human habitats. The rise in conflicts has become a source of brood for government, environmentalists and people living close to the forest. The present paper mainly focuses on the conflicts between humans and wildlife and it also throw a light on various threats from the human wild life conflict to the conservation of bio diversity.

Key words: Human, Wild-life, Bio-diversity, Conservation

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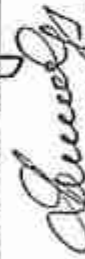
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of JSS Institute of Education, Sakleshpur, Hassan Dist.

has participated / Delivered a Special Lecture / Chaired a Presentation Session / Presented a paper,

Entitled: Enhancing professional development of Teachers;

Gateway For Quality Education.



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**ENHANCING PROFESSIONAL DEVELOPMENT OF TEACHERS;
GATEWAY FOR QUALITY EDUCATION**

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Abstract:

Teacher professional development is any type of continuing education effort for educators. Its one way teachers can improve their skills and in turn, boost student outcomes. Professional development should be designed to facilitate teachers developing and applying the skills and knowledge necessary to support student achievement. The goals should focus on student academic needs, skills and knowledge, teachers need to meet those goals. The new system envisages a triad -the response of the pupil, the student teacher and the teacher educator. This is major challenge inherent in the so called enhancing professional development. It does call for a radical approach towards enhancing quality and excellence in teacher education. Enhancing professional development of teachers for the quality education render to the students is a need of an hour. This research paper mainly focuses on the enhancement of professional development among teachers in turn how enhancement of professional development leads to improvement in quality education and its standards.

Introduction

Professional development of a teacher is important because education is an ever growing, ever changing field. This means that teachers must be lifelong learners in order to teach each new group of students. Teachers like other professionals need to stay informed about new knowledge and technologies. Professional development not only allows teachers to learn new teaching styles, techniques, and tips, but also allows teachers to interact with educators from other areas in order to improve their own teaching competencies. Professional development of teachers can help teachers to plan their time better and stay organized. This makes teachers more effective, efficient and gives them extra time to focus not on paper work but students. Students expect teachers to be specialists in the subject matter. "Professional refers to activities to enhance professional career growth", such activities may include individual development, continuing education and in-service education as well as curriculum writing, peer collaboration, study groups and peer coaching or mentoring. Professional Development is also defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.

Today, professional development runs the gamut from one shot workshops to more intensive job embedded professional development, which has teachers learn in the day to day environment in which they work rather than getting pulled out to attend an outside training. Implementing the advancement of professional education has advantages for both teachers and students, but most significantly, it helps teachers become better educators and grow into qualified professionals. Ultimately professional development for teachers helps a teacher overcome all the significant obstacles he or she faces in the classroom and is an ideal way to build a classroom of dreams.

Need and importance of professional development

Education is a learning cycle without an end. It is not going to stop after graduation and starting a career. Continuing education helps career minded individuals to continually improve their skills and become more professional at their work. It is particularly important for teachers to enable their professional development, not only to give their students the best learning results but also to be more effective and fulfilled throughout various other aspects of their job. Professional development for teachers to keep up with trends and best practices in the field turns teacher into stronger and more fitting teachers by allowing them to produce useful and personalized lessons for the students today. Professionalism in teacher

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education is the dire need of the hour. Knowledge and experience alone are not enough for teachers in their entire careers to supporting them.

Though discovering new teaching strategies through professional development for teachers, educators can go back to the classroom and make changes to their teaching styles and curricular to better suit their student needs. Professional development for teachers makes them more effective in their presentations and course assessments. Professional development for teachers can help teachers to plan their time better and stay organized. This makes teachers more efficient and gives them extra time to focus not on paper work but students. It also ensures that teachers should be able to answer every question that a student throws in. Professional development programs will allow teachers to expand their knowledge base in various areas of the subject. The more the professional development a teacher undergoes, the more he develops knowledge and insight into the industry. It keeps educators motivated as they know get the professional support, they need to be better teachers and nurture the skills of teacher's leadership qualities.

New strategies or teachers' professional development

Any professional development should be something that will benefit the students and teachers through new strategies, techniques or tips that can be utilized in the classroom or community. Professional development can be highly beneficial if what is learned is then utilized to further the education of students.

Teachers prefer professional development that is:

- Relevant to their context
- Helps them plan and improve their instructions
- Teacher driven.
- Includes hands on strategies applicable to their classroom
- Sustained overtime
- Recognises they are professionals with valuable insights.

5 strategies for better professional development: The effectiveness of their professional development for teachers by following these strategies.

- 1) Keep it simple; each year, identify and focus on one or two instructional priorities effective instructional practices that teachers want to learn, refine or improve.
- 2) Organise all available support to help teachers implement these instructional priorities.
- 3) Schools and management should make a deliberate effort to support teacher implementation of instructional priorities through training events, coaching, principal observation, staff and grade level meetings and evaluation systems.
- 4) Create a feedback loop to help teacher monitor implementation. Teachers may need help learning how to conduct related assessments, analyse and interpret the data and adopt their instruction in response to the data.
- 5) Realize that change takes time. Teachers need continual professional development with active learning opportunities, feedback and support built right in.

Here are 15 professional developmental skills,

1. Adaptability

In this modern, digital age, teachers need to be flexible and able to adapt to whatever is thrown their way. Likewise, teachers are changing and updating expectations and learning standards. Being able to adapt is a skill that every modern teacher must have.

2. Confidence

Every teacher needs to have confidence, not only in themselves but in their students and their colleagues as well. A confidence person inspires others to be confident, and a teacher's confidence can help influence others to be a better person.

3. Communication

Being able to communicate with not only your students but with parents and staff is an essential skill. Almost all of a teacher's day is spent communicating with students and colleagues, so it is crucial to be able to talk clearly and concisely in order to get your point across.

4. Team player

Part of being a teacher is being able to work together as part of a team or a group. When you work together as a team, it provides students with a better chance to learn and have fun. Networking with other teachers and solving problems together will only lead to success.

5. Continuous learner

Teaching is a lifelong learning process. The world is always changing, along with the curriculum and educational technology. A teacher who is always willing to go that extra mile to learn will always be an effective, successful teacher.

6. Imaginative

The most effective tool a teacher can use is their imagination. Teachers need to be creative and think of unique ways to keep their students engaged in learning.

7. Leadership

An effective teacher is a mentor and knows how to guide their students in the right direction. They lead by an example and are a good role model. They encourage students and lead them to a place of success.

8. Organization

Modern teachers have the ability to organize and prepare for the unknown. They are always ready for anything that is thrown their way. Studies show that organized teachers foster more effective learning environments. So it is even more imperative to be organized if you want higher-achieving students.

9. Innovative

A modern teacher is willing to try new things, from new educational apps to teaching skills and devices. Being innovative means not only trying new things, but questioning your students, making real-world connections and cultivating a creative mind set.

10. Commitment

While being committed to your job is a traditional teaching skill, it is also a modern one. A modern teacher needs to always be engaged in their profession. The students need to see that their teacher is present and dedicated to being there for them.

11. Ability to manage online reputation

These twenty-one centuries, modern teaching skill is definitely a new one. In this digital age, teachers are online, which means they have an "online reputation". Modern teachers need to know how to manage their online reputation and which social networks are okay for them to use.

12. Ability to engage

Modern teachers know how to find engaging resources. Nowadays, it is essential to find materials and resources for students that will keep them interested. This means keeping up-to-date on new learning technologies and apps, and browsing the web and connecting to fellow teachers.

13. Understanding of technologies

Technology is growing at rapid pace. In the past five years alone we have seen huge advancements, and we will continue to see them grow. Not only do you need to understand the latest in technology, but you must also know which digital tools are right for your students.

14. Know when to unplug

Modern teachers know when it is time to unplug from social media and just relax. They also understand that the teacher burnout rate is high, so it's even more critical for them to take the time to slow down and care for themselves.

15. Ability to empower

Teachers inspire, modern educators have the ability to empower students to be critical thinkers, innovative, creative, adaptable, passionate, and flexible. They empower them to solve problems, self-direct, self-reflect, and lead. They give them the tools to succeed, not only in school but in life.

Ways to improve teacher professional's development

Professional development is a way for individuals and teams to expand and deepen their skills as educators. Professional development generally refers to formal classes, seminars and workshops. However, the term professional development can be used to describe any means by which a teacher seeks to increase understanding of teaching and further his or her teaching career, such as attending teaching related conferences, taking online courses or even independent study. Professional development can be either mandatory or voluntary pursued and is occasionally subsidized. Most commonly, the focus of professional development for teachers involves learning new teaching techniques and methodology based on emerging research, as well as strategies for implementation.

However, professional development can also focus on general skills, such as interpersonal communication, or corollary subject areas, such as child psychology. Professional development is usually distinct from graduate work as it seen as a form of continuing education and not in pursuit of a traditional, formal degree. Professional development also differs from simple training, which focuses on teaching specific skills. Professional development is more holistic in its approach and seeks to promote continuous improvement and overall growth.

In order to improve professional development of a teacher, they have set high expectations for student achievement, use the most recent educational technology; plan instructional strategies; Apply higher-order thinking skills; use co-operative learning; Apply classroom management techniques. The best way to improve teacher professional development

- Model what is being taught.
- Commit to personal professional development.
- Understand and use micro teaching practices
- Use student feedback to shape learning with just in time learning strategies
- Un-conferences

Effective teacher professional development includes set goals, narrow it down, make it hands-on, foster collaboration, develop something usable, provide coaching and mentoring, revisit goals and be realistic.

Conclusion

In many counties, the role and functioning of schools are changing and so what is expected of teachers. Teachers are asked to teach in increasingly multicultural classrooms; to place greater emphasis on integrating students with special learning needs in their classrooms; to make more effective use of information and communication technologies for teaching; to engage more to involve parents in schools. Education systems therefore seek to provide teachers with opportunities for professional development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce. The definition of professional development recognizes that development can be provided in many ways, ranging from formal to the informal. New techniques and approaches are constantly being explored, and our understanding of how best to educate students is continually evolving. Best practices from several years ago are no longer applicable because of the rapidly evolving technology and increasing

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globalization of the 21st century world. Central and state standards are also regularly changing resulting in the need for further education on how this affects the teaching profession and their professional development.

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PERSPECTIVES OF TEACHER EDUCATION IN NURTURING THE TALENTS OF 21ST CENTURY LEARNERS



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In collaboration with IQAC and Alumni Association

PERSPECTIVES OF TEACHER EDUCATION
IN NURTURING THE TALENTS OF 21ST CENTURY LEARNERS

Dr. Dinesh M K, Dr. Jagannath K Dange
Dr. Suresh N S, Dr. Nanjundappa S

23 ಜುಲೈ 2023

ಶುಭ ಸಂದೇಶ

ಸಕಲೇಶ್ವರ ಜೆಎಸ್ಎಸ್ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯದಲ್ಲಿ "Perspectives of Teacher Education in Nurturing the Talents of 21st Century Learners" ಎಂಬ ವಿಷಯವಾಗಿ ನಡೆದ ಒಂದು ದಿನದ ರಾಷ್ಟ್ರೀಯ ವಿಚಾರಸಂಕಿರಣದ ಲೇಖನಗಳನ್ನು ಪುಸ್ತಕರೂಪದಲ್ಲಿ ಹೊರತರುತ್ತಿರುವುದು ಸ್ವಾಗತಾರ್ಹ.

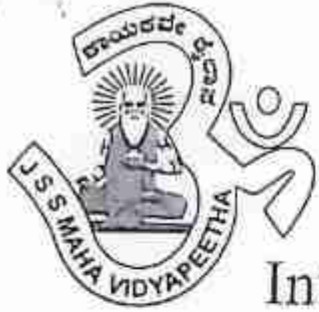
ಬಗ್ಗದ್ವಯ ಶಿಕ್ಷಣಕ್ಕೆ ಸಮಾನಾರ್ಥಕ ಮತ್ತೊಂದಿಲ್ಲ. 'ನ ಹಿ ಜ್ಞಾನೇನ ಸದ್ಯಶಂ ಪವಿತ್ರಮಹ ವಿಧ್ಯತೇ' ಎಂಬ ಧರ್ಮೋಕ್ತಿಯ ಮಡಿ ಹಾಗೂ 'ಜ್ಞಾನದ ಬಲದಿಂದ ಅಜ್ಞಾನದ ಕೀಡು ಸೋಡೆಯ್ತು' ಎಂಬ ಬಸವಣ್ಣನವರ ಉಕ್ತಿಯಂತೆ ಜ್ಞಾನದ ಪ್ರವಾರ ಆಗಬೇಕಾದುದು ಅತ್ಯಂತ ಅವಶ್ಯಕ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ನಡೆದ ರಾಷ್ಟ್ರೀಯ ವಿಚಾರಸಂಕಿರಣದಲ್ಲಿ ರೇಕರ್ಟ್ ವಿವಿಧ ಭಾಗಗಳಿಂದ ಆಗಮಿಸಿದ್ದ ಶಿಕ್ಷಣ ತಜ್ಞರು, ಪ್ರಾಧ್ಯಾಪಕರು, ಸಂಶೋಧಕರು ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿ-ಶಿಕ್ಷಕರುಗಳು ಒಟ್ಟು 84 ಪ್ರಬಂಧಗಳನ್ನು ಮಂಡಿಸಿರುತ್ತಾರೆ. ಅವುಗಳಲ್ಲಿ '21ನೇ ಶತಮಾನದ ಕಲಿಕಾರ್ಥಿಯ ಪ್ರತಿಭೆಯನ್ನು ಪೋಷಿಸುವಲ್ಲಿ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದ ದೃಷ್ಟಿಕೋನ'ದ ವಿವಿಧ ಮಂಡಿಸಿದ 73 ಗುಣಾತ್ಮಕ ಪ್ರಬಂಧಗಳ ಸಂಕಲನವನ್ನು ಈಗ ಹೊರತರಲಾಗುತ್ತಿದೆ. ಪ್ರತಿಕ್ಷರ ಶಿಕ್ಷಣದ ಪ್ರಚಲಿತ ಸಮಸ್ಯೆ, ನವನವೀನ ಅಲೋಚನೆಗಳನ್ನೊಳಗೊಂಡ ಬೋಧನಾ ಕಲಿಕೆ ಪ್ರಕ್ರಿಯೆಗೆ, ಕಲಿಕಾರ್ಥಿಯ ಪ್ರತಿಭೆಯ ಪೋಷಣೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಹೊಸ ಆಯಾಮಗಳನ್ನೊಳಗೊಂಡ ಈ ಮೌಲಿಕ ಬರಹಗಳಿಗೆ ಪುಸ್ತಕರೂಪ ನೀಡುತ್ತಿರುವುದು ಅಭಿನಂದನಾರ್ಹ.

ಶಿಕ್ಷಣ ಕಾಲೇಜುಗಳು ದೈನಂದಿನ ತರಬೇತಿಯ ಜೊತೆಗೆ ಇಂತಹ ಕಾರ್ಯಕ್ರಮಗಳಿಂದ ರಾಷ್ಟ್ರದ ಶಿಕ್ಷಣ ಕ್ಷೇತ್ರಕ್ಕೆ ಉತ್ತಮವಾದ ಕೊಡುಗೆಗಳನ್ನು ನೀಡುವುದು ಅತ್ಯಂತ ಅವಶ್ಯಕವಾಗಿದೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಈ ಪುಸ್ತಕದಲ್ಲಿರುವ ಲೇಖನಗಳು ಈ ಕ್ಷೇತ್ರದಲ್ಲಿ ಕಾರ್ಯನಿರ್ವಹಿಸುವವರಿಗೆ ಅನುಕೂಲವಾಗಿ ಮತ್ತು ಎಲ್ಲೆಡೆಯಲ್ಲಿ ಜ್ಞಾನದ ಬೆಳಕನ್ನು ವಸನಿಸಲೆಂದು ಪಾರ್ಶ್ವಾತ್ಮಿಕ.

ಶ್ರೀ ಜಗದ್ಗುರುಗಳ ಸಹಿ



His Holiness Jagadguru
Dr. Sri Sri Shivarathri Rajendra Mahaswamiji
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ROLE OF ICT IN ENHANCING TALENTS OF 21st CENTURY LEARNERS

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Introduction

The Information and communication technology is defined as the inter connection of stand-alone computers across and between institutions and is a general set of tools and skills that can be applied to a wide range of organizations. Information and communication technology in education refer to teaching and learning the subject matter that enables understanding the functions and effective use of information and communication technologies. Basically information and communication technology is a teaching tool, it is potential for improving the quality and standards of pupil education is significant. Hence, teachers having positive attitude towards Information and communication technology is very essential for integration and utilization of ICT effectively in teaching learning Process. Information and communication technology has to play its significant role in quality improvement of education as it overcomes some of the pedagogical problems of time, space and number of learners in the class. Until and unless the teachers are trained and show positive attitude towards ICT, there will be no scope for qualitative changes in teaching and learning process.

Need for the study

Information and communication technology is used to enhance learning; therefore it is important for educators to be comfortable using it to ensure that students get full advantages of educational technology. Teaching with technology is different than teaching within a typical classroom. Teachers must be trained in how to plan, create and deliver instruction with in a technological setting it requires a different pedagogical approaches. For better education, we need better learning skills as well as good healthy mind and environment. For a healthy mind and environment, an individual need proper learning skills. Learning skills are defined as the reading and thinking skills requisite to any study task; that is those necessary to define, analyze, solve and report on a problem in a disciplined and independent way. For good learning they must be aware of ICT technologies and have positive attitude towards the ICT technologies.

We need to have interactive teaching and this changing role of education is inevitable with the introduction of 21st century digital trends and producing a technologically savvy generations of youths. 21st century learners should employ the Information and communication technology and develop higher order cognitive skills. These are vital to find solutions for complex real world problems. In this regard, ICT is an effective tool for this emerging learning paradigm, making the learner in active role of self-directed learning. Providing flexibility and interactivity in the teaching and learning process.

Importance of ICT in teaching - learning process

Growth of information and communication technology (ICT) brought in rapid changes in various fields. It has to made entry into school education because of its appropriateness, acceptability and versatility in use for classroom teaching. It facilitates individualized learning and develops problem solving skills. Its interactive nature motivates students to learn. Educationist's and teachers believe that with the help of ICT, quality of education given to the students can be significantly improved.

To take advantages of information and communication technology, firstly, the teachers need to be aware of various information technologies and their potential uses in the field of education and also have positive opinion about usage of ICT teaching and learning. Secondly, teachers will have to update their knowledge and skills in using ICT to make fullest utilization of hardware and software resources available. Thirdly, from the point of view of policy makers and educational administrators there is a need to re-design and re-construct the educational systems based on new educational paradigms. So that both teachers and students develop necessary knowledge and skills in this digital age.

