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JSS MAHAVIDYAPEETHA, MYSURU

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

EDITORS
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(Spine) 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 ಫೆಬ್ರವರಿ 2023

ಶುಭ ಸಂದೇಶ

ಸಕಲೇಶಪುರ 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.

ಜಗತ್ತಿನಲ್ಲಿ ಜ್ಞಾನಕ್ಕೆ ಸಮನಾದುದು ಮತ್ತೊಂದಿಲ್ಲ. "ನ ಹಿ ಜ್ಞಾನೇನ ಸದೃಶಂ ಪವಿತ್ರಮಹ ವಿದ್ಯತೇ" ಎಂಬ ಭಗವದ್ಗೀತೆಯ ನುಡಿ ಹಾಗೂ 'ಜ್ಞಾನದ ಬಲದಿಂದ ಅಜ್ಞಾನದ ಕೇಡು ನೋಡಯ್ಯ' ಎಂಬ ಬಸವಣ್ಣನವರ ಉಕ್ತಿಯಂತೆ ಜ್ಞಾನದ ಪ್ರಸಾರ ಆಗಬೇಕಾದುದು ಅತ್ಯಂತ ಅವಶ್ಯಕ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ನಡೆದ ರಾಷ್ಟ್ರೀಯ ವಿಚಾರಸಂಕಿರಣದಲ್ಲಿ ದೇಶದ ವಿವಿಧ ಭಾಗಗಳಿಂದ ಆಗಮಿಸಿದ್ದ ಶಿಕ್ಷಣ ತಜ್ಞರು, ಪ್ರಾಧ್ಯಾಪಕರು, ಸಂಶೋಧನಾರ್ಥಿಗಳು ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿ–ಶಿಕ್ಷಕರುಗಳು ಒಟ್ಟು 84 ಪ್ರಬಂಧಗಳನ್ನು ಮಂಡಿಸಿರುತ್ತಾರೆ. ಅವುಗಳಲ್ಲಿ "21ನೇ ಶತಮಾನದ ಕಲಿಕಾರ್ಥಿಯ ಪ್ರತಿಭೆಯನ್ನು ಪೋಷಿಸುವಲ್ಲಿ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದ ದೃಷ್ಟಿಕೋನ"ದ ಕುರಿತಂತೆ ಮಂಡಿಸಿದ 73 ಗುಣಾತ್ಮಕ ಪ್ರಬಂಧಗಳ ಸಂಕಲನವನ್ನು ಈಗ ಹೊರತರಲಾಗುತ್ತಿದೆ. ಪ್ರಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದ ಪ್ರಚಲಿತ ಸಮಸ್ಯೆ, ನವನವೀನ ಆಲೋಚನೆಗಳನ್ನೊಳಗೊಂಡ 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 ಅನುಕೂಲವಾಗಲಿ ಮತ್ತು ಎಲ್ಲೆಡೆಯಲ್ಲಿ ಜ್ಞಾನದ ಬೆಳಕನ್ನು ಪಸರಿಸಲೆಂದು ಹಾರೈಸುತ್ತೇವೆ.

ಶ್ರೀ ಶಿವರಾತ್ರಿ ದೇಶಿಕೇಂದ್ರ

His Holiness Jagadguru
Dr. Sri Sri Shivarathri Rajendra Mahaswamiji
Jagdguru Sri Veerasimhasana Mahasamsthana Math, Sri Suttur Kshetra

JSS MAHAVIDYAPEETHA, MYSURU

ONE DAY NATIONAL SEMINAR ON
PERSPECTIVES OF TEACHER EDUCATION IN NURTURING THE TALENTS OF 21ˢᵗ CENTURY LEARNERS

In collaboration with IQAC and Alumni Association

EDITORS

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PREFACE

Firstly, our sincere pranams to the lotus feet of His Holiness Jagadguru Dr. Sri Sri Shivarathri Rajendra Mahaswamiji and Jagadguru Sri Sri Shivarathri Deshikendra Mahaswamiji, Jagdguru Sri Veerasimhasana Mahasamsthana Math, Sri Suttur Kshetra.

Teacher education is the base of all educational systems. The quality and nature of teachers training determines the nature and scheme of educational system. Education serves as a social function when it seeks to respond the demands of individuals or communities. It serves as a main power function when it seeks to provide the economy with the trained personal to ensure that there are sufficient teachers meet the needs of the society as a whole.

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills they require to perform their tasks efficiently in the classroom, school and wider community. Teacher's education is a program that is related to development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges there in. The term 21st century skills as generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking and problem solving that advocate believe schools need to teach to help students thrive in today's world. The teachers are facilitators of the learning, the focus of teacher is on students by developing higher order thinking skill, effective communication, collaboration and technology literacy, information literacy, flexibility, creativity and other skills that they needed. The teachers must develop new teaching strategies that are radically different.

It is very important for a teacher to know about learning styles of learner so that it will help in planning teaching learning process. Determining students learning style provides information their specific preference understanding learning style can make easier to create, modify and develop their efficient curriculum and educational program. Implementation of 21st century skills in class are most crucial, make the experience personal. Teacher should provide authentic content, giving feedback and reflection is very important. Every teacher should be an acquainted with flipped classroom, project based learning, cooperative learning, problem based learning.

Classroom strategies that allow students to use and practice 21st century skills let the students lead the learning. Learning takes place best in environments where students feel empowered to learn. Teachers should create an inquiry based classroom environment. Learners need to think creatively with others and also implement innovation in their everyday lives. This means that students need to be capable of developing creative solutions to many problems and challenges that they may face. Learner should be developed new ideas that are entwined with originally and inventiveness and demonstrate imagination and curiosity in their learning.

With the blessings of His Holiness Jagadguru Sri Sri Shivarathri Deshikendra Mahaswamiji, President, JSS Mahavidyapeetha, Mysuru our JSS Institute of Education Sakleshpur organised one day National Seminar on Perspectives of Teacher Education in Nurturing the Talents of 21st Century Learners. The main objective of the one day national seminar was to arrange for a common forum where educationists, teacher educators and research scholars who have rich experience in 21st century learners program meet and discuss, share their views and offer constructive suggestions. This would be conveyed to the policy makers in due time.

Based on the theme of the seminar, about nine sub themes were given for the paper presenters. The response for the seminar papers was quite over whelming, we were in receipt of more than 120 papers, of which 84 have been selected for presentation and 73 have been selected for publication. Some of them were theoretical, some research papers and some project based. Effort has been made to make these papers reflect on the sub themes chosen to lead the main theme of the seminar. The papers compiled together would bring an enormous change in the minds of the teacher-educators and may would make them work with greater strength and vigour towards the development and nurturing of 21st century learners.