ICT – A WINDOW OF KNOWLEDGE FOR 21st CENTURY LEARNERS

21st century learners prefer learning from digital makers, You Tube videos, Internet, Wikipedia, Multi modal learning, Concept mapping, Models, E-books and notes, peer learning, research articles, journals, digital books for emerging areas etc. Learning should be based on students' interest, abilities and culture. The learning is assessed through process, product and real problem solving ability of both individual and by group efforts. ICT tools are used by 21st century learners to inquire, think critically and gain knowledge in order to draw conclusions, make decisions, apply information, create knowledge, share resources and participate as a creative member in the world.

Technology enabled smart classroom comprises of gadgets and tools for students learning are desktop, laptop, video projector/multimedia projector, interactive whiteboard, interactive projector, interactive pad, smart digital podium, opaque projector, PTZ camera, wireless microphone for convenience, speakers, student response system and feedback assessment tools.

ICT- GATEWAY FOR ENHANCING TALENTS OF 21st CENTURY LEARNERS

ICT play an important role in enhancing talents of 21st century learners. Students access knowledge and information through TV, digital media, cable network, internet and social media such as Facebook, WhatsApp, Twitter, Instagram, linkanden, Igo, Line etc. Educational institutions from primary schools to collage are leaping on the digital trends like smart classrooms for content delivery, web cast lecture, open educational resources (OER), video and interactive video tutorials, virtual lab, virtual reality, augmented learning, individualized learning using portable devices, blended learning, massive open online classes (MOOC), mobile learning, artificial intelligence are slowly finding their way into education institutions.

21st century learners can interact with their mentors sitting at remote places of the world with the help of numerous tools such as e-note pad, chat, document sharing, white board, hand raise, video sharing, desktop sharing, question and answer, quiz Poll, viewer, video wall, digital library, recoding and play back. The learning environment is one of the most important determinants of high quality teaching learning exchanges. 21st century learning environment has characteristics like smart use of space, integration of technology, collaborative stations and student's mobility.

Role of ICT to enhance the Talents of 21st century learners

- ICT helps students to interact with teachers.
- ICT helps learner in preparation and self-directed learning.
- ICT helps in effective use of ICT software and hardware for learning process.
- ICT can support creativity in multipleways including developing ideas and creating of realizing ideas.
- ICT helps in improving learning skills (LSRW) and encourages explorative and innovative learning.
- ICT allow works to access various design, concept, experiences and ideas.

- ICT enables workers to produce and share content in new ways.
- ICT helps learner's improvement in engagement and knowledge retention.
- ICT brings inclusion by adopting e-learning or online learning.
- ICT develops capability and literacy with respect to technology.
- ICT motivate learners and increase interest in learning.
- ICT plays an important role in self-evaluation of learners.
- ICT helps the learner to update the new knowledge, skills to use the new digital tools and resources.

Conclusion

Information and communication technology plays a significant role in teaching and learning in the present as well as the future. The innovative use of ICT is defined as the use of ICT applications that support the educational objectives based on the needs of the current knowledge and society. ICT is considered as the main element in bringing about changes and transformations within the teaching learning process. ICT have created new opportunities for people to learn and share information across the world.

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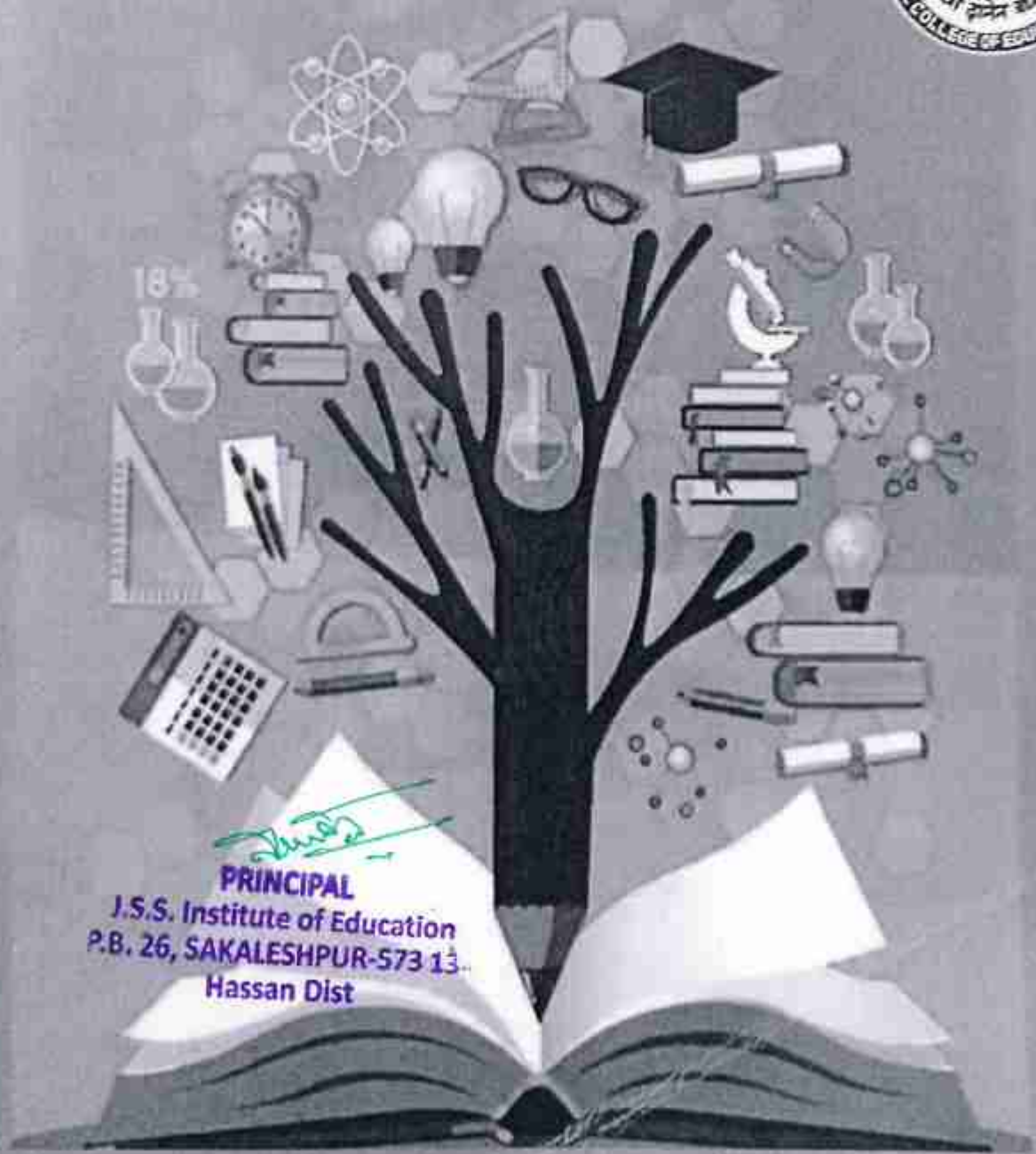
REVAMPING OF TEACHER EDUCATION PROGRAMME IN THE LIGHT OF NEP-2020

Editors

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26th & 27th August 2022

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JSS Institute of Education, Sakleshpura has participated as a Delegate /
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Presented a paper entitled ... *Perspectives and Challenges in Integrated*
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PERSPECTIVES AND CHALLENGES IN INTEGRATED

TEACHER EDUCATION

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ABSTRACT:

The Integrated Teacher Education Program (ITEP) aims at preparing teachers for Foundational, Preparatory, Middle and Secondary stages as per the new school structure of NEP2020. It will ensure that outstanding students enter the teaching profession. A student undergoing this course will be grounded in Indian values, languages, knowledge, ethos, tribal tradition and also well versed in latest advances in education and pedagogy. This course caters to the need of 21st Century skills. The Integrated teacher education program enhances professional development of teachers for the quality education render to the students is a need of an hour. This research paper mainly focuses on the Perspectives and Challenges in Integrated Teacher Education in turn how enhancement of professional development leads to improvement in quality education and its standards.

Key words: Integrated Teacher Education, Perspectives and Challenges

INTRODUCTION:

Integration is derived from the Latin word *integer* which means whole i.e., coordination of different activities to ensure harmonious functioning. Integration of teaching is defined as the organization of teaching matter to interrelate or unify the subjects which are frequently taught in separate academic courses or departments. It simply means bridging connections between academic knowledge and practical. Integrated Teacher Education (ITE) is the latest innovation in the field of pre-service teacher education. Integration in this field is “the coordination of different teaching activities to ensure the harmonious functioning of the educational process for more effective teaching manpower development. It brings out various qualities of multi disciplinary learning in teacher education. It augments the knowledge and skills among the prospective teachers. The main purpose of this paper is to introduce integrated programmes in teacher education as per UGC and NCTE norms. These new programmes have some specific features like dual degree, innovative, and integrated degrees.

Advanced countries provide integrated courses and they have many success stories. As a prelude to government's plan to gradually implement the integrated teacher education courses in the country, the National Council of Teacher Education (NCTE), has set the stage for the roll out of the four year integrated Teacher Education Programme (ITEP) for pre-service teacher education. ITEP is encouraging faculty to conduct research activities. But Science stream students are not showing much interest towards teaching profession, so ITEP should design skill-based curriculum to attract them and to create professional teachers.

It aims at integrating general studies, with science and social sciences or humanities and professional studies comprising foundations of education, pedagogy and core subjects, and practices related to the task and functions of teacher education. The possibilities of combining aspects of pedagogy with other professional disciplines like Agriculture, Engineering and Medical studies also are to be explored. The prospective teachers passing out of this course through a multi-disciplinary environment, grounded in Indian values and traditions will be instilled with the needs of 21st century on global standards, and hence will be largely helpful in shaping the future of new India.

KEY FEATURES OF INTEGRATED TEACHER EDUCATION

- It involves a dual-major holistic bachelor's degree offering B.A. B.Ed/ B. Sc. B. Ed. and B.Com. B.Ed. which is one of the major mandates of the National Education Policy 2020 related to Teacher Education.
- As per the NEP, 2020, teacher engagement from the year 2030 onwards will be only through ITEP.
- It will be offered in pilot mode initially in about 50 selected multidisciplinary institutions across the country.
- The National Council for Teacher Education (NCTE) under the Ministry of Education has devised the curriculum of this course.
- The new curriculum enables a student-teacher to get a degree in education as well as a specialized discipline such as history, mathematics, science, arts, economics, or commerce.
- The ITEP will be available for all students who choose teaching as a profession after secondary, by choice.
- This integrated course will benefit students since they will save one year by finishing it in four years rather than the customary five years required by the present B.Ed. plan.
- The commencement of Four Year ITEP will be from the academic session 2022-23.
- Admission for the same will be carried out by the National Testing Agency (NTA) through the National Common Entrance Test (NCET).
- This course will be offered by multidisciplinary institutions and will become the minimal degree qualification for school teachers.

PERSPECTIVES OF INTEGRATED TEACHER EDUCATION

Teacher education is, of course, at the base of all educational systems. The quality and nature of teacher training determines the nature and success of educational systems. Integrated teacher education will be available for all students who want to choose teaching as a profession after clearing secondary school. The National Council for Teacher Education (NCTE) has created curriculum for this course to enable a student teacher to get a degree in education as well as specialized discipline such as history, mathematics, science, arts, economics or commerce.

Education plays a very significant role in national development and that's why all countries are trying their best for survival in the race of development. Education reforms invariably accord highest priority to improve teacher effectiveness and efficiency. The effectiveness and efficiency of a teacher may be improved through integrated teacher education.

In 11th Five Year Plan (2007-2012), the University Grants Commission (UGC) identified "Relevance to Society," as one of its priority concerns. The UGC plan recommends that university curricula should be reformed to incorporate foundation skills and advance skills in learner. UGC facilitates employability by equipping students with the skills, required to meet the economic, social and cultural needs of society. Integrated programmes are fit in to this category and are more or less accepted by the Indian education system. Educationist and policy makers have been talking about it for long time. Great educationist and former UGC chairman Prof. Yashpal (2009) recommended that integrated programmes should be incorporated in Indian education system.

Basically, the integrated programmes have a curriculum that comprises of content jointly designed by two or more higher education disciplines regulated by a specific set of guidelines. These programmes are innovative in nature and develop better insight about the academic discipline in students. In india many integrated programmes are running in reputed engineering, science, law and management institute. Beside these, there are some of the prestigious teacher education institutions also which are successfully running different integrated programmes since the emergence of NCTE.

This framework brings changes in integrated teacher education for professional and humane teachers in our classrooms (Singh & Singh, 2015). The recognition norms and regulations of NCTE are revised periodically to meet the changing needs of the teacher education system in response to the new demands of the society. These norms and regulation enhanced the duration of existing integrated teacher education programmes by incorporating enough time and opportunity for self-study, reflection and engagement with teachers, students, classrooms and pedagogic activities which is essential for developing professionalism in future teachers.

The spirit of these proposed integrated teacher education programmes is collaboration. If any institution/ college desire to run these programme, they must collaborate education discipline (department) to other discipline. Students will choose any one subject, in which they want to pursue and earn credits in that subject along with the education discipline. The education discipline must collaborate with the different departments (disciplines) to run successfully. These programmes are integrated because student get dual degree in three years in place of four years and innovative in sense that student learns through multidisciplinary approach.

These integrated teacher education programmes are designed as per the Choice Based Credit System (CBCS). So, it will provide a lot of opportunity to learn beyond the disciplines. These programmes are specially designed for identify young, creative, talented students who are committed for teaching, training and pedagogical research. These programmes are an innovative approach in integrated teacher education which enhances student engagement through interdisciplinary experiential and dynamic learning.

National Council for Teacher Education (NCTE), a statutory body under HRD ministry has launched a four years Integrated Teacher Education Programme (ITEP) to enhance the teaching profession in the country. Candidates who want to pursue this programme should pass Class 12 with 50% marks in it. The ITEP programme is a four-year programme that includes eight semesters, inclusive of field-based experiences, teaching practice and internship. In some cases, the maximum time period to complete the programme may be extended up to six years. The programme incorporates general studies comprising Mathematics and Science, Social Sciences and Humanities and also professional studies comprising perspectives in education, other core education courses, curriculum and pedagogy of school subjects and practicum related to the tasks and functions of a school teacher. As per the Council, ITEP aims in preparing committed, responsible and professional teachers for the nation.

CHALLENGES OF INTEGRATED TEACHER EDUCATION:

Real expansion of teacher education institutions during the last decade reflects the teacher education scenario of today. Increase in the number of schools and enrolment as a result of countrywide primary education programmes like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education, has resulted in increased demands for the teachers. This produced a great demand and increase of teacher education institutions but the quality parameters were ignored in the process. As result, poor quality, lack of responsibility, and lack of desired qualities and dedication is seen among the newly produced pupil teachers. Some of the major challenges of the integrated teacher education system in India are

Poor Integration of skills: Certain skills as life skills, techno-pedagogic skills, info savvy skills, emotional skills, human developmental skills and spiritual skills need to be integrated in the teacher education programmes. There should be simultaneous focus on the creative thinking, critical thinking, self and social management skills. The integrated teacher education system of country fails to integrate these skills within learners.

Problem of selection: Selection process for integrated teacher education programmes includes some defects which result in deterioration of the quality of teachers. A better selection processes and use of appropriate method is needed to improve the quality of prospective teachers and in turn their training. Including steps like test of General Knowledge, school subjects, language, intelligence, aptitude, interest and attitude by suitable methods coupled with interview of candidates will be a good move.

Incomplete competency development of teachers: The present training programme does not provide proper opportunities for pupil teachers to develop their competency as these training programmes are not well concerned with the existing problems of schools. So a close link between the routine work of a school teacher and the programme of teacher training college is a must. The recommendation of increasing the internship period of school is a good step in the direction.

Improper and inadequate practice teaching: Generally practice teaching is not taken seriously and professionally by pupil teachers, especially in many private teacher training institutes and there is a lack of sense of duty, and they remain irresponsible, aimless, and indifferent to children, which are hurdles in the development of pedagogical skills.

Lack of subject knowledge: The B.Ed. programme does not emphasize the knowledge of the basic subject. It should ensure the development of subject knowledge along with teaching skills. Without it the teaching practice will remain somewhat ineffective with regard to the subject knowledge.

Inappropriate methods of teaching: In India teacher educators are neutral towards adopting innovative methods and experimentation in their teaching. Their acquaintance with modern class-room technologies and effective ICT techniques is poor.

Incomplete supervision and feedback: The supervision coupled with proper feedback is useful for improving practice teaching and instructional activity of the pupil teachers. Feedback and support help them in developing confidence to face the classroom. Guidance for planning lessons, learning to organize contents, and developing other classroom skills are its parts but in reality the lesson plans are checked superficially and no meaningful discussion is made by the subject method masters.


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Solutions to overcome the challenges of integrated teacher education:

- ♣ Timely updating of curriculum
- ♣ Faculty training in value education
- ♣ Development of critical thinking
- ♣ Development and enrichment of life skills
- ♣ Developing competency of teachers
- ♣ Maintaining Academic Uniformity
- ♣ Proper monitoring of private institutions
- ♣ Integration of various skills

CONCLUSION:

Due to increasing level of globalization and privatization, there is a dire need to renovate teacher education programmes which prepare specialized, proficient and skilled teacher educators in short duration. Many assert that the existing system of educator preparation is not equipping teachers with the skills needed to enable their students to be successful in the 21st century. Teachers who are knowledgeable can equip students with high levels of skills. This, in turn, can help the nation have a quality workforce and become more economically competitive. The goal of the integrated teacher education programme is to develop highly qualified teachers who as knowledgeable, effective leaders will be innovative, action-oriented role models in classrooms, schools, districts, and communities throughout the world.

The integrated teacher education programme should be at the forefront in preparing competent, self-confident leaders who are committed to educating children in rural and urban multicultural and international communities. Teacher trainees should be inspired to be motivated change agents for all children, creative, energetic and risk takers to touch the future through teaching.