We owe our sincere gratitude to Dr. C.G Betsurmath, Executive Secretary JSS Mahavidyapeetha, Mysuru, Sri Rajshekar B. A, Director school Education division JSS Mahavidyapeetha, Mysuru and all the officials of JSS Mahavidyapeetha, Mysuru for giving us the permission, guidance and support to organise the national seminar. The proceedings of this seminar are brought into the book form in order to disseminate the knowledge. This book is envisioned to discuss the novel development in the teaching-learning process; it enables the teacher-educators, Student-teachers, research scholars in nurturing the talents of 21st century learners.

We express our sincere thanks and gratitude to advisory committee members Dr. Ningamma C. Betsur, Dean faculty of Education, University of Mysore, Dr. Praveen R, Registrar, CMR University Bangalore, Dr. Vishwanathappa G, Professor Department of Education, RIE (NCERT), Mysore, Dr. Pushpa M, Chairperson, Department of Education, University of Mysore, Mysuru and Dr. Mohan Kumar, Principal, NDRK College of Education, Hassan for their valuable suggestions and guidance in organizing the one day national seminar.

We gratefully acknowledge the contributions from educationists and researchers from different parts of the country. We sincerely thank the publishers for rendering kind help to bring out this compilation of the National Seminar. We express our sincere thanks to the Principal, organising committee members, Alumini association committee,

Technical team, all the staff members and student-teachers of JSS Institute of Education, Sakleshpur who have worked tirelessly for the success of this event. Their efforts are worth appreciating.

Once again our sincere thanks are due to all those who helped directly or indirectly for the success of the Seminar.

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

CONTENTS

SECTION 1: SELF DIRECTED TEACHER EDUCATION
SELF-DIRECTED LEARNING IN TEACHER EDUCATION

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Introduction

Educators must select relevant resources to aid in their preparation for the issues they will face during their careers. Professional development that is effective offers educators with training in relevant and vital elements of their jobs. Educators increase the quality of classroom instruction, grow professionally, and build their practise by actively participating in professional development. Professional development can have a negative connotation. It is regarded as inconvenient, insufficiently thorough, and frequently ineffective. Indeed, most of education's professional development has been regarded useless and costly. Educator's capacity to ask key follow-up questions, use knowledge banks after sessions, or study in-depth tactics and abilities that take time to perfect is limited by single-day professional development opportunities. Unlike traditional professional development, self-directed professional development allows educators to learn at any time and in any location. It enables educators to obtain access to a wide range of skills and training outside of the classroom at their own speed.

Self-Directed Learning is an instructional strategy where the students with the guidance from the teacher decide what and how they will learn. It can be done individually or with group learning. But the overall concept is that the students take ownership of their learning. In Self-Directed Learning, the individual takes the initiative and the responsibility for what occurs. Individual's select manage and assess their own learning activities which can be pursued at any time in any placethrough any means at any age. *(Armstrong P, 2020)*

Nowadays people are expected more than previous generations to shape their own lives, make choices and take responsibility for those choices. The current generation of students must in addition prepare themselves for lifelong learning; they will have to continue to acquire new knowledge and skills throughout their entire professional career. This makes large demands on student's ability to manage them. Against this background, self-direction and self-regulation are often called 21st century skills that students must learn at school. At the same time self-directed and self-regulated learning are also seen as ways of motivating students to learn at school; by giving students more choices and responsibility they will take a more active, involved approach at school. Self-directed learning exposes students to more fundamental concepts and assumptions, which influenced subsequent research significantly. Humans acquire ability and are expected to be self-directed, according to this learning process. The experiences of students are valued as valuable learning resources. People gain the skills they need to complete their ever-changing life tasks. Task or problem-oriented learning is the natural learning orientation of adults. Self-learners internal motivators include a desire for self-esteem, curiosity, the desire to succeed, and the satisfaction of completion.

The current scenario of Self-Directed Learning in Teacher Education

In India's educational system, the practise of self-learning is a crucial yet under valued talent. Self-learning is rarely encouraged in schools, which are dominated by rote learning and chalk-and-talk pedagogies. However, the art of self-learning, or self-study using books, the internet, or exploration, is critical for successful learning and later life success. When children self-learn, they take charge of their own learning and advancement by pacing themselves and studying at their own pace, aptitudes and by tapping into their natural curiosity and creativity.

Today, we need teachers who can interact with students outside of the classroom, with students who can engage in self-directed learning at their own speed, alongside one another, individually or in groups, not with standing their shared qualities. We must focus on providing teachers with the necessary skills to teach self-directed learners in order to facilitate mastery. *(Madhurima K Nayak, Vijetha Shenoy Belle,* 2020*)*

Components of Self-Directed Learning

There are quite a few components involved in self-directed learning. We'll now take a look at each of them in detail.

Ownership of Learning

- Students choose, articulate, and specify their own learning objectives.
- Students identify learning tasks in order to keep track of their objectives.
- Students keep track of their progress.
- Students set the bar for themselves in terms of achieving their learning objectives.

Management and Monitoring

- Students assess their own strengths and shortcomings, as well as any roadblocks to accomplishing their objectives.
- Students plan and manage their own time.
- Students critically reflect on their learning and seek feedback from teachers and peers in order to meet theirlearning objectives.

Assessing Learning Needs
- As they proceed through the learning process, students analyse their needs.
- They'll have to figure out what resources they'll need, whether it's materials, instructional assistance, or acombination of both.
- Teachers will then offer assistance in obtaining those resources.

Collaboration

- In self-directed learning, it is a critical component of the students learning process.
- To gain knowledge and experience and achieve their learning objectives, students work with other students in their class, students in other grades, or even adults in the community.

Self-Evaluation

- Self-evaluation is the final component. Students should assess and evaluate their results after going through theprocess and completing the assignment.
- Students should seek feedback from other students as well as the teacher in order to identify areas where theymight improve.

Characteristics of Self-directed learners in Teacher Education:

 They set clear goals for themselves.
- They shape their learning process in line with goals and plans.
- They monitor their own learning process.
- They evaluate the outcomes of their own learning.
- They have self-motivation.
- They are open to learning.

The SDL program involves a series of steps that can be administered to a selective group of students to begin with. These include:

Step 1: Early identification and diagnostic test

Before we can design an optimal Self-Directed Learning Program, we need to know how each student is performing. To determine the student's competencies and learning achievements, a series of diagnostic examinations in various disciplines might be administered. The child's previous achievements, teacher comments, and peer responses all contributed to the need for learning intervention and a personalised learning treatment. The projected learning outcomes for each child were assigned based on the class performance, averages, medians, and modes. In order to determine each student's level of knowledge and skills, baseline assessments can be undertaken for each student at the start of each academic session.

Step 2: Introductory session

Based on the results of the diagnostic exams, a group of pupils can be shortlisted. With these students, an introductory session should be held to explain the nuances of self-directed learning and how it will benefit them in improving their performance. This session should include creative self-exploratory exercises that will enable students to determine their strengths and weaknesses and, as a result, create their own study plan. Students should be requested to prepare their personal development plan with the support of their parents, who should be supervised by the professors, at the end of the session.

Step 3: Personal Development Plan (PDP)

Students should be encouraged to prepare their PDPs on a weekly or fortnightly basis after that. This plan should include their immediate goal, learning objectives, resources used to reach the goals, learning tactics used, tracking their progress, gathering evidence of their accomplishments, and a deadline for completing the work. This will undoubtedly assist students in achieving little goals, further pushing them to work toward their larger learning objectives.

Step 4: Self-evaluation

Students should evaluate themselves based on the achievable and non-achievable aims after achieving the spelled-out objectives put forth in the personal development plan. This will lead to self-reflection and a detailed description of the challenging themes they encountered when studying for their term exam.

Step 5: Student feedback

Feedback should be sought from the students based on which teacher led interventions can be planned to help students attain clarity of concepts and difficult topics identified during self-evaluation. Teachers should deploy varied instructional strategies and resources to meet the needs of the differential learners. They may also provide adequate feedback to the students and suggest the further plan of action to help students prepare the PDP for the next cycle.

Process for Self-Directed Learning in Teacher Education:

Step 1: Assess readiness to learn

For independent study to be successful, students must have a variety of abilities and attitudes toward learning. This step requires students to assess their current situation; study habits, family status, and support network at school and at home, as well as evaluate previous experiences with autonomous learning.

For a thorough Learning Skills Assessment Tool. Being autonomous, organised, self-disciplined, able to communicate effectively, accept constructive feedback, and participate in self-evaluation and self-reflection are all signs of preparation for self-directed learning.

Step 2: Set learning goals

Communication of learning goals between a student and the advising instructor is critical. We've developed a set of questions for students to consider as they map out their learning goals: our Unit Planning Decision Guide. Also critical in developing a clear understanding of learning goals between students and instructors are learning contracts. Learning contracts generally include:

- Goals for the unit of study
- Structure and sequence of activities
- Timeline for completion of activities
- Details about resource materials for each goal
- Details about grading procedures
- Feedback and evaluation as each goal is completed
- Meeting plan with the advising instructor
- Agreement of unit policies, such as a policy on late assignments

Step 3: Engage in the learning process

Students need to understand themselves as learners in order to understand their needs as self-directed learning students - referring students to our resource on learning preferences may be helpful.

Students also need to understand their approach to studying:

- A deep approach to studying involves transformation and is ideal for self-directed learning. This approach is about understanding ideas for you, applying knowledge to new situations and using novel examples to explain a concept, and learning more than is required for unit completion.

- A surface approach involves reproduction: coping with unit requirements, learning only what is required to complete a unit in good standing, and tending to regurgitate examples and explanations used in readings.

Step 4: Evaluate learning

For students to be successful in self-directed learning, they must be able to engage in self-reflection and self-evaluation of their learning goals and progress in a unit of study. To support this self-evaluation process, they should:

- Regularly consult with the advising instructor,
- Seek feedback, and
- Engage in reflection of their achievements, which involves asking: (The Advantages of Distance Learning, 2019)

Responsibilities in the four-step process:

Successful independent study requires certain responsibilities or roles of both students and advising faculty members. The following is a brief list of the more important roles. It is useful for both students and advising faculty members to periodically review this list and communicate as to whether each feels the other is fulfilling their share of the responsibility.

Students Role
- Self-assessment of readiness to learn
- Define your learning goals and develop a learning contract
- Monitoring learning process
- Take initiative for all stages of the learning process - be self-motivated

Advising instructors Role

- Build a co-operative learning environment

- Help to motivate and direct the students learning experience

- Facilitate students initiatives for learning

- Be available for consultations as appropriate during the learning process

Roles of Educators in Supporting Self-Directed Learning in Teacher Education

One of the most crucial jobs that educators must fulfil in order to facilitate self-directed learning is to raise student knowledge of their roles and responsibilities. Educators begin providing pupils with cognitive and intellectual skills instruction as early as kindergarten. Students are given the knowledge and information they need to make their own decisions rather than relying on their parents and teachers for everything. Students mature at elementary, secondary and senior secondary schools, as well as higher educational institutions. They require instruction in a variety of activities as well as task execution. However, it is their job to put the learning methods into practise in order to accomplish the intended outcomes after they have developed understanding in terms of numerous tasks and activities. Educators typically allow learners to put evaluation methods into practise in self-directed learning to identify limitations and make changes. *(Kapur, Radhika, 2019)*

Competitions, exhibitions, and events are organised in educational institutions at all levels. Students are primarily urged to increase inventiveness in these situations. For instance, when an exhibition of artworks and handicrafts is organised, students are encouraged to create a variety of artworks and handicrafts. Art and craft teachers are expected to give effective training that allows students to enhance their creative abilities. Techniques and designs must be taught to the students.

Educators who want to promote self-directed learning must avoid obsessing with tracking and correcting faults. Through peer dialogues, learners should be given the opportunity to explore new ideas. Educators should provide opportunity for students to pay attention to their personal aspirations while pursuing academic goals. For example, in higher education institutions, students may pursue career options in addition to academic degrees. Full-time or part-time employment possibilities should be pursued.

Conclusion

There are many elements necessary for students to focus on in order to achieve their academic goals. As previously discussed, elements such as motivation, resources, a student's ability to plan and manage their time, and the advantages of distance learning play a vital role in ensuring that Self-Directed Learning has a direct impact on their academic development. Essentially, students must have the ability to complete a distance learning course and also be willing to undertake such a course in order to be academically successful in distance learning.

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PROSPECTS OF SELF DIRECTED LEARNING IN THE TEACHING LEARNING PROCESS

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Introduction

The present education system is a closed system where the whole control of the learning process is with the teacher or with an equivalent authority which frames the curriculum. It is greatly teacher directed as the curriculum decides what is to be learned, why it is to be learned, how it is to be learned, when, where and at what age it has to be learned. As a result, the learners become a passive recipient of knowledge with little or no control over his learning. The National Curriculum Framework 2005 lays a strong emphasis on the need to recognize the child as a natural learner, and knowledge as the outcome of the child's own activity. It has stated in their everyday lives outside the school we witness the children enjoyingthe curiosity, inventiveness and constant queriying. They actively engage with the world around them, exploring, responding, inventing and working things out and making meaning.

National Curriculum Framework 2005

The NEP 2020 emphasizes the learning process to be more holistic, integrated, enjoyable and engaging. The focus of the curriculum content should be on critical thinking by that provides opportunities to introduce and initiate experiential learning in the teaching learning process.