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Session II : 2.00 PM to 3.30 PM

Chair: Dr. Venkatagiri Dalavai
Rapporteur: Dr. Mohan Kumara

| | Paper presenters | Titles of papers |
|----|--|---|
| 7 | Tharigopula Satheesh Prof. M.R. Gangadhar | Menstruation and Menstrual Hygiene: An Anthropological Study Among The Kolam Community of Adilabad District, Telangana |
| 8 | Nivruti Gangadevi | Struggling between displacement and rehabilitation: Livelihood transition of the Koya's affected by the Polavaram Dam in Andhra Pradesh |
| 9 | Pooja R Kulkarni & Dr.Jai Prabhakar S.C. | Matrilineal Traditions in Transition: Analysing power and Family structures among Khasi families in Meghalaya |
| 10 | Mamatha Bhanu L S | The Revival of Millet Farming in Empowering Tribal Women |
| 11 | ಡಾ. ಎಸ್.ಎಂ. ಪುತ್ತಯ್ಯ | ಮ್ಯಾಸಬೇಡರ ಪಾರಂಪರಿಕ ಒಳಾಡಳಿತ : ಪರಂಪರೆ ಮತ್ತು ಆಧುನಿಕತೆ |
| 12 | Dr.Rosina Nasir | Is Hinduization not detribalization? A Case of Bhil in Gujarat |

Tea Break : 3.30 PM to 3.45 PM

Session III : 3.45 to 5.15 PM

Chair: Dr Virupakshi poojarahalli
Rapporteur: Dr. Shankar

| | Paper presenters | Titles of papers |
|----|--------------------|--|
| 13 | Dr.C.B.Vikram | Perspectives and Challenges of Tribal Education |
| 14 | Dr. M. Govindaraju | Issues and Concerns Surrounding Tribal Education and Quality of Life |
| 15 | ಪಂಜುನಾಥ | ಹಕ್ಕಿಪಿಕ್ಕಿ ಬುಡಕಟ್ಟಿನ ಶೈಕ್ಷಣಿಕ ಸ್ಥಿತಿಗತಿ (Educational Status of Hakkipikki Tribe) |



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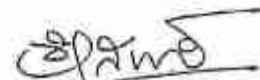
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PERSPECTIVES AND CHALLENGES OF TRIBAL EDUCATION

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ABSTRACT:

India is the 7th largest country in terms of area and has the 2nd largest concentration of tribal population in the world. India has been rightly described as “melting point” of races and tribes, considering the enormity magnitude and complexity of the problem. Education is the most important invention of mankind. It is more important than his all inventions and even of language. Man without education would still be living just like an animal. In present competitive world, productive and qualitative human resource is the only asset that makes our country shine. It is in this transitory situation that the tribal societies of our country are caught up and the need of the hour is to draw up a suitable educational program that can give the necessary capabilities and competencies to reap the benefits technological innovations ushered in the wake planned development. The content and orientation of tribal education has to be geared up according to the social outstanding in which the tribal live. So this paper attempts to focus on the problems, perspectives and challenges of tribal education.

Key words: *Tribal Education, Problems, Perspectives and Challenges.*

INTRODUCTION:

Education has a very important role in human life. The need of Education is prime because it takes care of the development of all aspects of human personality. Education humanizes the personality of the man by making him a useful social member of the society and an ideal citizen of the country. Education helps an individual to soar heights of excellence through rational thinking and attain supremacy and nobility, making him the roof and crown of all creations.

Education of tribal children is considered important, not only because of the constitution obligation but also as crucial input for the total development of tribal communities. Systematic researches are therefore, necessary to understand the problems embedded in the progress of education among the tribes in the past and to suggest measures which will accelerate the extension of education in the tribal communities. The present paper made an attempt to throw a

light on the problems, perspectives, challenges and suggestions to improve the status of education among tribal children.

PERSPECTIVES TRIBAL EDUCATION:

“Tribe is social group in which there are many class, nomadic bands, villages or other sub-groups which usually have a definite geographical area, a separate language, a single and distinct culture and common political organization”. They are generally called as ‘Adivasis’ or ‘Vanabasis’ implying original inhabitants. Schedule tribes, the most disadvantaged groups in India, are enlisted in article 341 and 342 of the constitution. In India 8.2% of the population belongs to schedule tribe and there are about 573 tribal groups living in our country. But majority of them live in scattered habitations located in interior, remote and in accessible hilly and forest area of the country.

Even after 66 years of independence, tribes remain as the most backward, especially in education and social development. They are very particular in keeping their identity and culture. Keeping their traditional pattern of life, they continue their traditional occupation life; like collecting minor forest produce and many of them prefer to live in or near to the forest. Their tribal cultural background and bondage prevent them from going to general schools. As their settlements are in remote forest areas far away from schools, it results in the problem of inaccessibility to schools. The spread of education among the weaker sections of our society is vital as education is a prime requisite for socio-economic development. The policy to promote educational interests of the weaker sections of the people, especially scheduled tribe has been enshrined in our constitution as a directive state policy.

As far as education is concerned, the forest is the place of learning, where the tribal children learn the art of collection of honey and traditional cultivation. Their knowledge of the flora and fauna is outstanding. It has been observed during the investigation that a 12 year old tribal could identify as many as 260 plants and trees. The tribes are largely rural based which has a higher female participation in work. Prior to schools and formal systems of education, tribal societies had their own informal system of imparting education to their children. In that system, learning from the habitat, family and kin group was dominant. The traces of education among tribes can be seen in the early efforts of the christian missionaries.

Efforts are being made by the government to provide numerous facility and specially education to the disadvantaged groups with a view to bring them at par with various privileged sections. Therefore the point which requires attention is that if we look at the problem of tribal education within the ‘shadow’ of these non-tribal prejudices and stereotype latitudes, our scientific

analysis of these people are likely to be obsessed. The content and orientation of tribal education has to be geared up according to the social outstanding in which the tribal live.

Tribal education has been a problem in the country, since it was taken up as one of the developmental programmes. Nowhere in the country, is the programme an absolute success. In view of the poor-socio-economic conditions obtaining among the scheduled tribes, government has launched special programmes for the all-round development of tribes. To achieve this objective, government has laid special emphasis on development of education among the scheduled tribes by way of incorporating necessary provisions in the Indian constitution.

TRIBAL EDUCATION IN KARNATAKA:

Tribes in Karnataka live scattered in the interior inaccessible area, which makes the support of formal system of education for the tribal children much below national average. Poverty, ill-health, socio-economic factors and negligence on the part of parents are the major hindrance in promotion and participation of tribal children in education, literacy rate is very low and schooling is very limited.

The literacy rate of schedule tribes in Karnataka are a cause for concern, as it has consistently been lower than that of the total population. The literacy rate among scheduled tribes, which was 36.0% in 1991, 48.3% in 2001, increased to 57.82% in 2011, while the state average moved up from 56.04%, 66.64% and to 75.36% respectively. The gap between the literacy rate of the total population and scheduled tribe population is very wide, although there has been a marginal difference of about 17.54% in the last decade. But the decimal literacy rate of the scheduled tribe population has increased at faster pace viz., 9.5% in our state. Tribal population; the female literacy rate is 48.60% whereas male literacy rate is 63.7% in 2011. The low literacy level suggests that the programmes of the education department not had the desired effect on this very vulnerable sub-population more. Concerted efforts are required to bring schedule tribes literacy on par with the state average, at the very least; culture-specific curricular would be a step in the right direction.

CHALLENGES OF TRIBAL EDUCATION:

The tribal habitation remains in scattered forms. So in the tribal areas schools remain far away from the habitation. Ashram schools are best fitted for the tribal children but they are scanty in number. In schools, no effort is made to provide incentives and scope to music, dance, games, painting etc., which remains as latent potentiality with a child. By this tribal child

undergoes mental stress and strain. The school buildings are in broken condition and hence not attractive, lack of care and repair makes it difficult to sit in the collapsing class-rooms.

At school, the experiences of tribal children range from discrimination to a sense of complete alienation. Students from tribal community encounter a series of obstacles including commuting long distances to school in hostile environmental conditions, abuses and discrimination from the teachers and fellow students from non-tribal backgrounds, difficulty in comprehending the language of instruction and negotiating space for themselves which was deprived historically.

Since the tribal languages are distinctly different from the medium of instruction in schools, tribal children often find it extremely difficult to cope with their studies and homework. This lack of language skills acts as a serious impediment when the teacher is a non-tribal and makes no effort to link the linguistic experiences for the child. Aspirations among the tribal children are also low considering that there are not many formally educated persons in such communities. Research also shows that children are often subject to overt discrimination by the non-tribal upper caste school teachers who view them as a 'slow learners' unable to learn despite several repetition. Untouchability is also found to prevail in schools and even play activities and school transactions are sometimes segregated on the basis of these identities.

The non-tribal teachers adopt an attitude of indifference to tribal languages, traditions, cultures and life-styles. They fail to perceive the human values ingrained in these folk cultures. When they try to impart an education, which neglects these human values and culture, they fail to make it interesting for the tribal children. The ideas of the non-tribal teachers about tribal environment and culture are narrow and hollow. For this they fail to cite examples from the surroundings and make the concepts complicated for the tribal students. The in-built creativity of tribal children remains unknown to the teachers.

The relationship between teachers, schools and the villagers is quite thin. In tribal villages, villagers have virtually no relationship with the teachers. Teachers do not get any accommodation facility in most of villages, which makes them irregular, which hampers the normal routine of a school. Further, the apathetic attitude of the villagers and their simplicity provide ample scope to the teachers to act according to their will. The appointment of untrained teachers in tribal areas diminishes the values of education. However, recently the Government has started posting trained teachers in tribal schools, which is a welcome step. Teachers have a preconception that tribal children are average students; also they don't take special care in promoting tribal education.

The pre-conceived notions of the teachers that the tribal children cannot grasp anything beyond nature, forest and agriculture create barriers in expanding primary education among the tribal areas. No special training on tribal languages, cultures or current problems is being imparted to the teachers serving in tribal areas. Children's engagement in household works agriculture coupled with parent's indifference towards their children's studies deprive the teachers to render their services in classroom. No effort is made on the part of the higher authorities and the tribal masses to curb the frequent absenteeism among the teachers. The lack of a frequent and recurrent inspection mechanism no doubt aggravates the situation. Teachers face wide gulf between the language used in the books and the native uses while teaching the tribal students. They simply opine that the content of the textbooks is beyond the comprehension of the students, so teaching becomes futile.

SUGGESTIONS FOR THE IMPROVEMENT OF TRIBAL EDUCATION:

Education as a means of advancement of capacity, well being and opportunity is uncontested and more so among communities on the periphery. Marked improvements in access and to some extent in quality of primary education in tribal areas have occurred and stem from government and non government initiatives. Recognizing that the education system is currently designed for the dominant group, there needs to be investment in creating support mechanisms those supplements the assimilation of tribal children into the formal education system.

In order to improve the education status of tribal children: Study books must be prepared in tribal language up to higher primary level and then they are exposed to other languages. Tribal students must be supplied with study materials and dresses free of cost. Teachers from the same tribe and from the nearby villages, if possible from the same village should be appointed. Teachers must be paid regularly with free accommodation facility in school campus. Responsibility may be laid down to teachers for enrollment of all tribal children from the age group of 6 to 14 years and not allow dropouts at any circumstance. Each parent must be motivated to send their children above 6 years to school or teachers and parents may be legally bound to do this task.

The school time table is co-opted with the agricultural and social necessities which will facilitate the parents in economic development and educational development of the child. The parents of tribal children and the teachers should have harmonious relationship with each other. Training at intervals to the non- tribal teachers about the tribal culture and language should be provided. A realistic survey should be made in the tribal areas as regards how many children are not coming to schools and about the actual number of schools required.

The provision of primary and secondary schools in most of the tribal areas helps the children in each district to utilize to get their basic education facility optimally. It was therefore decided that the best way to make the tribal child stick to the school was to wean him away from his parents and continue him to the school by converting the school into a school cum home. Such school cum home/residential school is popularly known as Ashram schools. In order that these facilities are utilized fully by the scheduled tribes, the concept of 'Ashram school' was introduced by the Government of India; mainly seats have been reserved for them in these schools. These schools are residential in nature which fulfills needs of lodging of tribal students who comes from remote tribal areas.

These ashram schools are residential schools for tribal children from a cluster of habitations. Now in such a large scale coverage essential, now that the idea of educating the child in catching the imagination of the tribal and with a few incentives like scholarships, books and cloths, they are prove to send children to ordinary schools but in clusters of sparsely populated and widely seated hamlets, where opening of ordinary day schools will be too uneconomical. Thus Ashram schools while giving relief to the poverty stricken parents create the much needed congenial climate for development of education in the tribal society. The ashram schools are generally primary schools up to V standard for further studies they have to admit for nearby government primary and secondary schools or Morarji Desai schools.

Hostel facilities for scheduled tribes for their higher education have been made available at each district headquarters or nearby Taluks. For scheduled tribe students, hostels have much more relevance since most of them come from rural areas where the home environments by no means is conducive to study. The food and infrastructural facility and the lodging in the hostels were free of cost. Special incentives and allowance should be provided to the teachers working in tribal areas. They should be transferred to plain or non tribal areas after serving 4 – 5 years in tribal areas. The teacher should establish a healthy rapport with the tribal students and create positive environment for them. They should be free from caste feeling, untouchability and all types of prejudice about the tribal children.

In the recent, in each district District Tribal Welfare Department (DTWD) and District Education Department have planned and implemented programmes for the education for tribal children. Similarly Department of education has set up Government schools, where tribal children along with non-tribal children study in these schools. Education experts, policy makers and teachers in the field should plan the school curriculum and to improve the schooling facilities for tribal regions in such a way that children develop better perspectives about their own self in a positive way.

CONCLUSION

Tribal communities in India have been historically deprived of access to resources and opportunities, including the opportunity to get educated. Education experts, policy makers and teachers in the field should take initiation to plan the school curriculum and to improve the schooling facilities for tribal regions in such a way that children develop better perspectives about their own self in a positive way.

The present effort of the government to bring their children into formal schools fails. The oral tradition in teaching must be an important device to develop the personality and uplift the educational status of a tribal child from its own cultural environment, instead of creating an artificial blurred personality dissociated with home and school environment. To bridge the gap of the socio-cultural environment with that of school curriculum exploration of rich tribal folklore can be helpful in the promotion of tribal education. In spite of the differences, isolation, problems and the tribal attitude of apathy towards literacy and education due to their subsistence and continuation of regular tribal training or educational institutions in the tribal area. If the poor boy cannot come to education, education must go to him. This is true and has its relevance till the present day, which may be followed for human development.

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PERSPECTIVES AND CHALLENGES OF TRIBAL EDUCATION

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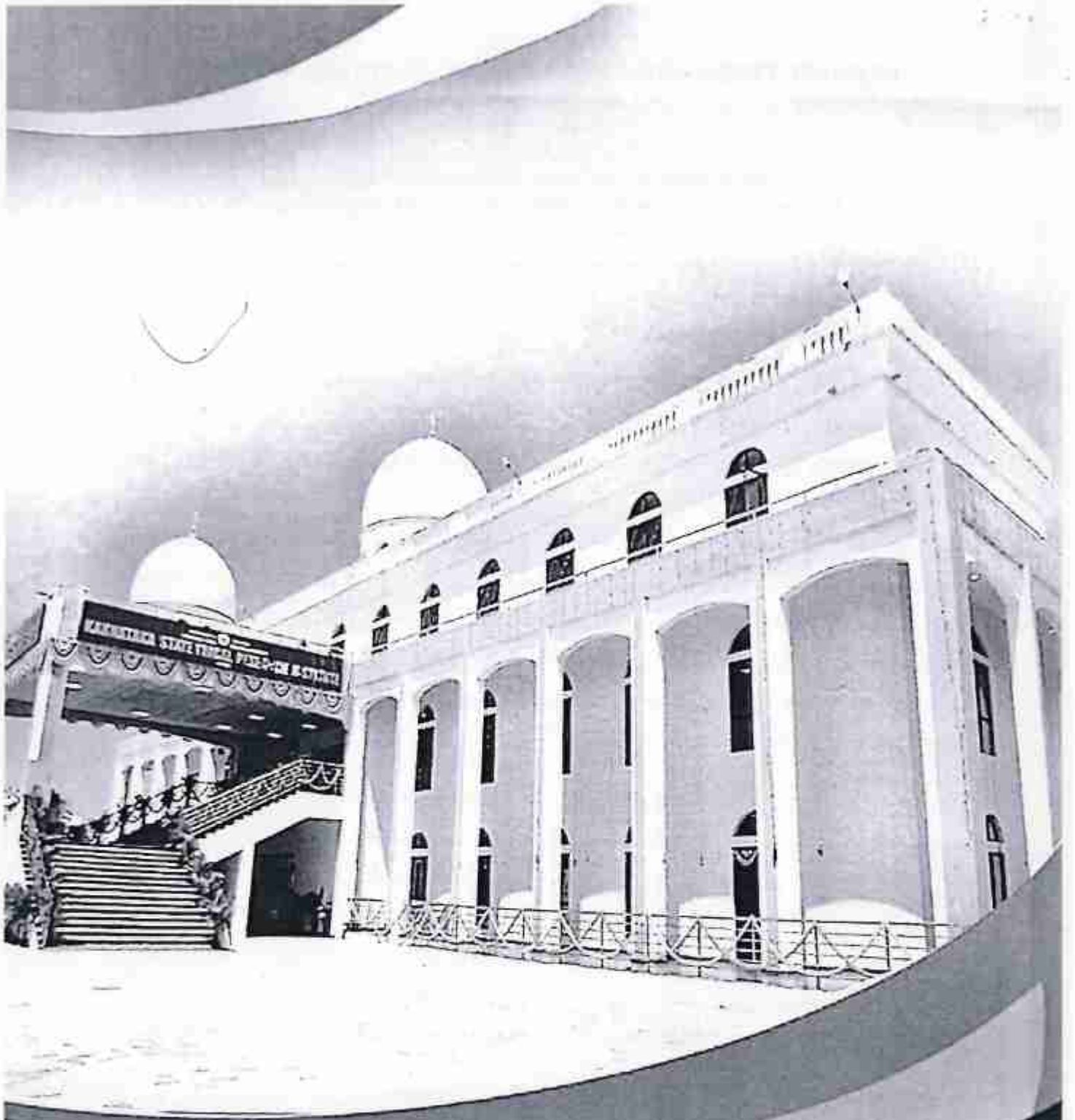
ABSTRACT:

India is the 7th largest country in terms of area and has the 2nd largest concentration of tribal population in the world. India has been rightly described as "melting point" of races and tribes, considering the enormity magnitude and complexity of the problem. Education is the most important invention of mankind. It is more important than his all inventions and even of language. Man without education would still be living just like an animal. In present competitive world, productive and qualitative human resource is the only asset that makes our country shine. It is in this transitory situation that the tribal societies of our country are caught up and the need of the hour is to draw up a suitable educational program that can give the necessary capabilities and competencies to reap the benefits technological innovations ushered in the wake planned development.

For a long time, these tribal communities manage to live in isolation, away from civilization and maintain their cultural uniqueness and also the most disadvantaged group in India. Therefore the point which requires attention is that if we look at the problem of tribal education within the 'shadow' of these non-tribal prejudices and stereotype latitudes, our scientific analysis of these people are likely to be obsessed. The content and orientation of tribal education has to be geared up according to the social outstanding in which the tribal live. So this paper attempts to focus on the problems, perspectives and challenges of tribal education.

Key words: Tribal Education, Problems Perspectives and Challenges.


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Abstract: *Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded. Inclusive systems value the unique contributions of students all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all. Inclusive Education is a new approach towards educating the children with disability and learning difficulties with that of normal ones with in the same canopy to make successful inclusion. Appropriate teacher preparation, awareness and attitude towards disabilities, retention of special children must be made compulsory in all the stages of education. A child who deviates from the social norms of behavior is named as Delinquent, thus delinquency is a special type of problem of behavior which is very harmful for the progress of society. Inclusive Education and educational significance of inclusion play a prominent role in reducing juvenile delinquency. The subject Inclusive Education for juvenile delinquency has to be approached with different perceptiveness. The present paper mainly focuses on educational significance of inclusion in reducing juvenile delinquency with this intention.*

[**Keywords: Inclusion, Significance, Juvenile Delinquency, Inclusive Education, Multi-Dimensional approach**].

Introduction:

Education is a key component in the rehabilitation of all children who are oppressed, marginalized, discriminated and excluded from educational opportunities and school accessibility. Rehabilitation includes a comprehensive school program requiring a strong emphasis is placed on school participation. Most of the children encounter a number of barriers when they join the school. Learning and participation are hampered when children encounter barriers. Hence, there is a need to create an inclusive environment by identifying the educational needs and bringing systemic reforms in and beyond the classrooms. In education, inclusion involves developing mutually sustaining relationships between schools and their surrounding communities. It leads to an understanding of how progress can be achieved when all the factors join their action together.

Currently, juvenile delinquency is one of the most representative forms of deviance, with major implications for both the individual and society itself. Technically, the deviant behavior refers to certain forms of behavior that substantially depart from the existing rules generally accepted and includes all violations of social norms, which are legally sanctioned.

Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum. There are many reasons for the success of teaching process. One of these is inclusion. Inclusion is one of the most widely studied topics in the teaching learning process in the field of education. Inclusion is one of the elements which, if applied properly, school achieves success.

In this regard, for dealing with issue there is a need for multi-dimensional approach to inclusive education in reducing Juvenile Delinquency. Multi-dimensional approach anything with many different parts or aspects. It assessment questions require to demonstrate a deeper understanding of the subject matter, providing a more accurate measure of the knowledge or ability. Multi-dimensional assessment questions can help researchers to develop critical thinking skills. The act of assessing and implementing an approach that consists of more than one feature or design to address a situation or problem that is considered complex or needs to be assessed from several points of view.

The main purpose of this paper is to analyze the Multi-dimensional approach to inclusive education on reducing juvenile delinquency and its implications. The present paper will also describe the significance of inclusive education, its uses and discuss the role and importance of educational inclusion in reducing juvenile delinquency.

Background of the study:

Inclusion in Education Inclusion is about increasing participation of all children and adults while removing exclusion, discrimination, barriers to learning and participation. Inclusion views differences between children, and between adults as resource for learning. It is about supporting schools to become more responsive to the diversity of children's backgrounds, interests, experiences, knowledge and skills.

Most major theories of delinquency link aspects of schooling and delinquent behavior educational institutions are viewed by theorists as negatively impacting youths by providing an inappropriate environment which promotes failure, labeling or tracking individuals, derogating self-esteem, isolating youths from prosocially role models, and failing to adequately socialize youths or to promote bonding. Numerous theorists agree that delinquency may be a reaction against school

failure these hypotheses suggest that educational approaches which promote successful experiences may be an effective strategy for reducing delinquency.

Inclusive education is a system of education, wherein students with and without disability learn together, and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities. They find themselves at disadvantaged position because of such barriers. They do not know how to cope up in this situation. Many a times, the drop out of children from the school is due to these barriers. Barriers may be found outside of the school also for example within families and communities.

An unbalanced family structure involves the failure of moral education for children, or even young people, teenagers. The rather negative consequences on the child's personality formation are caused by the education given by his parents, especially when it is characterized by indifference, abuse of authority, premeditated inhibitory attitude or on the contrary by an excessive indulgence and excessive permissiveness. The purpose of the education outcomes the negative impact of juvenile delinquency. Juvenile delinquency is one of the significant problems of the disorder society. This has almost become a universal problem in most of the countries including India. Delinquency is a Juvenile misconduct that might be dealt with under the law. Juvenile delinquency also known as "juvenile offending" is participation in illegal behavior by minors. A Juvenile delinquent is a person under the age of 18 who has committed a crime and has been taken into custody, charged and adjudicated for that crime. The incidences of Juvenile anti-social behavior have tremendously increased in intensity and magnitude in recent years.

Delinquent children belong to that category of exceptional children who exhibit considerable deviation in terms of their social adjustment under consequently also labeled as socially deviated or socially challenged. They are found to possess criminal tendencies and usually indulge in anti-social behavior. In this sense they are very much like criminals and anti-social elements. It is very difficult to reach unity as regards the definition of the term delinquency because the term is an umbrella for a wide variety of socially disapproved behavior that varies with time, place and cultural variance in socio- economic and political conditions of the country. All agree that every society prescribed set of norms which it expects that all its members should loyally follow, but those who violet the social norms and behave in anti-social manner are called delinquents. Therefore Juvenile delinquency is considered to be a serious challenge to the well-being of the society. Governments and policy-makers should continue to place their focus on implementing crime prevention strategies through education, overall, promoting academic achievement through quality education is a crucial step in preventing and reducing rates of juvenile delinquency.

Multi-dimensional perspectives of the problem:

Access to quality education is a key driver of sustainable development and is critical in achieving a Nations' Sustainable Development Goals. This suggests that quality education can help prevent and reduce juvenile incarceration. Academic achievement, job opportunities, and even critical thinking skills are all indicators and factors that can have a positive impact on youth. Furthermore, quality education is not only limited to positively impacting academic achievement, it can also result in better job opportunities. This would promote positive economic stability and even skill development, which can all help reduce juvenile delinquency. Job opportunities offer young people with numerous benefits that can help steer them away from criminal behavior. They provide economic stability to individuals, reducing their financial stress and improving their quality of life.

An extensive amount of research and studies suggest that youth from weaker families are more likely to engage in delinquent behavior. Students who live in financially stable households are less likely to turn to delinquent behaviors to meet their financial needs. Furthermore, job opportunities can help juveniles integrate into society through the workforce. Economic growth. Nevertheless, in addition to its role in building individual skills and knowledge, education also addresses broader social issues, and contributes to a more inclusive and equitable society.

It is evident that the relationship between aspects of inclusive education and Juvenile delinquency is undeviating and more composite in nature which necessitates for multidimensional approach to the problem. This approach involves the cognitive, emotional, and social perspectives taken as analytical lens to examine the subjects. The key elements that summarize the multidimensional approach recognize human behavior as an interaction of a person with the environment. Personal dimensions is the Bio psychosocial approach, understanding human behavior to be the result of interactions of biological, psychological, spiritual, and social systems. The multi-dimensional data model is composed of logical cubes, measures, dimensions, hierarchies, levels, and attributes. So in the developed countries one can find several 'alternative education programs, in communities across the state. So, as explained earlier, attempt is made to explore the issue in the light of above factors.

Elements and constituents of Juvenile Delinquency:

The subject Juvenile Delinquents is more complex and rather explicit in nature. Its Characteristics, types and causes are to be examined in this context. This article elaborates on the various types of juvenile delinquency in India while highlighting the causes for the same.

Characteristics of Juvenile Delinquency:

Juvenile delinquency refers to the antisocial or criminal activity of the child which violates the law. Sheldon and Gluecks in their study of delinquency sorted the characteristics of delinquents. Such as, Physical characteristics which includes mesomorph in constitution, energetic, muscular and bold. Temperament which covers Restlessness, impulsive, mood swings, extraverted, aggressive and destructive. Attitude which relates to Hostile, defiant, resentful, suspicious, unconventional and non-submissive to authority. The Psychological characteristics tending to concrete rather than symbolic, intellectual expression and less methodical in their approach to the problems. Socio-cultural characteristics such as Lack of love and affection, instability, anti-social behavior, moral standard of parents usually unfit to be effective guide for them.

Impulsivity and hyperactivity have both been associated with the above characteristics. The social behavior characteristics that best predict delinquent behavior, however, are physical aggression and compositionality. These factors include hyperactivity and risk-taking behavior, aggressiveness, early initiation of violence and involvement in other forms of antisocial behavior. These factors are beyond the scope of most of the present studies. However, some did look at criminal history factors.

Types of Juvenile Delinquency:

Delinquency exhibits a variety of styles of conduct or forms of behaviour. Each of the patterns has its own social context, the causes that are alleged to bring it about, and the forms of prevention or treatment most often suggested as appropriate for the pattern in question.

It has referred to among the four types of delinquencies referred by Howard Becker individual, group-supported, organized and situational delinquency.

Individual Delinquency Group-Supported Delinquency are the major two Delinquencies. The first one refers to which only one individual is involved in committing a delinquency act and its cause is located within the individual delinquency. Most of the explanations of their delinquent behavior come from psychiatrists. The second one refers to the type the delinquencies are committed in companionship with others and the cause is located not in the personality of the individual's home and neighborhood. The studies of Thrasher, Shaw and McKay talk of this type of delinquency. The main finding in understanding why the young became delinquent was their association and companionship with others already delinquent.

The other two types of Delinquencies are Organized Delinquency and Situational Delinquency. Organized Delinquency refers to delinquencies that are committed by developing formally organized groups. Whereas the Situational Delinquency refers to type refers to acts that are committed with little thought. The person simply has little impulse control and committed the act on

a whim. An individual who involved in anti-social activities because of limited impulse control or pressure caused by family and societal restraints.

Some of the more common juvenile offenses include: theft, larceny, alcohol offenses, disturbing the peace, drug offenses, vandalism, assault, robbery, criminal trespass, harassment, fraud, burglary, loitering, possession of stolen property, possession of weapons and crimes committed on behalf of gangs.

Causes of Juvenile Delinquency:

The causes for Juvenile delinquency may be classified under five major factors. The primary causes are social factors and physical factors. Social factors include 1) Broken home circumstances, the child feels disowned and insecure and there by finds his way on the cross roads. He is exposed to the anti-social activities, which he adepts to satisfy himself and in the process he or she is led towards delinquency. 2) If the parent's behavior at home is not good, the child also behaves in a socially unacceptable manner. This further leads him to be a juvenile delinquent. 3) In modern families, the parents find less time to spend with their children. Due to lack of guidance, the child may lead non-ideal life. 4) Improper education and lack of proper guidance during school days can increase the criminal activities. Physical factors include 1) if the father is a delinquent this character may be transmitted to his offspring through hereditary. Thus, since his childhood he may have the tendency to be a delinquent and may express anti-social behaviors. 2) Some societies do not accept the physically disable or challenged children like blind, deaf and dumb children as they believe that they are good for nothing. Even some parents refuse to take care of these problems can lead the child to become a juvenile delinquent.

Even though social factors and physical factors are dominant in the issue. These factors further affected by economic as well as Economic, Geographical and Psychological factors. Due to the poor economic status or due to the death of the bread winner of the family, the children compelled to do some anti-social activities like theft for leading their life. When some parents are not able to meet the basic needs of child he starts to involve in truancies. Child labor and child abusing and neglecting the children creates more number of juvenile delinquents.

Geographical factors are also adding to the raise in the rate of juvenile delinquents. Children from slum area have more chance of developing criminal behaviors. These children at the age of learning good behaviors learn how to steal and rob things. People living in isolated areas do not have good socialization. The children of these areas may not able to interact with the society. Since there is no good socialization with the people these children may develop antisocial attitudes. Psychological factors are also one of the major factors of the issue. Neglected children, children from broken homes and death of parents in the early childhood may lead to develop psychological defects, they

may develop impulsive behavior. These situations the child to develop physically and mentally aggressive involve with anti-social activities.

The most common reasons for a child to go against the law is either lack of education or faults in their upbringing that is due to unhealthy socio-cultural environment resulting in the child to become physically and mentally unfit as well as an irresponsible citizen. Other factors leading to Juvenile Delinquency are violence at home, lack of moral guidance and supervision. Poor educational quality, poor school performance, substance abuse and peer pressure.

Preventive and Curative measures:

Prevention services include activities such as substance abuse education and treatment, family counseling, youth mentoring, parenting education, educational support and youth sheltering. The UCR, NCVS, and self-report surveys are the most common measurements of juvenile delinquency. Delinquency, besides being a legal problem, is basically a psycho-social problem. All delinquents are essentially maladjusted personalities and the result of faulty upbringing and maltreatment. The solution of the problem requires preventive as well as curative measures which can be undertaken by the educational significance of inclusion in reducing Juvenile delinquency.

Preventive measures:

These involve refinement of the social or environmental conditions which stand in the way of the satisfaction of the fundamental needs of the individual. Establishing child guidance clinics to give appropriate treatment to the disturbed and mal-adjusted children. Giving proper training to all organizations members and staff concerned with delinquency control educating of the family so as to help the parents to realize the importance of giving proper importance to the needs of their young children. Giving proper assistance to under privileged children to build them good character and law-abiding attitude. Adopting various means of publicity such as radio, films, television, newspaper, magazines etc. to realize the importance of law-abidingness and how it is always appreciated and rewarded. Improving the social environment, slum areas, busy market place, gambling centers etc. to prevent children to get tainted. The problems of beggary and poverty to be removed or controlled and the general economic standard of the people must be increased to avoid children from becoming delinquents due to economic exigencies. Parental responsibility is the main focus in the training of their parents.

Curative measures:

Multi systematic therapy for Juvenile reduces recidivism, rearrests. It is a family and community based programme. The measures in Curative system may be examined as basic and supportive approaches.

Basic approaches:

Re-education is not meant to give them academic information but it simply means to build their self by giving information on sex problems and family relations. The aim of re-education is to clarify their ideas on different problems which they faces. Abreaction means providing opportunity to the child to express their pent-up and suppressed emotional feelings by means of free-expression through discussion. The therapist becomes the parent figure in whom the child confides. He may use free association, psycho-drama or play techniques.

Supporting approaches:

In persuasion the therapist may persuade the delinquent not to indulge in delinquency in future. It is based on an appeal to the reason of the delinquent child. Persuasion should be logical and thorough which may appeal to the delinquent child. In suggestion and counseling everyone is suggestive and children are more suggestive than adults. Positive suggestions are given to strengthen the superego of the delinquents. Environmental treatment is, generally, done by improving the home and school environment of the child. Parents are advised to change their attitude and better treatment is given to the child. It is expected that by placing the delinquent child in new environment he may give up his Modern techniques of behavior modification: Almost all psychologists agree that delinquents are not born but they are the product of environmental influences. An individual can learn constructive, socially acceptable behavior by being placed in an environment where the behavior consequences are programmed with the help of modern tools and techniques.

Rehabilitation Centers:

The main purpose of the method of rehabilitation is not punish nor to take revenge upon the delinquent. The intention behind this method is to help the delinquent children to get proper guidance and training so that they so become normal children and never repeat delinquent acts. There are many institutions are working towards rehabilitate the delinquents they are; Remand Homes: when a child is apprehended under the act, he is brought before magistrate within 24 hours. He is kept in the remand home until the final disposal of the case take place. Auxiliary Homes: Delinquents are kept for some time and studied by a social worker and then sent to the certified schools. Certified schools: Certified schools are for the treatment of children with subnormal mental abilities and they are sent for long term treatment. These are two types of school: Junior school - under 12 and Senior school - Under 16. Foster Homes: These are for delinquent children under 10 years, who cannot be sent to approved or certified schools, unless the court is satisfied that they cannot be dealt with otherwise. Reformatory School: These are meant for the education and vocational training of delinquent children with much regard to the type of crime committed. The delinquent are removed from bad environment and places in the reformatory school for some time

after which they can adopt some vocational learnt in the school. Borstal institutions: Social therapy's provided for adolescent offender between the ages of 15 to 21 years. There are two types of borstal institutions. Close institutions: It is converted prison building and security is provided when necessary but the gates remain open and large parts of the activities are carried outside the walls. Open institutions: It is a camp or building in open with no surround wall. The training is different for boys and girls such as mixed farming, building and cooking and home use work for the latter. The term of borstal is 2-3 years. Borstal schools are in Chennai, west Bengal, Mumbai and Karnataka state at present.

Statutory attempts to control:

Statutory action to prevent and control Juvenile Delinquency is one of the most stringent measure.

Important laws have been made to deal with Juvenile Delinquency in pre Independence and post-independence period

- Apprentices act of 1850.
- Reformatory school act of 1897.
- Borstal school acts for adolescents 1925.
- Suppression of immoral traffic act of 1956.
- Probation of offender act of 1958.
- The children act pass in India in 1960.
- Juvenile smoking act of 1986.
- A revamped Juvenile Justice Bill 2015.

Comprehensive approach on juvenile delinquency and Significance of Inclusive Education:

The influence factors that facilitate the emergence of juvenile delinquency are classified into two major subcategories, namely external factors and internal factors. Internal factors include the following significant issues: heredity, affective disorders, behavioral deviations, physical features, human physiology, temperament, intellectual disabilities, and personality disorder. On the other hand, the external factors consist of the following significant influential parts: family, extra family environment, school as independent entity, primary socialization, and media channels. However, not all juvenile delinquents members of a gang have disharmony criminal personalities. In the last period, the percentage of girls has significantly increased in terms of juvenile crimes or delinquency and is also a very serious social problem.

Moreover, an overwhelming influence in shaping the child's behavior is due to some dramatic events such as physical abuse, psychological sequel, psychological trauma, emotional abuse or sexual abuse. Basically, the juvenile delinquency feature contains main facts such as hooliganism, rape, violence, vehicle thefts, and pornography. In its incipient stage, the gang is generally unorganized and it is not intended to commit crimes and other illegal activities. Among the conditions that favor the formation of delinquent youth gangs there are several issues such as: social instability, family structural imbalances,

natural disasters, wars or civil conflicts, economic recession and so on. Moreover, the lack of racial or religious integration can lead to such negative social attitudes regarding children or teens. The conflicts between youth gangs are rather common and the implications of this issue are very complex.

Influencing analytical factors of inclusive education:

Inclusive education plays a significant role in reducing Juvenile delinquency. It shapes the behavior of the juveniles through different types of curricular and co-curricular activities. The inclusive education and school environment influence the proper development of the children. In this research article the researchers focused on the implementation of inclusive education at school level. The engagement of juveniles with the normal school children at school level develop the ability of team work, freedom of self-expression, self-confidence, unity, fraternity, co-operation and universal brotherhood. There is a great need of peer inclusive programmes for juveniles which engage them in positive self-appraisal, deal with conflict and control aggression. These programmes also help the juveniles to find the alternatives of their illegal behavior. These inclusive programmes should be engaged with the social and cognitive development of the juveniles which are necessary to avoid conflict and control aggression.

Some recreation programmes; sports, dancing, drama, karate, bowling, climbing and art for juveniles are organized by the school through inclusion timely will avoid them from anti-social activities. The effective engagement and involvement of the juveniles in these activities are helpful in reducing the crime rate of juveniles. The Inclusive education involves the juveniles in the community based programme provides an opportunity to interact in a safe social environment. Same as the involvement of girls scout, boys scout and volunteer in a community is helpful for positively shaping the social behavior of juveniles. The studies also show that the quality education is also the key factor in reducing the crime rate of juveniles. The academically good performed juveniles did not engage in the crime but those who are academically poor are involved in criminal activities. These three aspects the community based programme, quality education and co-curricular activities are effectively supportive for reducing Juvenile delinquency.