This poses a great challenge for the teacher to meet the individual needs of learners in a classroom setup characterized by diverse learners, multiple abilities among learners, achievement and social development. Hence, leading to increased demands on teacher's time and effort. Yet, in-spite the best efforts a class room may not be able to completely meet the needs of the pupil. This states that, a satisfactory learning experience could be achieved only by building self-directedness among the pupils where the pupil takes complete responsibility for his/her learning process which is known as Self Directed Learning.

People need to adapt themselves to the demanding requirements of the society. Socializing just does not mean mingling with others but behaving in a way that is acceptable to all and this comes only from Self-directed behaviours. These skills of directing oneself into are not new to mankind. It is an observed fact that many adults use self directed learning to gain new skills knowledge and attitudes to improve their work performance.

Education can transform an individual to develop the essential skills. Today, education is not just mere absorption of information, but it is training in developing useful skills and the techniques to select these skills. The traditional approach of teaching learning process was preparing learners to take their place in the economic and social world. The times are changing with implementation of pedagogical practices to support learners and provide them with a positive start to a lifetime of learning. Learning should be apart of life for the future of our society.

All the skills that an individual requires to adopt for indulging in life long learning, cannot be developed depending on an external agency. It is the role of education to identify strategies and help an individual to learn what he/she wants to learn by self with maximum efforts from within. Hence Self Directed Learning could be one of the convenient means towards this achievement.

Historical Perspectives of Self Directed Learning

Self-Directed Learning is the latest trend that has been emerging in every field of study. The beginning of this idea could be dated back to the times when man started living a settled life. He started discovering and learning on his own, beginning with the methods of lighting fire, growing own food and other necessities of life.

As years progressed, self-study play an important role in the lives of Greek philosophers such as Socrates, Plato and Aristotle due to the lack of formal education system. Though this idea existed from the beginning of life, yet, the concept of self directed learning came into awareness as a systematic concept only in the recent past.

Early scholarly efforts to understand Self Directed Learning took placesome 150 years ago in United States. Craik (1840) documented the self-education efforts of several people. Smiles (1859) of Great Britain published a book entitled Self Help, the book high lighted the significance of personal development. The observations of Houle (1961) of University of Chicago, Illino is where he categorized people based on the reasons for participation in learning and one of his categories was identified as Self directed learners in the subsequent research. The first attempt to better understanding of learning oriented individuals was made by Tough (1979), a Canadian researcher whose made efforts to analyze self-directed teaching activities resulted in a book titled The Adult learning Projects (1979) in parallel, Knowles (1975) popularized the term Andragogy in North America with corresponding adult instructional processes. His 1975 publication Self Directed Learning provided foundational definitions and assumptions. Another important research effort was by Guglielmino's (1977). She developed the Self Directed Learning Readiness Scale (SDLRS), an instrument to measure Self Directed Learning aspects. Finally in 1897, an International Symposium on Self Directed Learning was organized by Lond and his colleagues this completes the historical picture.

Presently research related to Self-Directed Learning has been in full progress and could be classified under several classifications. Although initially Self Directed Learning emerged as a part of Adult Education today it has expanded to different fields of study. The emphasis of these studies varies from clarifying the concept of Self Directed Learning to studying the approaches which can be useful in fostering Self directed learning.

Are view of related literature was done to strengthen the rationale of the study to be conducted. While reviewing the related literature, the researcher found certain studies which revealed the importance of Self-directed learning in the field of education. Houle (1961) conducted a qualitative research study among 22 adult learners and reported that adult learners were classified into three categories, namely, goal-oriented learners, activity-oriented learners, learning-oriented learners. Herlo (2017) conducted a quantitative study on Self-Directed Learning on Teacher Training Studies Programs and reported that self–directed learning has the potential to lead on both cognitive and emotional-motivational level to improved learning outcomes as opposed to traditional methods. Nasri (2017) conducted a qualitative study on Self-directed learning through the eyes of the teacher educator.

The study suggested that the educators must build a collaborative relationship with the learner, recognize learning resources and restrictions in the process of implementation of Self-directed learning. Minh Tri, Van Hong and Vol (2017) conducted an empirical study on Self-Directed Learningin the context of internationalization in Vietnam and reported that Self- consciousness was a necessity among learners and Self-directed Learning is ideal in this changeable globalized society for anyone who desires for life long learning.

An empirical study was conducted by Maung, Zorani and Abdullah (2017) titled factors influencing development of Self-Directed Learning in a Higher Education Environment.

The result suggested that it is desirable to inculcate Self-Directed Learning strategies in secondary level and also that students showed greater significance in receiving, adapting and accepting qualities as they progressed through Self-Directed Learning.

Conceptual and Theoretical Framework of Self - Directed Learning

Self directed learning is a concept related to both the learning process and the learner. It is characterized by the external characteristics of an instructional process and internal characteristics of the learners.

Concept of Self Directed Learning

Self-directed learning, describes a process in which individuals take the initiative with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying resources for learning, choosing and implementing learning strategies and evaluating learning outcomes (Knowles 1975)

Knowles provided three reasons for Self Directed Learning.

- There is convincing evidence that people who take the initiative in learning learn more things, and learn better. Learning is purposefull and self motivated. Retention of the learning material is better and used in daily life situations.
- One's psychological development is more in line with Self-directed learning. I.e. developing the ability to take responsibility.
- Developments in education lay a major responsibility on the learners to initiate their own learning.

Self directed learning refers to a process hereby the learner assumes a major responsibility for the initiation, planning, implementation and monitoring of their own learning (Boekaerts, Pintrichand Zeidner, 2000). Self-direction in learning refers to both the external characteristics of an instructional process and the internal characteristics of the learner, where the individual assumes primary responsibility for a learning experience (Brockett and Hiemstra 1991). Self Directed Learning is any increase in knowledge, skill, accomplishment, or personal development that an individual selects and brings about by his or her own efforts using any method in any circumstances at anytime (Gibbons (2002).

Self Directed Learning can be viewed as a set of generic, finite behaviors; as a belief system reflecting and evolving from a process of self-initiated learning activity; or as an ideal state of the mature self-actualized learner (Kasworm 1983). Framework for understanding Self Direction - Personal Responsibility Orientation Model (Brockett and Hiemstra, 1991)

Brockett and Hiemstra (1991) synthesized many aspects of the knowledge about Self directed learning and conceptualized the personal responsibility orientation model. This model recognizes both the differences and similarities between Self directed learning as an instructional method and learner self-direction. Personal responsibility refers to individuals assuming ownership for their own thoughts and actions. Self-directed learning refers to the actual teaching and learning process. Learner self-direction refers to the personal orientation of individuals engaged in a learning process.

The initiation aspects for understanding self-direction are individual's personality characteristics and the teaching and learning process and the learning activity is created in the social context. Hence, Self-directed learning activity is meant as the boundary existing between individual learners, facilitators or learning resources and appropriate

social dimensions. Thus, Brockett and Hiemstra recommend that self-direction in learning is recognizing the external factors facilitating learners taking primary responsibility for learning and internal factors or personality characteristics that incline towards personal empowerment or accepting such responsibility.