The Inclusive education also includes value based education which imparts social, moral integrity, character, spirituality and many more. It builds the qualities of humility, strength and honesty among juveniles and in turn helps to become better citizens of a country. They make their life happier and work hard to make others happy. Thus, there is a great need of the effective implementation of value based education at school. Effective value based education system promotes broader capabilities, attitudes and skills among juveniles. The process of educating through value based education is inducing the critical and effective thinking, rational choice and responsible behavior of the juveniles.

The effective implementation of Inclusive education is necessary for juveniles at school level in India where juveniles' crimes are increasing day by day. Inclusive education provides a positive focus for

redirecting juveniles' inappropriate behaviors. It helps to create a collaborative and cohesive school community which finds juveniles' problems and tries to solve them effectively. It enhances quality teaching, seeks for greater care of students, makes students more tolerant, cooperative and responsible towards their goal and makes the student-teacher relationship trustworthy.

Conclusion:

Juvenile delinquency represents a reprehensible behavior of children and teenagers with negative effects on the social community, considering the fact that those activities can escalate into all sorts of crimes or anti-social acts by breaking the law. In these cases, the parental authority is insignificant considering that the juvenile delinquent completely ignores this aspect. Understanding child temperament is an issue of major importance that raise a very high interest among academics, psychologists, parents, educators, neurologists and other practitioners. The framework of juvenile delinquency is complemented by disorders of character due to which children exhibit negative behavior phenomena such as impulsivity aggressiveness, laziness, idleness, selfishness, stubbornness, self-centeredness.

Inclusive Education is a process of nourishing the capacity of the education system to reach out all learners. Inclusive education can improve academic outcomes for delinquents by providing diverse perspectives and learning styles.

It involves restructuring the culture, policies and practices in schools so that they can respond to the diversity of delinquents in concerned region.

It is acknowledged that greater personality development takes place before the child enters the school and patterns of behavior are set already. But even then the inclusive education in school can play important role in preventing and curing delinquency.

It can also play a crucial role in preserving the strong and robust mental health of the children for who are delinquent in their nature and behavior. It is one of the most effective ways by which we can promote an inclusive and tolerant society.

Educational significance of inclusion will undoubtedly reduce the juvenile delinquent behaviors among the children by providing a value based family environment, quality education, good mental health and hygiene, worthy neighborhood environment shapes children's good values from a young age, preventing the occurrence of juvenile delinquency. This article suggests that parents need better understanding in dealing with their children and Teachers, Police and education also plays a major role in preventing crimes and there is a need to improve the community and institutions so as to help in curbing the rise of crimes in the society. Lastly, It is important that as counsellors, parents, teachers and others to create awareness about the moral education and behavioral modification amongst the youth as they are the future representatives of the country.

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Dr. Sridharshani, FELLOWSHIP PROFESSOR BETSUR,

Here's a message for the Hassan book; Is this what they are looking for? Or do they want something longer?

I am delighted to write a message for this collection of works on "Philosophical Inquiry and Reflection in Higher Education." It is an honor to be associated with the important work of so many fine scholars and a privilege to have the opportunity to contribute to its success, even in some small way.

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PHILOSOPHICAL INQUIRY AND REFLECTION
AS A STRATEGY FOR STUDENT ENGAGEMENT

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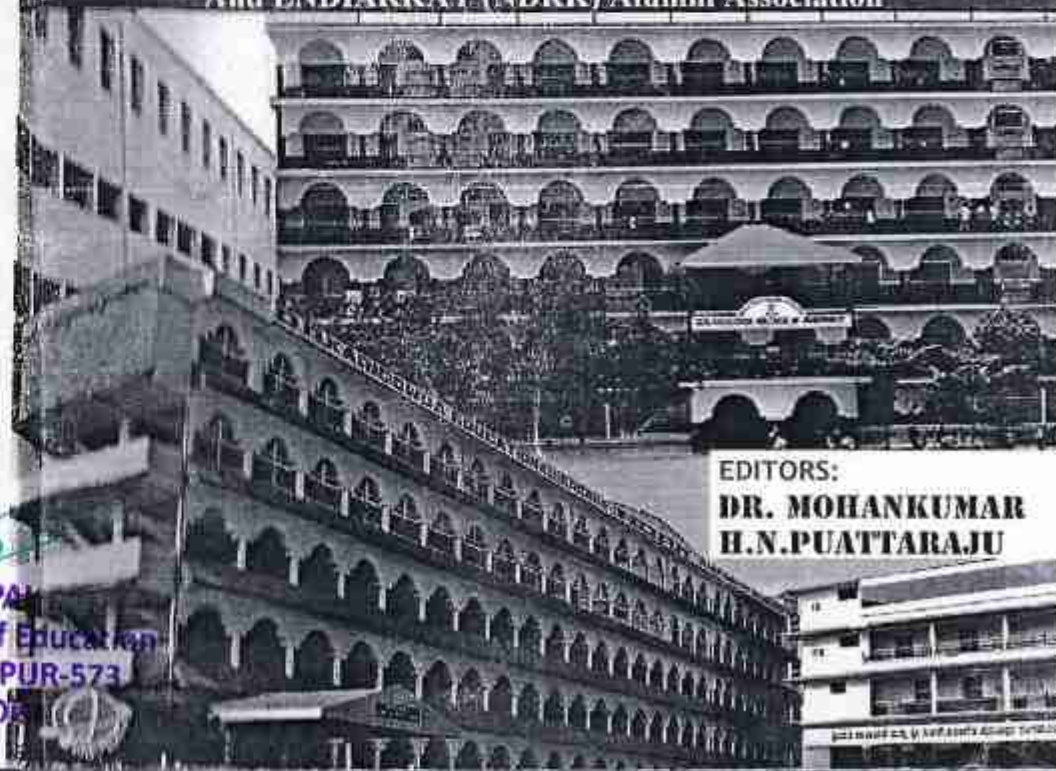
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ABSTRACT:

Science is a systematically organized body of knowledge on a particular subject. Science is the study of the nature and behavior of natural things and the knowledge that we obtain about them. The wonderful achievements of science have glorified the modern world. Whereas, philosophy is the study of the fundamental nature of knowledge, reality and existence especially when considered as an academic discipline. Philosophy is a theory or attitude that acts as a guiding principle for behavior. Science, as a teaching subject, process the various philosophical values as any other subject for which it is included in the curriculum as a teaching subjects such as intellectual values, utilitarian values, vocational values, social values, creative values, cultural values, moral values, aesthetic values and other disciplinary values peculiar to it which cannot be provided through other subjects. The present paper throws a light on a various philosophical values of teaching science as a subject which are good for the well-being of the human as well as societal development.

Keywords: Philosophy, Values, Science.

INTRODUCTION:

The origin of science may be traced back to the earliest times. Its roots go down to the deepest strata of human history and to the darkens long before the beginning of human civilization. The history of science therefore can be said to have begun with the history of observation and controlled experimentation. Science develops insights into the mysteries of creation and existence which are always attracted the attention of man since the dawn of civilization. The modern civilization is a scientific civilization. This is an age where the modern society is completely drawn into the scientific environment, and science is become an in-graded part of our life and living. Now we cannot think of a world without science. The wonderful achievements of science have glorified the modern world. Science education is very important for the individual benefits and for the development of the study on the whole. Science is also very important in our day to day lives. Science education not only develops knowledge and competence in the subject but also helps in developing values of life. Knowledge of science prepares the individual to face the challenges of the ever changing modern world. We inculcate a number of values in the students through science education.

Intellectual values:

The present paper mainly focus on the philosophical values of teaching science as a subject and it will also emphasize the impact of these values on effective teaching of science subject.

Considering the subject from the intellectual point of view, science is the most inexhaustible store house of knowledge. It is opening new horizons of knowledge every day and is continually adding to the cultural heritage of mankind the ever increasing new knowledge, new explorations and new ideas. Along with acquisition of expanding knowledge it makes man aware of the vastness of the unknowable in the universe. The fundamental characteristic of science is its possibility of unlimited growth. Since nature is an inexhaustible source of knowledge, science as a subject offers the widest range of knowledge to the learners. In fact science is both the foundation as well as structure of our modern civilization. It has exposed to mankind infinite avenues of knowledge in nature, living and nonliving. The world we receive and also the world beyond human perception there by makes unconscious of the unknown to be explored. Science besides satisfying the intellectual curiosity of man providing materials and media for intellectual exercises, has disciplinary effect on the minds of men. We may call it the disciplinary values of science. Science covers the widest range of knowledge, the learner wonders at the mysteries of the universe, the known and the unknown, these tend to create a broader Outlook in the mind of the learner.

Disciplinary values:

The study of science has several other disciplinary values. For instance, sciences an interesting awakening subject; its pursuit demands present efforts, diligence and patience. Any experimentation in science requires keen observation, concentration of mind as well as accurate representation of facts. There is no place for prejudice or bias in science. Scientific pursuit warrant objective observation and impartial judgment. Engagement in any scientific activity is theoretical or experimental. Therefore pre-supposes intellectual honesty, perseverance concentration of mind and broadmindedness in science we does not conclude or predict anything on the basis of superstitious traditional beliefs are hearsay unless facts are based on proof. In science there is no place for sentiment or emotion saves rationality. A scientific result to be acceptable must be valid for all cases.

Utilitarian values:

It is hardly necessary to elaborate the utilitarian or practical values of science. The present world is a world of science and technology. Everything or every event happening around us demands some knowledge of simple scientific facts or principles. Without elementary knowledge and information of science, we will be at a loss in the society. Science is now everyday science for everybody; its knowledge must no longer be confined to the classes but must reach the masses.

The achievement and the benefits of science touch all the sectors and all levels of the modern society. The modern man has applied science and technology for wellbeing of mankind by inventing machines and by harnessing the resources of nature. The gifts of science have been profitably used for making life comfortable and raising the standard of living. The recent advances in the field of science and technology and the wide application of the achieve-

ments of science in industry, agriculture, medicine, transport and communication as well as their uses in domestic life justify, more than ever, the utilitarian values of science.

Vocational values:

Science has opened innumerable awareness for pursuing different vocation. A student of science can study engineering, technology, medicine, agriculture or any similar subject and make his career in that profession. In addition, scientific activities given rise to many varieties of crafts and allied services. Science therefore, gives opportunities for career making and purchasing professions and vocations. In fact, if we refer to "preparation of the individual for the future" as one of the aims of education, then science, as a subject; is rightly severing this purpose. In this age of science and technology there is a demand for technical personal. The maintenance and creation of new departments, new establishments, need the services of engineers, scientists and technicians and there will always be need for research workers in new fields of science.

Cultural values:

Science has made a tremendous impact on the cultural life of the present day society which is a product of science. The thinking, feeling and actions of a modern man are practically guided by the effects of science. There is an involvement of science direct or indirect, in all work as well as leisure of modern man. Our habits and attitudes have also been affected by science.

Social values:

In society, there will always be problems to be solved. One of the very useful outcomes of learning science is the development of problem solving skill. If properly cultivated through the teaching of science, the students can apply this skill to solve problems in his personal social life. One of the aims of modern education is to provide means for socialization of humans and adjusting their behavior to live in the society. It is also provide means for utilization of leisure especially in the industrialized societies. Scientific activities provide the best hobbies and pass times for worthy utilization of leisure. The biographies of scientists incorporated in the science course develop a scientific attitude among the learners. Sometimes, even after their invention or discovery, it takes a long time for social acceptance. It is believed that the study of science and the life of the scientists engender praise worthy humanity.

Aesthetic values:

Ours is a beautiful universe with many unfolding mysteries in it. As a part of this beautiful universe we should be able to appreciate our mother nature. Aesthetic sense has its origin in nature. Science helps us in unfolding the mysteries of this universe. A science student appreciates the nature in a better way. Nature exhibits an order, which is governed by general laws and thus possesses a beautiful harmony. We all know that the discovering of such beautiful harmonies is the concern of science. Keats once stated that "truth is beauty" and it established that science is nothing but truth. Thus the science is the teacher who teaches us to recognize the beauty of the nature, appreciate the nature and make our lives worth living.

Creative values:

Creativity is defined as an activity resulting in products of a definite social value. It is the ability to think, create or do something new or original. It includes a series of actions, which

create new ideas, thoughts and physical objects. We can say that science is also a product with social value, which is due to creative thinking of many scientists over a period of time. Science develops creativity in students. Students learn new concepts, identify new techniques and perform innovative experiments. They observe the process, conduct experiment successfully and even develop alternative method of study. These develop the creative values in the learners.

Moral values:

Science as a process and product is based on the belief in important values like truth, beauty and goodness. Among these values truth is most important, as the scientific experimentation is based mainly on truthfulness and honesty. We can say that science is truth. Success in science is purely dependent on the truthfulness of work. A student working on scientific procedures should inculcate the values like Patience, perseverance, truthfulness, honesty and determination. He should be related in outlook and should accept critical feedback from others. A person who is pursuing science is considered as a seeker of truth. No success is achieved without being truthful. Thus, science not only develops scientific thinking skills but also develops moral values in students.

Conclusion:

In the present day school education teaching science occupies an important place. Various developments in the field of science can be attributed to the man's intellect and can be considered as his major intellectual and creative achievements. The teaching-learning of science helps the man to understand nature as also to extend his knowledge and enable him to exercise control over his surroundings. The development in different field of science is of any values, if the ordinary people can appreciate these developments. Thus in science ultimately truth prevails because science is nothing but truth. There can be no better moral value of a subject than this virtue. Further the science as a subject has two very important virtues peculiar to it. The teaching of science imparts teaching in scientific method and develops "scientific attitude" in the learner. In sum science has established itself as the most worthy teaching subject in the modern world not only for its utilitarian values but also because of its disciplinary, vocational and socio-cultural values.

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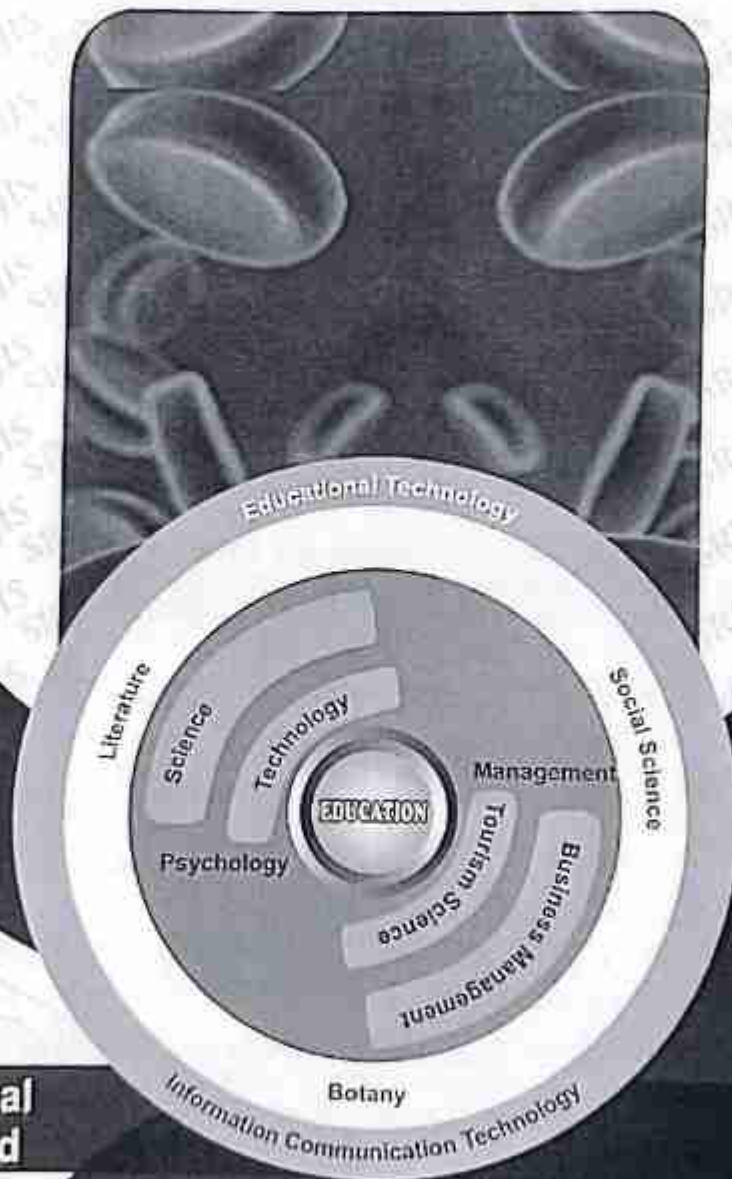
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ROLE OF HEALTH EDUCATION IN REDUCING STRESS AND ENHANCING PHYSICAL AND MENTAL HEALTH OF A LEARNER

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Abstract

Present day is an age of Anxiety. Industrialization and urbanization have generated competition resulting in pressure, insecurity and stress. 'Wants' have outstripped 'needs' causing stress as well as distress. Tranquil life of the rural surroundings has given place to the tense, impersonal life of the metropolis. We have become a cog in the wheel of the industrialized world, as Bertrand Russell put it. The concept of physical health refers to a sound body which will have high resistance to all adverse conditions, strong and robust in nature. Whereas mental health is the ability to adjust satisfactorily to the various strains of the environment we meet in life and mental hygiene as the means we take to assure this adjustment. Health education provides information about the human body and the factors that promote or damage health. Health education teaches children physical, mental, social, and psychological health (overall well-being). It helps students to make healthy choices and avoid risky behaviors. Health education training mainly focuses on preserving health, avoiding illnesses, and training students to make healthier decisions in their lives. The present paper mainly focuses on importance of health education in reducing stress and enhancing physical and mental health of a learner.

Keywords: Health Education, Physical and Mental Health and Stress Management.

INTRODUCTION:

The concept of adjustment is as old as human race on earth. The process of adjustment starts right from the birth of the child and continues till his death. Man, among the living beings have the highest capacities to adopt to new situations. Man as a social animal not only adapts to physical or mental demands but he also adjusts to social pressures in the society. The nature of adjustment process is decided by a number of factors particularly, internal needs and external demands of the human beings. When a conflict occurs between internal needs and external demands, in such conditions, there exists word Stress.

Stress is an individual phenomenon and it is a subjective unpleasant feeling of distress. Modern world is an age stress. There are 3 types of stress: Conflicts, Frustrations and Pressures. Every one of us irrespective of our age, sex, education, occupation, socio-economic status, whether we live in rural or urban area, faces stress. In recent years, incidences of mental and physical ill health have tremendously increased and have posed a serious problem before the nation. Industrial development, social and economic changes have given rise to a number of new problems. The problem of physical and mental health has acquired importance in the programmes of national development.