Garrison's Model of Self Directed Learning: Garrison (1997) suggests that learners assume

- Personal responsibility or motivation
- Collaborative control of the cognitive or self-monitoring
- Contextual or self-management processes in constructing and confirming meaningful and worthwhile learning outcomes.

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                          ┌─────────────────────┐
                          │     Motivation      │
                          └─────────────────────┘

                                                    Self Management
   ┌──────────────────┐                        ┌──────────────────────┐
   │  Self-monitoring  │ ◄──────────────────►  │                      │
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                          │ Self Directed Learning │
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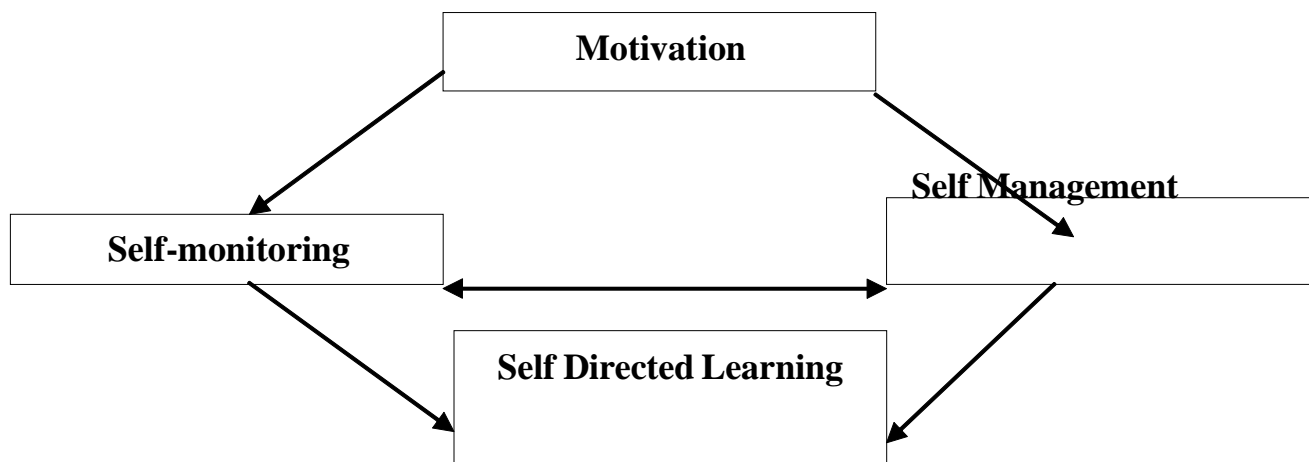
Motivation: The motivational dimension expects the learner to with an outcome of their learning. They persevere through out the experience until the learning has been acquired

Self-monitoring: Self-monitoring requires responsibility of the learner to acquire comprehension and understanding, ensuring that learning activities have value and learning objectives are being accomplished.

Self-Management: Self-management is the external social and behavioural effects of learning transactions, identifying goals, types of learning approaches and establishing learning results of learning. Self-Directed Learning provides for opportunities of meaning during learning interactions.

Liyan Song, Janette R. Hill (2007) have developed a conceptual model for understanding SDL in an online context. The model incorporates Self directed learning as a personal attribute and a learning process. The learning context indicates the impact of environmental factors on SDL.

Skills involved in Self Directed Learning

1. **Skill of identification of need for learning**: This skill involves the ability of the pupil to identify the component to be learnt, classify it into smaller learning units and establish the need for its learning.

2. **Skill of formulation of goals for learning:** This skill involves the ability of the pupil to describe the learning in observablel behavioural terms and specify the goal of learning.

3. **Skill of identification of activities leading to the learning**: This skill involves the ability of the student to identify and list the activities which lead him/her to learning.

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4. **Skill of identification of resources for learning**: This skill involves the ability of the student to identify there sources which lead him/her to learning.

5. **Skill of planning the learning process**: This skill involves the ability of the student to plan out strategies for learning.

6. **Skill of managing the learning process**: This skill involves the ability of the student to manage the activities that he/she has identified which can lead him/her to learning.

7. **Skill of evaluation**: This skill involves the ability of the student to formulate appropriate criteria to evaluate the authenticity of the learning that has taken place and evaluate her/own learning.

Opportunities to encourage and promote Self-Directed Learning

- To make challenges and question things.
- To draw conclusion based on keen observations and make predictions.
- To be critical in accepting ideas and the ability to evaluate them.
- To apply the principles of transfer of learning.
- Learn to identify cause and effect.
- To improve ideas, explain a pattern and design and test its validity.
- Compare and contrast two or more things based on the similarities and differences.
- Note taking during observation of something.

Implications of Self Directed Learning

1. **Readiness to Learn**: Readiness for self-directed learning expects a learner to be systematic and organized. Autonomy and self-discipline are essential. Acceptance to constructive feedback, self-evaluation and self-reflection are the skills required to develop self-directed learning.

2. **Identification and Setting learning goals**: Learning goals set by the teacher and learner in collaboration.
   - Goals for the unit of study.
   - Structuring and sequencing activities.
   - Understanding of the available resources to achieve goals.

3. **Involvement in the learning process**: Learners need to focus on the approaches to learning and Deep approach is the ability to transform ideas for one self, apply the learnt knowledge in unfamiliar situation, use innovative illustrations to explain concepts and learn more than the expected content.

4. **Assessing and appraising learning**
   - Engage in self-reflection and self-evaluation of learning goals and progress and self-validation of achievements.
   - Consultation with the teachers and the motivation to seek feedback on progress and ideas.
   - Self evaluation involves asking questions.

Issues and Recommendations for further research

- Additional research is necessary to measure conceptual ideas based on the PRO model (Brockett and Hiemstra, 1991) and other emerging ideas to giverise to a new theory on self-directed learning.
- Strategies need to be identified wherein educators can facilitate self-directed learning and promote critical thinking skills. Smith and Associates (1990) described how learners can be helped to learn, ask critical questions and reflect on what they are learning.
- It is important that better ways of in corporating computer technology and electronic communication into self-directed learning be determined as more distance education programs are created.

- Future research is needed on such issues as expanding the repertoire of design and methodology for studying self-directed learning, how competencies necessary for effective self-directed learning are developed, and how the quality of self-directed learning resources can be measured.

- Ways of measuring and maintaining quality in self-directed learning need to be determined.

- The most appropriate roles for educators and educational organizations in relation to self-directed learning need to be found.

- Finally, ways for learners and others to evaluate the value and effectiveness of self-directed learning need to be developed.

Conclusion

Self directed learning is an essential and most recommended strategy of learning as it develops competencies in the learner to face the challenges in future studies and in life. Learner develops optimism towards any learning situation. Adding to this, learners develop in them a sense of responsibility of their own learning and this strengthens the competencies of autonomous learning.

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SELF DIRECTED TEACHER EDUCATION

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Introduction

Self-direction in adult learning has been a topic of increasing interest and investigation by scholars and practitioners of adult education since 1900. Different educators have represented it with different terms such as self-education, self- directed learning, independent study, autonomous learning, etc. But each of these terms emphasizes the self-imposed responsibilityof the individual learner in the learning process.

Meaning of self-directed learning

According to M. Knowles Self-directed learning describes a process in which individuals take the initiative, with or without the help of others in diagnosing their learning needs, formulating learning goals, identifying resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes. Knowles is the main educator behind the theory of andragogy or adult learning. He proposed that learners become increasingly self-directed as they mature.

Goals of self-directed learning

1) To enhance the ability of learners to be self-determined in their studies.
2) To foster transformational learning
3) To promote emancipatory learning and social action as an integral part of self-directed learning.

Goal one is clearly anchored in humanism, which poses that learning preferably, should be self-initiated, with absense of discovery coming from within. As the learners mature, they move from a self-dependent personality towards one of self-direction and autonomy. This constitutes both a process and a desired outcome, and our role as educators is to facilitate this process.

As mentioned by Knowles and associates internal motivations are usually effective, and more consistent more potent and effective, and more consistent with a truly independent and self-motivated desire to learn and to change. Towards it anchored in the works of Brookfield and Mezirow, who considered that the critical reflection process, as an intrinsic and critical component of Self-directed learning, leads to trans -formational learning. Further rmore, critical reflection and transformational learning support the third goal of promoting emancipatory learning and social action.

Self-direction and self-determination can only be achieved when we favor problem - posing education, which solves the student teacher contradiction by recognizing that effective knowledge is not deposited from one to another, but is instead formulated through critical thinking and dialogue between the two.

Benefits of Self-directed Learning

1. **Creates a less stressful environment:** Traditional school causes a lot of stress and anxiety for many students. On the top of trying to learn, students are tasked with navigating complex social relationships and adapting to new environments. So it is less stressful for students when they can focus their efforts on studying.

2. **Self-directed learning leads to advanced critical thinking skills:** There is a lot to be said about common core, but one of the biggest arguments against it is that it stifles critical thinking. Self-directed learning helps students to develop critical thinking skills, when compared to their traditionally schooled peers.

3. **Encourages creativity:** There are opportunities to display creativity in a traditional school, but self directed learners can really allow this skill to blossom. Researchers have consistently found that students who enjoy more free play when they use more creativity.

4. **Breeds enterpreneurs:** A Self-directed learner is more likely to be interested in pursuing entrepreneurship. Research suggest that about 63% of self-directed learners go on to their own business in future. This is beneficial to the community at large.

5. **Allows passions to grow:** Self-directed learning allows children to explore and develop their passions without being limited by the standard curriculum.

6. **Puts the focus on the family:** Traditional schools typically run five days a week. Students need to spend a lot of time at home focusing on homework, preparing for school and studying. If we add extra curricular activities, then we have really a full day's worth of work. So the students become much more bonded to their peers than their family at home because they are spending most of their time at school. Self-directed learning on the other hand gives students ability to put more focus on their family.

7. **Increases focus:** Research shows that self-directed learners focus on the task at hand better than their peers. Many experts speculate that depriving children of free play and recess leads to a decreased span of attention.

8. **Improves problem - solving skills:** Researchers have found that self- directed learning and traditional schools both facilitate the development of problem solving skills. Experts have noted, that, the unstructured learning can result in better problem - solving skills. The reason behind this is because students have more freedom to think for themselves.

9. **Creates passionate learners:** We explained above how self directed learning has a greater ability to seek out and grow their passions. This ability helps create students who are passionate about learning. The children are constantly in search of discovering new things. Traditional schools have the way of muting this passion in favour of strict memorization and reciting skills. Self-directed learning helps students embrace this childhood wonder and turn it into a habit of lifelong learning.

Conclusion

Adult education comes from either face to face classes or self directed learning. Self directed learning is an important aspect of adult education. It contributes to students becoming self-confident in their learning abilities. Thus the self-directed teacher education is most important in thepresent context. Self-directed teacher education has provided new insights into our understanding of teacher education programme. It offers new perspectives on teacher educators practices and this may lead to more comprehensive understanding of teacher education.

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SELF-DIRECTED LEARNING IN TEACHER EDUCATION

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Introduction

Learning independently can be challenging, even for the brightest and most motivated students. As a means of better understanding the processes involved in this mode of study. Self directed learning is a general term for an approach rather than a specific medium or method. The teacher encourages students to become actively involved in the activities which are structured bythe students in their own way. In this kind of learning, the responsibility for learning is shifted from the teachers to the students. Teacher education or teacher training refers to the policies, procedures, and provision designed to equip prospective teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. The professionals who engage in training the prospective teachers are called teacher educators. Some of the first modern formal theories of self-directed learning came from the progressive education movement and John Dewey, who believed experience was the cornerstone of education. By integrating both past and present experiences based on personal interpretations and subject matter, students would most effectively learn. And as a result, the educator's role is to be a guide, supporting students inexploring the world around them, formulating investigative questions, and testing hypotheses. That is all kinds of self learning activities like the learning contract help students to set their goals based on their needs, interest and abilities, and that makes learning more relevant to them. Learning outcomes of this is Self-directed learning is effective in developing lifelong learning abilities as it allows students to explain and design their action plan, learn what and how to learn and lead themselves towards the goals. Students achieve the agreed learning outcomes through studying and thinking independently. At the same time, they learn to regulate their learning habits for higher achievements, and that develops them to be lifelong learners and self-evaluators.

Self-directed learning

Self-directed learning is a general term for an approach rather than a specific medium or method. The teacher encourages students to become actively involved in the activities which are structured by the students in their own way. In this kind of learning, the responsibility for learning is shifted from the teachers to the students. Self-directed learning is a process where individuals take primary charge of planning, continuing and evaluating their learning experiences. In self directed learning, the responsibility to learn shifts from an external source to the individual. Self–directed learning is an instructional strategy where the students, with guidance from the teacher, decide what and how they will learn. It can be done individually or with group learning, but the overall concept is that students take ownership of their learning. Teacher education is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. Teacher education or teacher training refers to the policies, procedures, and provision designed to equip prospective teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. The professionals who engage in training the prospective teachers are called teacher educators (or, in some contexts, teacher trainers).

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers as stated by NCTE (1998). Self-directed learning expresses a view of learning that stands opposed to a more traditional content-centered practice where the teacher is the bearer of knowledge and the learner's experience is of minor interest. For some, this may be the reason for adapting self directed learning and, to others, a reason for rejecting it. Moreover, there seems to be an increasing need of self-directed learners in society and work life. There are quite a few components involved in self-directed learning. We will discus each of them.