Health education can be defined as the principle by which individuals and groups of people learn to behave in a manner conducive to the promotion, maintenance, or restoration of health. A comprehensive health education program plays a crucial role in a child's education, from kindergarten to higher education. Health education teaches children physical, mental, social, and psychological health. It helps learner to make healthy choices and avoid risky behaviors. Health education is a profession of educating people about health. Areas within this profession encompass environmental health, physical health, social health, emotional health, intellectual health, and spiritual health, as well as sexual and reproductive health education. The present paper will describe impact of stress on daily

life, effect of stress, the role of health education in reducing stress of the learner and stress management and its benefits.

IMPACT OF STRESS ON DAILY LIFE:

The term stress originated from the discipline of physics. It refers to a force exerted on a system that deforms, destroys or alters the structure of that system. The resulting change is termed 'strain'. In biological and human sciences it refers to a state in which the vital functioning of the organism is threatened. When our capacity to deal with a problematic situation is inadequate we feel tense and experience stress. Everyone is endowed with a capacity to put up with stress which is known as 'frustration-tolerance' or 'stress-tolerance'. When the limit is crossed we get upset. Stress can be likened to the tension on a violin string. If the string is too tightly fastened it snaps; if it is held too loose it won't make music. Prolonged exposure to great stress and continued incapacity to cope with it can be injurious to mental and physical health. It is a kind of silent-killer.

The symptom of stress is a kind of restlessness, apathy and despair and marked diminution of zest and zeal characteristic of a healthy individual. Inadequate personal communication can compel an individual to bottle up his feelings and emotions that would generate stress. A sense of false pride stands in the way of plain-speaking. One is tempted to assume a façade that conceals inward insecurity. The age-old habit of crying over an agony upon the shoulders of an understanding companion has a cathartic effect. Surprisingly this healthy outlet is sealed by the so-called sophistication characteristic of modern life. The net effect is accumulation of minor irritants that add up to unmanageable stress.

EFFECT OF STRESS ON A LEARNER:

The major effect of stress on a learner is many but some important effects listed below: The rate and the force with which heart beats increase, we feel the heart pounding in the chest. Blood-flow increases under the skin and we blush. We feel the warmth and sweat. The blood-flow to the brain is decreased. We feel giddy and in a severe condition, may faint. Blood pressure rises. There is an increased but shallow breathing. There may be a sensation of constriction in the chest. There are contractions of the muscles. There may be shivering. Because of continuous contractions, there may be aches and pains. Headache, chest pain, back pain, pain in the limbs, joint pains, easy fatigability are common in people who are under stress. But no abnormality is seen in the body. There may be increased frequency of micturition, premature ejaculation, no or poor erection of penis, no desire to have sex. Thus a person under stress may suffer from poor sexual drive and ability.

Dryness of mouth, poor or no appetite, lack of taste, fullness of stomach, nausea, vomiting, indigestion, increased flatulence, diarrhea or constipation. Thus food-intake becomes irregular and 'not enjoyable'. Negative emotions like fear, anger, and sadness engulf the individual. Decreased attention, concentration, poor memory, inability to take quick decision, poor learning, inability to perceive and interpret the stimuli, and inability to remain comfortable and composed, are reported by people under stress. Thus there is a general decline of mental including intellectual functioning of the individual. This in turn increases the stress and it becomes a vicious circle. All these changes occur because of excess secretion of adrenaline as Hypothalamus- pituitary-Adrenal glands become hyperactive under stress. Prolonged stress leads to increased 'wear and tear' of the body and mind which in turn leads to many ill effects.

Because of poor attention, concentration, faulty perception and inappropriate decisions, the individuals under stress become more accident prone. They meet with more road accidents, home or workplace accidents than people who are not under stress. Anxiety disorders like Depression, Hysteria, Somatoform disorders, Acute psychosis, exacerbation of already existing mental disorders are frequently seen in people who are under stress. Stress is one of the causes of mental disorders. It is

a common experience of many people that when they are under tension, they smoke and take drinks more than usual.

Compared to other people, people under stress are more prone to develop physical disorders: Immunity is reduced, disease-producing organism like bacteria, virus, fungi take upper hand and cause infections. Repeated soar-throats, skin-boils, upper respiratory tract infections, pneumonia, typhoid, tuberculosis, urinary tract infections, diarrheas and dysenteries are common. Hyperacidity or gastric problem and peptic ulcers, chronic diarrheas and dysenteries will occur. Heart related diseases like Hypertension, Myocardial infarction like Heart attacks, Chronic Bronchitis and Asthma Chronic Arthritis (joint swelling and pains), Menstrual cycle irregularities may appear. Migraine and Tension Headaches, Skin diseases like eczema, psoriasis, allergic rashes, fall of hair will also occur.

ROLE OF HEALTH EDUCATION IN REDUCING STRESS:

Health education promotes one's responsibility to one's health by addressing health concerns such as nutrition, exercise, fitness, disease prevention, growth and development, environmental and social health, conflict resolution and violence protection. Education and healthcare are two of the most crucial factors that determine a country's overall growth and development. A well-educated and healthy population is essential for a nation to prosper and compete globally. Education is the foundation for economic growth and development. Health education helps adolescents acquire functional health knowledge, and strengthens attitudes, beliefs, and practice skills needed to adopt and maintain healthy behaviors throughout their lives.

We have to increase our coping skills to manage the stressful issues and situations. There are a few techniques to reduce stress: Avoid getting overtired, by keeping a nice balance between rest and activity. Good quality sleep. Cultivate the ability to say 'No' to demands put on you if you feel that these are going to cause you to feel overburdened. Don't be afraid to admit your limitations; Keep a "stress diary" in which you note your particularly stress times during the week. By spotting the critical periods you will be able to apply anti-tension relaxation measures when they are needed to reduce your unwanted responses.

Never be shy about seeking help and advice about stressful situations. One of the problems with stress is that it can be self-reinforcing. Ability to relax, remain calm and composed in times of stress. Ability to understand the nature of the problems tries to think of possible and feasible solutions. Maintain self-esteem and take control of the situation and ability to set realistic objectives and goals and try to achieve them. Ability to have more realistic, appropriate attitude, knowledge and change the behavior as required by the situation. Ability to get the help of family members and others in facing the situation or the problem.

HEALTH EDUCATION AND STRESS MANAGEMENT:

World Health Organizations stress management guide doing what matters in times of stress – aims to equip people with practical skills to cope with stress. A few minutes each day are enough to practice the guide's self-help techniques. The guide can be used alone or with its accompanying audio exercises. Having a daily schedule can help us use our time efficiently and feel more in control. Set time for regular meals, time with family members, exercise, daily chores and other recreational activities.

Health Education promotes physical and mental health, where Stress management is necessary for maintaining physical and mental health, improving cognitive function, fostering healthy relationships, preventing burnout, and enhancing the quality of life. Stress Management is about making a plan to be able to cope effectively with daily pressures. The ultimate goal is to strike a balance between life, work, relationships, relaxation and fun. By doing this, you are able to deal with daily stress triggers and meet these challenges head on.

In today's society, stress and change often are thought of as the same thing. Stress is a physiological and psychological response to a change in a situation the body and mind find to be overwhelming. With the fast pace of work and home, being constantly inundated with technology and still wanting to have time to connect with those around you, life can feel overwhelming and stressful at times. You may often ask yourself how you should manage stress.

These are five strategies to manage stress:

1. *Use guided meditation:* Guided meditation is a great way to distract yourself from the stress of day-to-day life. There are many guided meditations available online that can help you find five minutes of centered relaxation.
2. *Practice deep breathing:* Deep breathing is a great way to reduce the activation of your sympathetic nervous system, which controls the body's response of fight or flight to a perceived threat. Deep breaths taken in for a count of five seconds, held for two seconds and released for a count of five seconds, can help activate your parasympathetic nervous system to rest and digest, which helps reduce the overall stress and anxiety you may be experiencing.
3. *Maintain physical exercise and good nutrition:* Physical exercise and nutrition are two important components in how you respond to stress. When your body is healthy, your mind can be healthy and vice versa. Physical exercise is proven to be a great stress reliever and also helps to improve your overall quality of life. Nutrition is important because stress can deplete certain vitamins, such as A, B complex, C and E. Maintaining proper nutrition not only helps your body feel better, but your mind as well, which allows you to better combat stress.
4. *Manage social media time:* Spending time on social media sites can become stressful, not only by what you might see on them, but also because the time might best be spent enjoying visiting with friends, being outside enjoying the weather or reading a great book. In addition, many people use social media at night, which may worsen sleep due to increased stress at the exact time people are trying to wind down for the evening, resulting in fewer overall hours of quality sleep.
5. *Connect with others:* Humans are social beings. You need to have connections with people to feel supported. Finding a sense of community, whether at work, with a religious organization or through shared activities, such as organized sports, is important to your well-being. Enjoying a shared activity allows you to find support and foster relationships that can be supportive in difficult times.

BENEFITS OF STRESS MANAGEMENT:

We may feel overwhelmed and exhausted if you're dealing with high-stress levels. Stress can cause poor physical and mental health. It may affect all bodily systems and can influence your mood. Stress is part of your body's response to pressure, which includes dealing with life's demands. Most people feel stressed from time to time, but some individuals experience prolonged or chronic stress. Any stress can be a risk factor for both physical and mental health conditions.

Learning to manage stress better can lead to improved heart health, mental health, sleep, and more. Benefits of Stress Management are reducing stress may reduce your blood pressure and your overall physical health. It can also improve performance and lower your risk of developing mental health conditions. This suggests that managing stress could reduce your heart rate, improve your overall physical well-being, and mitigate your risk of heart disease. This suggests that stress-reduction techniques, particularly before bed, could help you sleep better. Based on this, it's likely that stress management could reduce muscle tension, feelings of irritability, and tension headaches.

CONCLUSION:

Physical and Mental health and Health education are closely related with each other. For any type of achievement sound body and high mental health is the first condition. If a person is not having sound body and high mental health, they cannot concentrate in their work and retain the knowledge received in the environment. Learning is dependent on sound body and high mental health. Health

education was not given much importance earlier and was underestimated. But with mixed health awareness, people learned the importance of health education at home, in school, and in communities. Healthy person have a desire to acquire more and more information and skills that will give them better control over their environment. Recent research studies have proved that learning is not the activity of single function but is bound up with the total personality of the learner. The ultimate goal of health education is to promote, maintain and improve individuals' and community health. Health education is aimed at reducing morbidity and mortality due to preventable health problems. Health education which triggers both Physical and Mental health is as essential to the learning process as intelligence. It is an inseparable part of Education.

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RELEVANCE OF VIRTUAL CLASSROOM TO THE PRESENT EDUCATION SYSTEM

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Abstract:

The importance of powerful teaching is increasingly important in contemporary society. Standards for learning are now higher than they have ever been before, as citizens and workers need greater preparation, knowledge, skill and usage of modern gadgets to survive and succeed. Technology is rapidly reshaping our world, and education is no different. A virtual classroom has emerged as a game-changer, transforming how we teach and learn. By eliminating physical boundaries, they open up endless education opportunities. A virtual classroom is of course a precious gadget which is an online teaching and learning environment where teachers and students can present course materials, engage and interact with other members of the virtual class, and work in groups together. The environment can be web based accessed through a portal or software based and requires a downloadable executable file. The virtual classroom allows teachers to attend a classroom from anywhere in the world and aims to provide a teaching experience that is similar to a real classroom. The present paper mainly focuses on relevance or emphasis of virtual classroom to the present education system.

Keywords: Virtual Classroom, Relevance, Education System.

INTRODUCTION

Education has a very important role in human life. The need of Education is a prime because it takes care of the development of all aspects of human personality. Education helps an individual to soar heights of excellence through rational thinking and attain supremacy and nobility,

making him the roof and crown of all creations. The use of virtual class room in the education system i.e., teaching-learning programmes, adds knowledge and experience to the students in new ways of learning by using technological resources. Virtual classrooms consists of a mixture of synchronous i.e., real time

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and asynchronous events i.e., self paced. They are special application of computer and network technologies to the task of education.

The key distinction of a virtual classroom is that it takes place in a live, synchronous setting. Online course work can involve the viewing of pre-recorded, asynchronous material, but virtual classroom settings involve live interaction between instructors and participants. Students who learn in virtual classrooms will often get to meet and learn with children from all over the world and from different cultures and backgrounds. Insights into how other cultures and people approach problem solving can help children to better their own skills. The present paper will describe the main features of virtual classroom, its uses and discuss the importance of virtual classroom to the present education system.

BACKGROUND

A virtual classroom is a video conferencing tool where instructors and participants engage with each other and with the learning material. The difference with other video conferencing tools is that virtual classrooms offer an added set of features that are essential to a learning environment. Just as the term 'Virtual' means a simulation of the real thing; a virtual classroom is a simulated classroom via internet, which provides a convenient communication environment for distance learners just like traditional face to face

classroom. Virtual classroom software applications often employ multiple synchronous technologies such as web conferencing, video conferencing, live streaming and web based to provide remote students with the ability to collaborate in real time. To enhance the process, applications may also provide a student with asynchronous communication tools such as message boards and charts capabilities.

Virtual classroom platforms are unlike correspondence courses. Virtual classroom is a higher interactive platform that uses videoconference technology to stimulate a real classroom environment wherein the participants interact face to face with the teacher seeing, hearing and asking questions just like in a real classroom. A virtual classroom is a powerful and interactive platform that brings together asking professionals from across the nation.

TYPES OF VIRTUAL CLASSROOM

A virtual classroom enables students to access quality teachers anywhere on the planet so long as they both have a reliable internet connection. This can break down most of the common barriers to synchronous learning: cost, distance and timing. Virtual classrooms can work very well and are the future of learning. Online learning is something that students at all stages in the education system can use, and to great affect too.

Virtual classrooms are online modules, which give every participant a chance of

communicating, sharing videos, and interact with each other. You can either access the lessons through virtual classroom app or a website. Every student and tutor has to log in to meet at the learning environment. For a better learning environment, students will have to use virtual classroom tools such as Skype to make sure communication is effective. The following details include 4 different types of virtual classrooms;

1. ENRICHED VIRTUAL CLASSROOM

This type of model permits every student to carry out most of their online projects at home. However, the students can have a one-on-one session with their tutors. You do not have to attend the class on a daily basis. You may attend some lessons for two days of the week depending on your time schedule. This platform transforms the experience of many students out there through the online learning method. Tutor Room is a good example of the enriched virtual classroom. This is a platform, which offers a good tutoring management. It can also sell and supply virtual classroom app to any company that needs to customize their needs.

2. ROTATION MODEL VIRTUAL CLASSROOM

This involves a single subject, which all the students can be part of. It is a common model, which falls under blended learning. The students will rotate or stick to a single schedule with or without the discretion of teachers. Most of the time,

students will rotate during a group discussion. It has different kinds of models; they include.

- a) *Lab rotation* – In this kind of model, students carry out their lessons in one of the computer labs instead of a classroom.
- b) *Individual rotation* – The individual will rotate depending on his or her learning requirements. In this case, a tutor will not determine the rotation of this student.
- c) *Station rotation* – Students use a virtual classroom app to carry out their projects. They can take part in reading stories, reviewing their skills and administer their assessments among others.

3. FULLY VIRTUAL CLASSROOM

It is a model that aims at researching, conceptualizing, and designing. All the schoolwork should be done online; hence, it means, students will never meet up with others to have an interactive session. However, they can communicate through a synchronized virtual classroom app. A good example of this type of classroom includes SJSU. The following are benefits that you can outsource from this type of virtual classroom are;

- a) Technology is the root of everything. This means you will learn how to adapt to new advancements and technologies, which can help you in the learning environment.
- b) The school focuses on the welfare of every student. The faculties, which

make use of this model puts all their efforts and energy to make sure their students are getting the best.

- c) You will benefit from the school's resources including career counseling and support team among others.

4. FLEXVIRTUAL CLASSROOM:

This model that focuses on teaching the learners, who are non-traditional. In this platform, instructions, as well as learning materials, are provided. Tutors are always available and students can come up with new concepts independently. This method of teaching offers its learners a flexible environment for learning. The students can always leave and attend the classroom anytime they want. Here are the benefits of considering the flex model.

- Students can learn anytime they want.
- Joining the school is affordable.

FEATURES OF VIRTUAL CLASSROOM

Virtual classrooms can vary in appearance depending on the software or platform being used, but they generally share some common features. Here are a few typical features of Virtual classrooms;

Intuitive User Interface: A virtual classroom should have an easy user interface so learners can navigate the platform easily. When the User Interface (UI) is simple, it becomes easy for learners to find the relevant course materials, collaborate with instructors,

take assessments, and complete their courses on time.

Easy Access: Making course materials easily accessible is crucial for helping participants learn effectively. That way, they can focus on learning while the tool takes care of all the technical aspects.

Video Conferencing: Another feature that a virtual classroom should provide is video conferencing. It's like bringing the classroom right into the participants' homes. With such tools, learners and instructors can see each other and participate in discussions like in traditional classrooms. This human connection adds a personal touch to online learning, making it more natural and engaging.

Collaboration: Virtual classrooms should support seamless collaboration so that learners and instructors can connect in real-time and exchange ideas. In addition, it promotes active participation, engagement, and social interaction. When learners collaborate, they can learn from each other and acquire fresh ideas and innovative perspectives. This way, online learning becomes engaging and fosters teamwork and critical thinking.

Breakout Rooms: This is another feature you should find in a virtual classroom. Breakout rooms facilitate discussions among small groups and collaborative activities. Breakout rooms are beneficial as they enable the instructors to divide the learners into small groups, encouraging

active participation and peer-to-peer interaction and promoting engagement.

Attendance Tracking: Most virtual classrooms have an attendance tracking feature, enabling instructors and trainers to track attendance and monitor participation. Attendance data also helps maintain accurate records for administrative purposes, such as grading and reporting. Moreover, tracking attendance promotes a sense of responsibility among learners, encouraging active participation and involvement in the virtual classroom.

Content Security: Another crucial thing for any content creator is content security. When it comes to virtual classrooms, organizations, and educational institutions need complete control over their content. An ideal virtual classroom solution should offer robust security features, including authentication and access controls. They help prevent unauthorized individuals from accessing, using, or downloading sensitive data.

Course Creation: Virtual classrooms also help with the effortless creation of high-quality courses. Whether you want to create from scratch or use readymade courses or templates, you can easily do both. Most virtual classrooms have prebuilt courses and templates, which enable you to create engaging content out of the box. The best part is that you can add multimedia, such as images, videos, podcasts and presentations to make it more interactive.

Anytime Anywhere Learning: The best thing about a virtual classroom is that it enables your learners to participate in training sessions at their own pace and convenience. Most virtual classroom software provides the flexibility to choose whether to make your courses public or restrict access through passwords and the online classroom materials are accessible 24/7, providing learners with continuous availability.