Management and Monitoring:

The first component is management and monitoring. With guidance from the teacher, students define the learning goals they wish to accomplish as well as negotiate a time frame for completion. Once they are established, students identify their strengths and weaknesses as well as any obstacles to achieving their goals. The teacher takes on a supporting and advising role while students manage their own learning process and monitor their own progress.

Assessing Learning Needs:

The second component is assessing learning needs. Students assess their needs as they progress through the learning process. They will need to find out what resources they need, either materials, help from the teacher or a combination of both. Teachers will then provide support to help them obtain those resources.

Collaboration:

The third component Ironic as this component may sound, it is a very important part of the students learning process in self directed learning. Students collaborate with other students in their class, students in other grades, or even adults out in the community to gain knowledge and experience and reach their learning objectives.

Self-Evaluation:

The final component is self-evaluation. After students have gone through the process and have finished the assignment, students should reflect and evaluate their results. Students should get input from other students as well as the teacher to find areas that may need improvement.

Role of Teacher in Self-Directed learning

The teacher plays a key role in helping students make a smooth transition from teacher directed to self directed learning. The teacher must assess the students'readiness for the method, establish the boundaries of the student's decisions about their learning and teach about the methodology. Self directed learning in the classroom one great way to foster tools for learning, versus telling students how to learn, is through activities that promote design thinking. Offer opportunities in the classroom where students can write their own critical questions about content. Locating Resources when students express an interest in a particular subject, skill or event; it can be difficult for them to know where to start learning. As student's progress and their learning evolve, new questions emerge and new resources are needed. Different types of resources can be guides or mentors who have expertise in a particular field, information and media, access to learning programs or processes and steps to unlock cognitive scaffolding. The experience of locating resources and discovering new information and opportunities is contagious. The more students feel the pride of figuring it out ontheir own, the more they will feel empowered to keep learning, and will repeat the pattern of discovery when applied to other interests and subjects.

Benefits of self directed learning:

Self-directed learning promotes the natural development of self-confidence, initiative, perseverance and life satisfaction. While we do not ultimately control our lives (due to many outside factors that affect us all, including genes to environmental circumstances), we are each in charge of our own life. Self-directed learning gives students further independent practice in comprehension strategies: Students read with a question in mind and activate curiosities along the way; they connect to their background knowledge and schema; they monitor their comprehension when evaluating texts they are interacting with they creates a less stressful environment. Self-Directed learning leads to advanced critical thinking skills, encourages creativity, breeds entrepreneurs, and allows passions to grow. Puts the focus on the family, increases focus, and improves Problem - Solving Skills.

Conclusion

A strong learning community is one that is built by self-directed learners who contribute vigorously to supporting, elevating, and empowering each other. In order to create this level of inclusion and innovation, all learners (students and teachers alike) need to know how to learn and how to collaborate effectively by taking ownership of their own contributions. Self-directed learning will always exist without our trying to force it into the curriculum, but a curriculum that illuminates and seeks intention through self-directed learning will take our communities to the transformative level.

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SECTION 2: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

ATTITUDE TOWARDS DIGITAL TECHNOLOGY AMONG SECONDARY SCHOOL TEACHERS OF MANGALORE TALUK

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Introduction

Digital technology is considered as the main element in bringing about changes and transformations within the teaching-learning processes. How internet technologies have created new opportunities for people to learn and share information across the World Wide Web and among themselves is explained through a learning theory named Connectivism. The tools which enable the users to learn and share information with other people include technologies like Web browsers, email, wikis, online discussion forums, social networks, Youtube etc.

Teachers play an important role in Connectivism Theory as they utilize digital media to make good, positive connections to learning. In connectivist learning, a teacher guides students providing sufficient information and clarifies doubts as needed, in order to support student learning. Constructive feedback is provided to learners which will motivate them to learn.

Connectivism releases the learner from the cognitive practices of acquiring knowledge through experience, study, and receiving instruction. (Abik et al., 2012). While older learning theories have their place in the communication of basic knowledge, instruction must embrace connectivism to ensure that knowledge in the 21st century will be properly conveyed (Abik et al., 2012). Connectivism provides insight into learning skills and tasks needed for learners to flourish in a digital era.

A key factor of teacher's connectivism is that the attitude of teachers towards integrating technology in teaching process and possessing technological skills is of particular importance and plays a crucial role in today's rapidly changing world. The learning according to the theory of connectivism takes place as the teacher guides students to information and answer key questions as needed, in order to support students learning and sharing on their own. But in order to do so teacher should have or pursue sufficient knowledge about digital technology and have a positive attitude towards technology integration in classroom without which connectivism theory will not function in classroom. Hence, the researcher seeks to find out the attitude of teachers towards integrating digital technology in their classrooms.

Conceptual Framework related to Attitude of Teachers towards Digital Technology

The theory by George Siemens (2004) proposes a new way of learning through networks and nodes. Teaching methods linked to this theory aim to capture student's attention more, helping them learn more easily and to acquire new contents better through the contribution of many people rather than the participation of only a few who monopolize knowledge. Easy access to information, the design of collaborative tasks, and the correct management of learning communities are at the root of this new theory.

Connectivism is a learning theory that explains how Internet technologies have created new opportunities for people to learn and share information across the World Wide Web and among themselves. These technologies include Web browsers, email, wikis, online discussion forums, social networks, YouTube, and any other tool which enables the users to learn and share information with other people. It emphasizes how internet technologies such as web browsers, search engines, wikis, online discussion forums and social networks contributed to new avenues of learning.

Technologies have enabled people to learn and share information across the World Wide Web and among themselves in ways that were not possible before the digital age. Learning does not simply happen within an individual, but within and across the networks. A possible classification has been established by Ostrom's ABC Model (1969) who considers that attitudes are shaped by three dimensions: Affective, behavioral and cognitive behavioural (ABC Model). This classification was considered to prepare the rating scale to find the attitude of teachers towards digital technology. Kubiatko, M (2013) states that attitudes must be divided into this ABC model in order to know the attitudes of users about online technology. Moreover, related studies state that if teachers have more positive affective, cognitive and behavioral attitudes about technology such as virtual learning platforms (LMS), then they would have a greater intention to integrate this technology in the teaching and learning process with students.

ABC Model of Attitude

ABC model of Attitude suggests that attitude has three dimensions.

- **Affective Dimension:** It refers to the feelings and emotions that make an individual react and allow them to decide what attitude to take towards the current situation.

- **Behavioural Dimension:** It is focused on the behavior and intention that an individual has who is faced with a certain situation and must act.

- **Cognitive Dimension:** It is based on the beliefs and values that a person possesses, which makes reference to what they have learned in their life experience.