Training Large Groups: Whether you have a few learners or a large group, virtual classroom platforms make training effortless. You can easily organize learners based on their department or location. Create structured learning paths using course bundles based on learners' needs. Enjoy the convenience of training small groups or even thousands, with streamlined management and enhanced user experience.

Real-Time Tracking: Tracking learner progress is a crucial feature that you will find in a virtual classroom platform. With this feature, instructors can monitor and assess learners' performance throughout their training life cycle. Virtual classroom platforms often provide tools that enable instructors to track various aspects of learner progress, such as course completion, attendance, course engagement, and participation rates. By having access to real-time data, instructors can identify areas where learners may need additional support and training for effective learning outcomes.

FEW EXAMPLES OF VIRTUAL CLASSROOM

Massive Open Online Courses (MOOCs): As the name suggests, these courses are available for everyone. MOOCs are free web-based learning programs that may not always provide academic credit but can offer certification, which can be helpful for academic or professional studies. These courses contain traditional materials made available online to learners. Examples include recorded video lectures, problem sets, interactive learning modules, quizzes, etc.

Boot Camps: In the context of training and development, boot camps are short and intensive courses that prepare learners for a particular role or industry. Boot camps are often known for their condensed and accelerated learning format, usually ranging from a few weeks to months. They are conducted via virtual classrooms through a mix and match of video conferencing and live lectures.

Online Degree Programs: Most colleges and universities provide their courses through virtual platforms, enabling learners to opt for remote or in-person classes. While certain courses adopt a blend of virtual classrooms and interactive discussions, others primarily rely on asynchronous delivery, allowing students to access the course material at their own pace.

Rotation Model, Flexible Model and Enriched Model are also some of the popular examples for Virtual Classroom.

RELEVANCE OF VIRTUAL LEARNING CLASSROOMS

Increased inclusivity: The first benefit of virtual classroom learning is that shy students will often find virtual classes much better to participate in. It means they don't have the anxiety that might come by raising a hand in a real classroom with other students watching them.

Improved accessibility: Virtual classrooms are accessible to any student providing they have access to a computer and stable internet connection. It doesn't matter what their mobility is like, they are able to login to a virtual classroom and start learning. The course materials for the student online course can be accessed at any time over the Internet.

Community and relationship building: Another benefit to virtual classroom learning environment is that they also let students build relationships with other students they share interests with. They can then collaborate on projects and talk through ideas which can also help with their teamwork skills.

Cost savings: There is no need for expensive travel. As well as saving travel costs, virtual classrooms will also reduce your student carbon footprint related to gas and fuel. Many virtual classrooms will often be far cheaper than a traditional establishment such as a college.

Expanded world view: Students who learn in virtual classrooms will often get to meet and learn with children from all over the world and from different cultures and backgrounds. Insights into how other

cultures and people approach problem solving can help children to better their own skills.

Improved technical skills: By virtue of being on a computer during the virtual lessons, students can learn new technical skills and become more proficient with the keyboard and applications.

Immediate feedback on learning: Most online learning classrooms provide the opportunity for immediate feedback as opposed to traditional classrooms where teachers take the work home to mark it. This can accelerate a Students learning, letting them progress a lot quicker than they might do in their school or college.

Greater flexibility and comfort: Students can learn at their own pace with pre-recorded virtual classes, dipping in and out when it's the best time for them. It's also more comfortable learning from home and can be better option for children who have a physical disability where traditional establishments may be challenging to access.

The Ability to Use Multimedia Content: An online classroom software system allows you to create and upload multimedia content such as audio, video, images, presentations, and more. This makes learning more comprehensive and enriching for everyone involved. A traditional classroom environment permits no room for such a delivery method.

Timesaving: Much time can be saved by a virtual classroom environment. Students and instructors don't need to commute, feedback is faster (as mentioned) and all

participating and leading the class are better able to adapt the class to their schedule rather than always needing to schedule around the class.

CONCLUSION

A virtual classroom is an online learning environment that allows teachers and students to communicate, interact, collaborate, and explain ideas. A virtual classroom enables students to access quality teachers anywhere on the planet so long as they both have a reliable internet connection. Online courses teach students how to manage their time better since the student bears the responsibility of engaging with the course instead of simply showing up to class on an assigned day and time. As a result, students not only gain knowledge from the coursework, but they also sharpen their time management skills. Both learning and tutoring have gone to a new level in the online education industry. The reason why education is transforming rapidly is that technology has provided new methods for learners and tutors. The technology also gives you the opportunity of carrying out the virtual classrooms comparison after going through the reviews of different people. They have considered these types of virtual classroom, you can choose what will serve you best.

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A collage of various images including a lightbulb, a person, a globe, a wind turbine, and a hand holding a plant. The collage is overlaid with a circular watermark and text.

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Vital Strategies and Recommendations to the Educational Challenges of Students with Autism Spectrum Disorder (ASD)

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Abstract:

Autism Spectrum Disorder (ASD) defined as a neurodevelopmental disorder associated with symptoms that include persistent deficits in social communication and social interaction across multiple contexts and restricted repetitive patterns of behavior, interests or activities. Being autistic does not mean you have an illness or disease. Autism is a spectrum which means everybody with autism is different. It means your brain works in a different way from other people. In recent decades, many children who are attending school have been diagnosed with autism spectrum disorder. The effects of this disorder typically prevent these individuals from accessing education in that these symptoms interfere with the learning process. Some autistic people need little or no support. Others may need help from a parent or care taker every day. This paper is an overview of autism spectrum disorder is presented from a psychosocial perspective, an attempt to circumvent disparate psychological and social viewpoints and offer a broader, more integrated view of ASD. Therefore, this paper covers vital strategies and recommendations to the educational challenges of students with autism spectrum disorder within the classroom by first educating themselves on the disorder and then exploring alternatives to behavior modification that provide the most conducive learning environment.

Keywords: Autism Spectrum Disorder, Strategies, Recommendations And Educational Challenges.

Introduction:

Autistic Spectrum Disorder (ASD) is a neurological and developmental disorder that affects how people interact with others, communicate, learn and behave. Autism spectrum disorder is generally defined as "a developmental disability caused by differences in the brain". Individuals with Autistic spectrum disorders face different challenges that can affect their learning abilities and motivation in education. Students with autism spectrum disorders may demonstrate different symptoms and needs. Although autism can be diagnosed at any age, it is described as a "developmental disorder" because symptoms generally appear in the first 2 years of life. Autism is known as a "spectrum" disorder because there is wide variation in the type and severity of symptoms people experience. People of all genders, races, ethnicities and economic backgrounds can be diagnosed with autistic spectrum disorder. Although this can be a lifelong disorder, treatments and services can improve a person's symptoms and daily functioning. People with autistic spectrum disorder often have difficulty with communication and interaction with other people, restricted interests and repetitive behaviors symptoms that affect their ability to function in school, work and other areas of life. This presentation will review the main educational challenges of the students with autistic spectrum disorders face, as well as strategies and recommendations to overcome it.

Background:

Autism Spectrum Disorder (ASD) are a diverse group of conditions. They are characterized by some degree of difficulty with social interaction and communication. Other characteristics are typical

patterns of activities and behaviours, such as difficulty with transition from one activity to another, a focus on details and unusual reactions to sensations. The abilities and needs of autistic people vary and can evolve over time. While some people with autism can live independently, others have severe disabilities and require life-long care and support. Just like neuro typical individuals, the future of people with ASD depends on their strengths, passions and skill sets. Autism often has an impact on education and employment opportunities. People with autism often have co-occurring conditions, including epilepsy, depression, anxiety and attention deficit hyperactivity disorder as well as challenging behaviours such as difficulty sleeping and self-injury. The level of intellectual functioning among autistic people varies widely extending from profound impairment to superior levels. However, there are general behaviors that educators are recommended to be aware of since these types of concerns may be seen in the majority of autistic spectrum disorder students. In severe cases, an autistic child may never learn to speak or make eye contact. But many children with autism and other autism spectrum disorders are able to live relatively normal lives. Some children with autism become more engaged with the world and show fewer disturbances in their behavior as they mature. In fact, those with the least severe problems eventually might lead normal or near-normal lives. Many parents are told autism is a behavioral disorder based on challenges in behavior. While children with autism do display behaviors that can be confusing, concerning and even disruptive. On the basis of these behaviors we can define it as a neuro-developmental difference. However, clinical

practice and research are creating a paradigm shift towards understanding autism from a neuro-developmental perspective rather than simply behaviorally. Researchers don't know the primary causes of ASD, but studies suggest that a person's genes can act together with aspects of their environment to affect development in ways that lead to ASD. Some factors that are associated with an increased likelihood of developing ASD include: Having a sibling with ASD; having older parents; having certain genetic conditions (such as Down syndrome or Fragile X syndrome); having a very low birth weight.

Symptoms of Autism Spectrum Disorder (ASD):

The list below gives some examples of common types of behaviors in people diagnosed with ASD. These symptoms result from underlying challenges in a child's ability to take in the world through their senses and to use their body and thoughts to respond to it. When these challenges are significant they interfere with a child's ability to grow and learn, may lead to a diagnosis of autism. Not all people with ASD will have all behaviors, but most will have several of the behaviors listed below.

Social communication / interaction behaviors may include:

- ❖ Making little or inconsistent eye contact.
- ❖ Appearing not to look at or listen to people who are talking.
- ❖ Infrequently sharing interest, emotions, enjoyment of objects or activities.
- ❖ Not responding or being slow to respond to one's name or to other verbal bids for attention.
- ❖ Having difficulties with the back and forth of conversation.
- ❖ Often talking at length about a favorite subject without noticing that others are not interested or without giving others a chance to respond.
- ❖ Displaying facial expressions, movements, and gestures that do not match what is being said.
- ❖ Having an unusual tone of voice that may sound sing-song or flat and robot-like.
- ❖ Having trouble in understanding another person's point of view or being unable to predict or understand other people's actions.
- ❖ Difficulties adjusting in behaviors to social situations.
- ❖ Difficulties sharing in imaginative play or in making friends.

Restricted / repetitive patterns of behavior may include:

- ❖ Repetitive movements like rocking, flapping their arms, spinning or running back and forth.
- ❖ Lining objects like toys, up in strict order and getting upset when that order is disturbed.
- ❖ Attachment to strict routines like those around bedtime or getting to school.
- ❖ Repeating words or phrases they hear someone say over and over again.

- ❖ Getting upset over minor changes and obsessive interests.
- ❖ Focusing intently on parts of objects like the wheel of a toy truck or the hair of a doll.
- ❖ Unusual reactions to sensory input like sounds, smells and tastes.
- ❖ Exceptional abilities like musical talent or memory capabilities.

Other characteristic behaviors may include:

Some autistic people might experience additional symptoms including:

- ❖ Delayed movement, language or cognitive skills.
- ❖ Seizures, unusual eating habits or preferences and unusual sleep patterns.
- ❖ Gastrointestinal symptoms like constipation or diarrhea.
- ❖ Excessive worry or stress and unexpected emotional reactions.
- ❖ Unusual levels of fear (either higher or lower than expected).
- ❖ Hyperactive, inattentive or impulsive behaviors.

Causes for Autism Spectrum Disorder (ASD):

Autism spectrum disorder has no single known cause. Given the complexity of the disorder and the fact that symptoms and severity vary, there are probably many causes. Both genetics and environment may play a role. The cause of ASD is not known. Scientists believe it is caused by both genetic and environmental factors. Autism is for the most part, an inherited disorder: scientists estimate that up to 80 percent of a child's risk of developing autism is determined by DNA. We know that there's no one cause of autism. Scientists believe there could be many different causes of ASD that act together to change the ways people develop. Research suggests that autism develops from a combination of genetic or non-genetic and environmental influences.

However, it's important to keep in mind that increased risk is not the same as cause. Autism symptoms range from mild to severely disabling, and every person is different. You should consider the following signs of autism as possible indicators that your child may be at risk for the condition. For example some gene changes associated with autism can also be found in people who don't have the disorder. Similarly not everyone exposed to an environmental risk factor for autism will develop the disorder. In fact, most will not. Some suspected risk factors for ASD include: having an immediate family member who's autistic; certain genetic mutations; fragile X syndrome and other genetic disorders; being born to older parents; low birth weight; metabolic imbalances; exposure to heavy metals and environmental toxins; a maternal history of viral infections; fetal exposure to the medications valproic acid or thalidomide (Thalomid).

Curative Measures:

Current treatments for autism spectrum disorder seek to reduce symptoms that interfere with daily functioning and quality of life. It affects each person differently, meaning that people with ASD not have unique strengths and challenges and different treatment needs. Therefore, treatment plans usually involve multiple professionals and are catered toward the individual. Treatments can be given in education, health, community and home settings or a combination of settings. It is important that providers communicate with each other and the person with ASD and their family to ensure that treatment goals and progress are meeting expectations.

Behavioral Approaches: It focuses on changing behaviors by understanding what happens before and after the behavior. Behavioral approaches have the most evidence for treating symptoms of ASD. A notable behavioral treatment for people with ASD is called Applied Behavior Analysis (ABA). It encourages desired behaviors and discourages undesired behaviors to improve a variety of skills. Progress is tracked and measured.

Social-Relational Approaches: It focuses on improving social skills and building emotional bonds. Some social-relational approaches involve parents or peer mentors.

Pharmacological Approaches: There are no medications that treat the core symptoms of ASD. Some medications treat co-occurring symptoms that can help people with ASD function better. Medication can also help manage co-occurring psychological conditions such as anxiety or depression, in addition to medical conditions such as seizures, sleep problems, stomach or other gastrointestinal problems.

Psychological Approaches: It can help people with ASD cope with anxiety, depression and other mental health issues. Cognitive-Behavior Therapy (CBT) is one psychological approach that focuses on learning the connections between thoughts, feelings and behaviors.

Complementary and Alternative Approaches: Some individuals and parents use treatments that do not fit into any of the other categories. These treatments are known as complementary and alternative treatments.

Complementary and alternative treatments are often used to supplement more traditional approaches. They might include special diets, herbal supplements, chiropractic care, animal therapy, arts therapy and mindfulness or relaxation therapies.

Educational Challenges of Students with Asd: Educational challenges of students with ASDs can be divided into cognitive processing delays, sensory perception issues, social skill deficits, and expression and motor skill challenges.

- The term 'cognitive processing delays' refers to a condition of students whose ability to intellectually function, translating facts and ideas from language to thoughts is below the expected average.
- Sensory perception issues refer to extreme sensitivity to certain sounds, tastes, odors, textures, etc. In addition students with sensory perception issues might lack depth perception and a sense of balance.
- Social skill deficits manifest in the inability to communicate with peers or teachers effectively. Students with social skill deficits often demonstrate poor eye contact, odd speech patterns, as well as an inability or difficulty to both begin and maintain the conversation.
- Expression challenges refer to the students' difficulties in demonstrating their feelings or explaining thoughts, as well as responding to others' emotions or attempts to interact. An extreme example of this challenge can also be the inability to recognize people's faces or tell the difference between them.
- Finally, motor skill challenges refer to the difficulties such as mastering handwriting or participating in physical activities that involve motor coordination.

Strategies:

The combination of communicative, social and behavioral impairments directly affects the chances of students with ASD excelling academically. Numerous social, behavioral and academic strategies can be implemented within both mainstream and special education classrooms in order to assist students with ASD and contribute to creating positive experiences for them at school.

Social Strategies: Educators can initiate strategies within their classrooms to cultivate the social skills of autistic students. Because many children with autism have limited imitation skills and are unable to pick up on social cues, social interactions literally need to be taught to them. Social skills are most effective for students with autism when they are taught within the natural environment in which their demonstration is expected. Teaching social skills that are appropriate within school will be most effective when taught within a school environment.

Behavioral Strategies: Children with ASD sometimes exhibit problematic behaviour that can inhibit their own learning and disrupt other students in the classroom. Possible examples of problematic behaviour can be difficulty in listening and following instructions, difficulty in abiding by classroom rules and displays of repetitive behaviours that can be disruptive. In some cases introduced situations that are meant to limit their repetitive behaviour can be stressful for individuals with autism and can instead lead to severe irritability, aggression, self-injury or other repetitive

and problem behaviours. For students who experience these types of behaviours, instructional and behavioral supports are usually implemented to encourage participation in academic studies.

Academic Strategies: Educators can also implement formal academic strategies to accommodate students with ASD in reaching their academic potential. Some strategies are as simple as using technology to present learning material in a different way. Because individuals with ASD are visual learners, they typically respond well to using computers and iPods. Along with the integration of technology, adapted shared reading programs, detailed instruction and structured learning environments are just a few strategies that can be used in the classroom. Using technology as a learning tool, implementing adapted shared reading activities, applying detailed differentiated instruction and creating structured learning environments are strategies that can improve the academic performance of students with ASD.

Recommendations:

Autism Spectrum Disorders (ASD) are characterized by impairments in social interaction, social communication and social imagination. Due to the pervasiveness of these difficulties, children with ASD face challenges and encounter many barriers to learning when educated within mainstream settings. Educational practitioners require considerable knowledge and specialist skills in order to respond to the needs of these children providing individual and targeted support so that they may achieve their full educational potential. To help students overcome these challenges, educators can be recommended to implement a number of strategies.

- > First, when students are struggling to process ideas, it is essential for the teacher to provide them with enough time to process a fact or a question. Students may also be taught different methods to buy the time needed and improve their thinking process.
- > Second, teachers need to talk with students about challenging environmental distracters. Having identified these distracters, teachers can take measures to alleviate them. To mitigate the social skill deficits of students with ASDs, educators need to encourage tolerance and involvement in the classroom.
- > In turn, expression challenges can be addressed using different strategies to teach students to moderate their speech.
- > Finally, encouraging ASD students to participate in physical activities in a PE class or during recess will allow them to improve their motor coordination.
- > When the challenges of autism are understood and appropriately addressed and the autistic individual is accepted for who they are, their potential is no

less than a neuro typical person. Too many professionals look at autism as something that needs to be controlled and contained.

Conclusion:

Autism also referred to as autism spectrum disorder constitutes a diverse group of conditions related to development of the brain. About 1 in 100 children has autism. Characteristics may be detected in early childhood, but autism is often not diagnosed until much later. The abilities and needs of autistic people vary and can evolve over time. While some people with autism can live independently, others have severe disabilities and require life-long care and support. Evidence-based psychosocial interventions can improve communication and social skills with a positive impact on the well-being and quality of life of both autistic people and their caregivers. Care for people with autism needs to be accompanied by actions at community and societal levels for greater accessibility, inclusivity and support. As teachers, it is our responsibility to educate our students so as to help them become contributing citizens of society. By providing educational environments that meet the needs of students with autism, we can help them to succeed in learning social, behavioral and academic skills that will positively influence their current and future lives. Incorporating strategies that are individualized to meet each student's needs translates to building opportunities for every student to excel academically.

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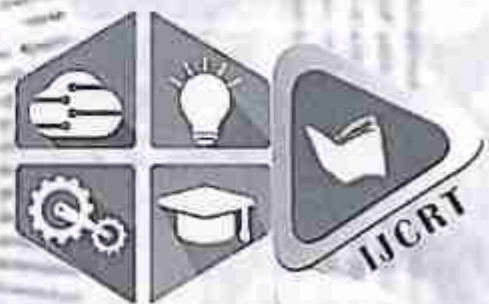
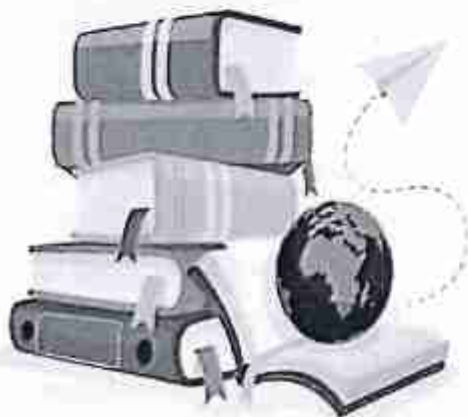
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STUDY OF SELF-CONCEPT OF STUDENTS STUDYING IN SECONDARY SCHOOLS

Author: Dr.C.B.Vikram, Assistant Professor, JSS Institute of Education, Sakleshpur -573134 Hassan District, Karnataka

Abstract:

The main objective of the study is to Study of Self-Concept of Students studying in secondary schools. The study applied survey method to explore the self-concept of secondary school students. A total of 300 students took part in the study. Vikram-Prahallada Self-Concept Inventory was used to collect the data. An independent sample t test was used to analyse the collected data. A graphic representation of the data was also displayed. The study found that, locality and class have no significant effect on the self-concept of secondary school students. In terms of self-concept dimensions, the study found a strong effect of locality on emotional characteristics, personality traits, and social behaviour, as well as a significant effect of class on emotional characteristics.

Key Terms: Self-concept, Students and Secondary School.

INTRODUCTION:

In the educational process, personality traits play a big and essential role in school. When compared to cognitive characteristics that determine accomplishment and related behaviour, personality traits were actually recognised later. A child's development is always influenced by his or her "self." The term 'self-concept' refers to how people think about, evaluate, and view themselves. To be conscious of oneself means to have a concept of oneself. In psychology, self-concept is an idea of the self formed by one's own views about oneself and the reactions of others (Babu, 2016). Totally, a person's self-concept shapes his or her actions and behaviours. The taught self-concept serves as a behavioural guide for most well-adjusted individuals. In the case of an individual who lacks a constant positive self-concept or who has an exceptionally unsatisfactory self-concept, this leads to unity and consistency in behaviour.

Perhaps the most crucial quality and the key to comprehending a person's actions is their self-concept. More significantly, self-concept is learned rather than inherited. A person acquires it as a result of his interactions with his surroundings. A youngster develops their self-concept rather than being taught it.

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Additionally, as the child grows, he learns an increasing amount. Thus, it is imperative to comprehend pupils' self-concept at the school level. Understanding how strongly the self-concept developed during these times may be helpful. In this background, the self-concept is a key factor in success or failure.

High self-concept stems from a pleasant, fulfilling, and worthwhile existence. As a youngster grows older, his or her self-concept provides internal motivation (Dalal & Kamlesh, 2022). Given this context, the current study attempted to investigate secondary school student's self-concepts.

REVIEW OF RELATED LITERATURE:

Ajay, (2015) conducted research to study the levels of self concept of secondary school students in relation to emotional competence of secondary school students. The results of the study revealed that there was an insignificant relationship between self-concept and emotional competence of secondary school students of Moga Dist. Further the result shows that there was no significant difference between the mean score of self-concept on the basis of gender and areas of secondary school students of Moga Dist.

Kumar, (2016) carried out study to assessment the self concept of higher secondary students. The results reveal that respect to the gender, locality of school, type of management, medium of instruction, parental occupation, parental qualification and type of family have average level of self-concept towards higher secondary students and further it shows that there is significant difference between the types of management of higher secondary students towards self-concept.

Agrawal and Teotia, (2019) conducted a study on Self concept of secondary level students in Delhi (NCR). The result of the study revealed that there was no significant difference in the total self-concept with regard to gender and type of school variation, but urban students have better self-concept than rural students. Another finding of the study revealed that socio-economic self-concept of the girls was better than their counterpart.

Beura and Nayak, (2023) conducted a descriptive survey study to explore the self-concept of secondary's school tribal students. The study found that the self-concept levels were similar among tribal secondary school students, regardless of gender. And the self-concept of tribal students in secondary schools varied significantly between rural and urban areas.

From the above review of related literature and theoretical background, the present research aims to study the self-concept of secondary school students.

STATEMENT OF PROBLEM:

The main objective of the study is to Study the Self-Concept of Students Studying in Secondary Schools.

VARIABLES OF THE STUDY:

The research examined two categories of variables: independent and dependent variables. Self-perception is a dependent variable, while student class and location are independent variables. Finding the independent variable wise difference in secondary school students' self-concept is the goal of the study.

OBJECTIVES OF THE STUDY:

1. To find out the difference between the students studying in rural and urban backgrounds secondary schools with respect to self-concept and its dimensions that is Physical Appearance; Intellectual Aspects; Emotional Characteristics; Personality Attributes; Social Behaviour; Happiness and Satisfaction.
2. To find out the difference between 9th and 10th standard secondary school students with respect to self-concept and its dimensions that is Physical Appearance; Intellectual Aspects; Emotional Characteristics; Personality Attributes; Social Behaviour; Happiness and Satisfaction:

HYPOTHESIS OF THE STUDY:

1. There is no significant difference in mean scores of self-concept and its dimensions of students studying in rural and urban secondary schools.
2. There is no significant difference in mean scores of self-concept and its dimensions of 9th and 10th standard students studying in secondary schools.

RESEARCH DESIGN OF THE STUDY:

The study applied survey method explores the self-concept of secondary school students.

SAMPLE OF THE STUDY:

The sample for this study consisted of the ninth and tenth standard secondary schools that serve both tribal and non-tribal students in the four taluks (Chamarajanagar, Kollegal, Gundalpet, and Yelandur) of the Chamarajanagar District. Stratified random sampling was applied to choose the study's sample. In this study, secondary schools are chosen using the proportionate sample technique. A total of 300 students studying in 9th and 10th standard took part in the study.

TOOLS USED IN THE STUDY:

The study used Vikram-Prahallada Self-Concept Inventory to collect the data. Inventory consist of 60 statements with 3 responses for each item viz., "Yes" (2 Marks), "No" (1 Marks) and "can't say" (0 Marks). Both positive and negative items were included. The maximum score obtained by the child will be of 120 and least will be 0. The inventory assess the self-concept under the dimension of Physical Appearance; Intellectual Aspects; Emotional Characteristics; Personality Attributes; Social Behaviour; Happiness and Satisfaction.

STATISTICAL TECHNIQUE USED IN THE STUDY:

An independent sample t test was used to analyse the gathered data. A graphic representation of the data was also displayed.

ANALYSIS AND INTERPRETATION OF DATA:

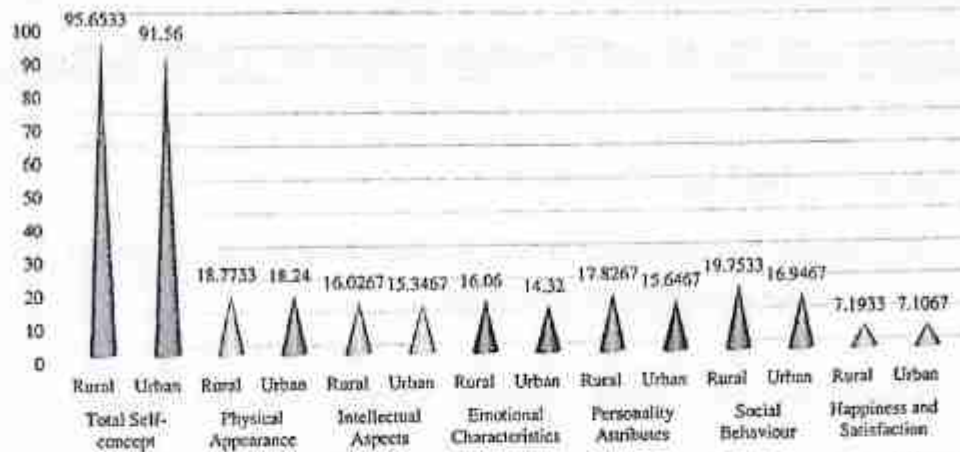
Hypothesis-1: There is no significant difference in mean scores of self-concept and its dimensions of students studying in rural and urban secondary schools.

Table-1: Comparison of mean scores of self-concept and its dimensions of students studying in rural and urban secondary schools:

| Self-concept | Locality | N | Mean | SD | t-value | p-value | S/NS |
|----------------------------|----------|-----|---------|----------|---------|---------|------|
| Total Self-concept | Rural | 150 | 95.6533 | 13.69759 | 1.233 | .219 | NS |
| | Urban | 150 | 91.5600 | 38.29460 | | | |
| Physical Appearance | Rural | 150 | 18.7733 | 3.67678 | 1.291 | .198 | NS |
| | Urban | 150 | 18.2400 | 3.47702 | | | |
| Intellectual Aspects | Rural | 150 | 16.0267 | 3.65261 | 1.750 | .081 | NS |
| | Urban | 150 | 15.3467 | 3.04989 | | | |
| Emotional Characteristics | Rural | 150 | 16.0600 | 3.57138 | 4.420 | .000 | S |
| | Urban | 150 | 14.3200 | 3.23844 | | | |
| Personality Attributes | Rural | 150 | 17.8267 | 3.18711 | 6.107 | .000 | S |
| | Urban | 150 | 15.6467 | 2.99247 | | | |
| Social Behaviour | Rural | 150 | 19.7533 | 3.29110 | 7.180 | .000 | S |
| | Urban | 150 | 16.9467 | 3.47723 | | | |
| Happiness and Satisfaction | Rural | 150 | 7.1933 | 1.40324 | .521 | .603 | S |
| | Urban | 150 | 7.1067 | 1.47528 | | | |

From the above table it is evident that the obtain p value is .219 and t value is 1.233 for mean scores self-concept of students studying in rural and urban secondary schools. Here, the obtained p value is higher than the .05 level significance. Therefore, there is no significant difference in mean scores of self-concept of student's studying in rural and urban secondary school.

Further dimension wise analysis of self-concept data indicates that the obtained p value for Physical Appearance, Intellectual Aspects and Happiness and Satisfaction is higher than the .05 level of significance. Therefore, there is no significant difference in mean scores of Physical Appearance, Intellectual Aspects and Happiness and Satisfaction of students studying in rural and urban secondary schools. Whereas, the obtained p value for Emotional Characteristics, Personality Attributes and Social Behaviour is less than the .05 level of significance. Therefore, there is a significant difference in mean scores of Emotional Characteristics, Personality Attributes and Social Behaviour of students studying in rural and urban secondary school. The mean comparison indicates that the students studying in rural secondary school showed higher Emotional Characteristics, Personality Attributes and Social Behaviour compare to students studying in urban secondary schools. The data also reported in the following graph.



Graph-1: Comparison of mean scores of self-concept and its dimensions of students studying in rural and urban secondary schools

Hypothesis-2: There is no significant difference in mean scores of self-concept and its dimensions of 9th and 10th standard students studying in secondary schools.

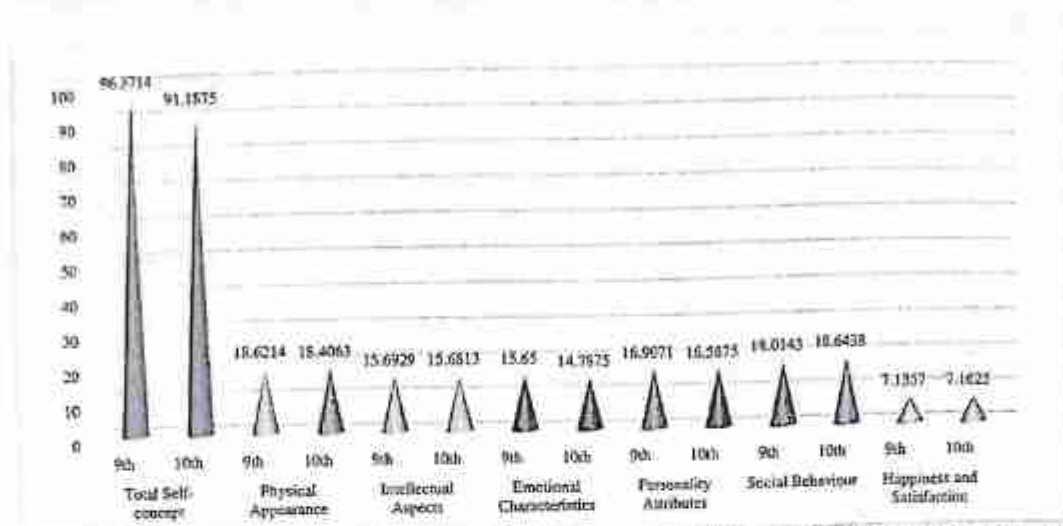
Table-2: Comparison of mean scores of mean scores of self-concept and its dimensions of 9th and 10th standard students studying in secondary schools.

| Self-concept | Class | N | Mean | SD | t-value | p-value | S/NS |
|----------------------------|------------------|-----|---------|----------|---------|---------|------|
| Total Self-concept | 9 th | 140 | 96.3714 | 39.68697 | 1.560 | .120 | NS |
| | 10 th | 160 | 91.1875 | 12.97757 | | | |
| Physical Appearance | 9 th | 140 | 18.6214 | 3.66878 | .518 | .605 | NS |
| | 10 th | 160 | 18.4063 | 3.51331 | | | |
| Intellectual Aspects | 9 th | 140 | 15.6929 | 3.45973 | .030 | .976 | NS |
| | 10 th | 160 | 15.6813 | 3.31259 | | | |
| Emotional Characteristics | 9 th | 140 | 15.6500 | 3.61437 | 2.134 | .034 | S |
| | 10 th | 160 | 14.7875 | 3.38213 | | | |
| Personality Attributes | 9 th | 140 | 16.9071 | 3.33263 | .843 | .400 | NS |
| | 10 th | 160 | 16.5875 | 3.22410 | | | |
| Social Behaviour | 9 th | 140 | 18.0143 | 3.81965 | 1.489 | .138 | NS |
| | 10 th | 160 | 18.6438 | 3.50085 | | | |
| Happiness and Satisfaction | 9 th | 140 | 7.1357 | 1.33686 | .161 | .872 | NS |
| | 10 th | 160 | 7.1625 | 1.52500 | | | |

From the above table it is evident that the obtained p value is .120 and t value is 1.560 for mean scores of self-concept of 9th and 10th standard students studying in secondary schools. Here, the obtained p values are higher than the .05 level significance. Therefore, there is no significant difference in mean scores of self-concept and its dimensions of 9th and 10th standard students studying in secondary schools.

Further dimension wise analysis of self-concept data indicate that the obtained p value for Physical Appearance, Intellectual Aspects, Personality Attributes, Social Behaviour and Happiness and Satisfaction is higher than the .05 level of significance. Therefore, there is no significant difference in mean scores of Physical Appearance, Intellectual Aspects, Personality Attributes, Social Behaviour and Happiness and Satisfaction of 9th and 10th standard students studying in secondary schools. Whereas, the obtained p value

for Emotional Characteristics is less than the .05 level of significance. Therefore, there is a significant difference in mean scores of Emotional Characteristics of 9th and 10th standard students studying in secondary schools. The mean comparison indicate that the 9th standards students showed higher Emotional characteristics compare to 9th standards students. The data also reported in the following graph.



Graph-2: Comparison of mean scores of mean scores of self-concept and its dimensions of 9th and 10th standard students studying in secondary schools.

MAJOR FINDINGS OF THE STUDY:

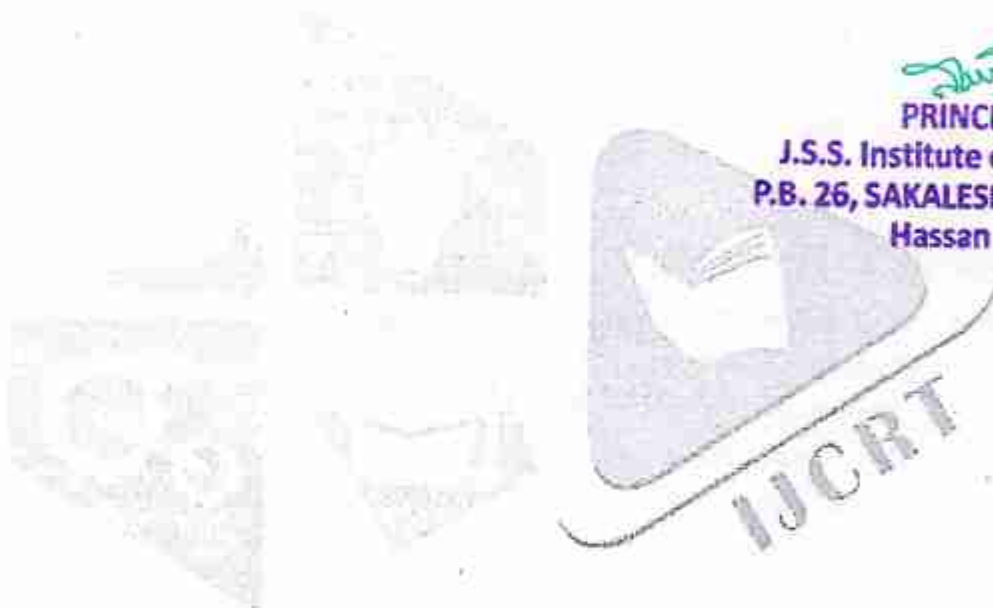
Both rural and urban secondary school students share a similar self-concept, physical appearance, intellectual attributes, happiness, and satisfaction. In contrast, the students studying in urban secondary schools, those in rural secondary schools exhibit higher levels of emotional characteristics, personality traits, and social behaviour. In relation to the differences in class, secondary school students in the ninth and tenth grades share similar in their self-perception, physical appearance, intellectual characteristics, happiness and satisfaction, personality traits, and social behaviour. But when it comes to the emotional characteristics dimension, ninth-grade kids perform better than tenth-grade secondary school pupils.

CONCUSSION:

Education helps an individual to soar heights of excellence through rational thinking and attain supremacy and nobility, making him the roof and crown of all creations. The study clearly showed that locality and class have no significant effect on the self-concept of secondary school students. In terms of self-concept dimensions, the study discovered a strong effect of locality on emotional characteristics, personality traits, and social behaviour, as well as a significant effect of class on emotional characteristics. Education experts, policy makers and teachers in the field should make use of the findings of the present research study to plan the school curriculum and to improve the schooling facilities for children in such a way that children develop better perspectives about their own self in a positive way.

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