Therefore, the incorporation of technologies in teaching is conditioned by the attitudes of the teacher's ABC model and the expectations they have regarding the use of emerging technologies. It is an essential requirement to continue analyzing the attitudes of teachers on how to improve the integration of technologies in education by considering that society is progressing rapidly and technology is constantly changing and transforming.

Rationale of the Study

Digital education can encourage today's students in a lot many ways to learn and engage themselves in the vast sea of knowledge being freely made available to them throughthe digital revolution. The future for India will take thecountry to a new pedestal of socio-economic growth and prosperity as mentioned by digital education. A study by Ana-Belén et al (2021) revealed that teacher's attitudes towards ICT are highly positive but the use of them in class is scarce and it is subjected to innovative processes. Conclusions indicate that new strategies of teacher training need to be developed as there were no significant differences in teaching process.

The findings of Yadav Reena (2019) revealed that teachers of urban schools possessed more attitude towards use of ICT as compared to rural school teachers showed greater attitude towards use of ICT in education was shown by private school teachers as compared to government school teachers.

The conclusions of study of Kumari and D'Souza (2016) revealed that ICT used by teachers in secondary schools is average in both urban and rural secondary school teachers without significant difference. Many of the related literature make known that teachers have a positive attitude towards ICT integration in classroom. To sum up, Digital learning is possible only when teachers are in favor of integrating digital technology in classroom for effective communication. Teachers should possess positive Attitude and must have sufficient Knowledge about the current education scenario and be ready to adapt to any changes which takes place in education sector. We live in a digital era where information is made available at our finger tips.

So, the researcher is of the opinion that if the teacher, who is a nation builder lacks behind in using the Digital Aids for effective communication in classroom, then the child might be deprived of effective learning, as the Digital Teaching Aids mark the innovative audio-video features which boost the cognitive elements in a child's brain. Hence the researcher feels a strong urge to do research on the topic attitude of secondary school teachers towards integrating digital technology in classroom.

Statement of the Problem

Attitude towards Digital Technology among Secondary School Teachers of Mangalore Taluk

Operational Definitions of the terms

- **Attitude:** According to Gordon Allport, An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. In the present study attitude refers to mental and neural state of readiness of Secondary School Teachers and also one's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats they have towards the use of Digital Teaching Aids in teaching.

- **Digital Technology:** Digital technology is a technology that includes all electronic tools, automatic systems, technological devices and resources that generate process or store information. In the present study, Digital Technology refer to diverse set of Digital Teaching aids which is used by Secondary School Teachers like audio aids, visual aids, audio visual aids, learning apps, educational software's or any study videos that make use of Information and Communication Technology and Digital Technology for effective communication in classroom.

Objective of the Study

To study the difference in attitude of secondary school teachers of government and CBSE schools towards the use of Digital Teaching Aids.

Hypothesis of the Study

H_1: There is a significant difference between attitude of secondary school teachers of government and CBSE schools towards the use of Digital Teaching Aids.

Methodology

The present study is a survey study conducted for a sample of 130 secondary school teachers from government and CBSE schools across Mangaluru Taluk. Simple random sampling method was employed to select the samples for the study.

The data was collected by administering Rating Scale on Attitude of Teachers towards digital technology constructed and validated by the researcher. The tools consisted of 60 items with 20 items each for the dimensions of ABC Model. The study utilized statistical techniques namely percentage and graphical representation by bar graph. The significance level was set at 0.05 level. T-test was employed to find the difference between the Attitude of Secondary School Teachers among Government and CBSE schools.

Analysis and result of the Objective

To study the difference in Attitude of Secondary School Teachers of Government and CBSE schools towards the use of Digital Teaching Aids

Figure 1 Bar graph representing Attitude of Secondary School Teachers of Government and CBSE schools towards the use of Digital Teaching Aids
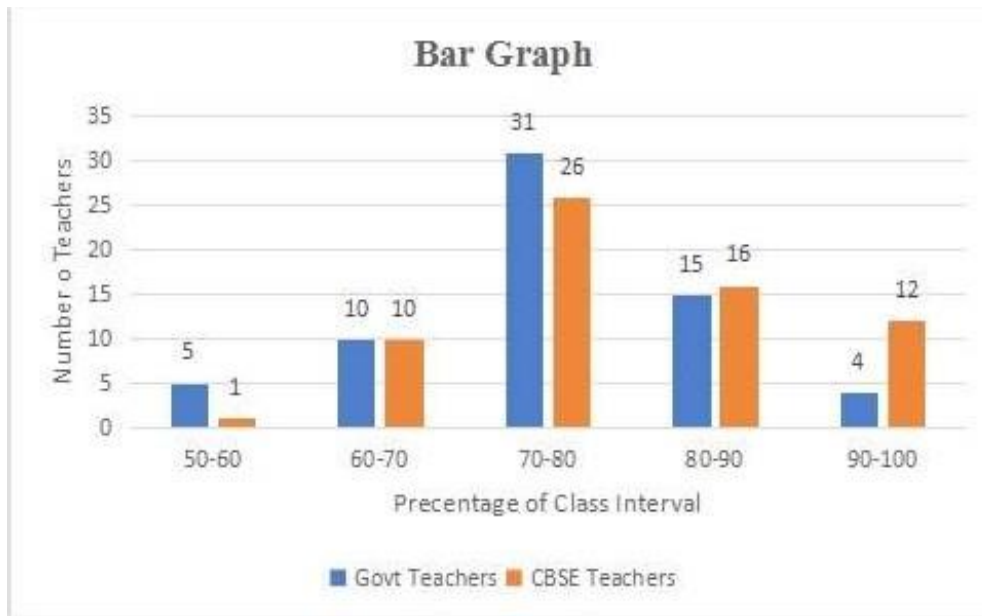
Interpretation

- 4 Government teachers and 12 CBSE teachers have a strong positive attitude (90% -100%) towards the use of DigitalTeachingAids.

- 15 Government teachers and 16 CBSE teachers have a positive attitude (80% -89%) towards the use of DigitalTeaching Aids.

- 31 Government teachersand 36 CBSE teachers have an average attitude (60% -79%) towards the use of Digital Teaching Aids.

- 5 Government teachers and 1CBSEteacher have a fair attitude (50% -59%) towards the use of DigitalTeaching Aids.

Table						
t-test table representing Attitude of Secondary School Teachers of Government and CBSE Schools to wards the use of Digital Teaching Aids						
Type of Teachers	Sample Size	Mean	Standard Deviation	Degrees of Freedom (df)	t value	Result
Government Teachers	65	76.8	10.17	128	2.13	Significant at 0.05 level
CBSE Teachers	65	80.65	10.38			

Conclusion of results of the Objective

We conclude that there is a significant difference in attitude of secondaryschool teachers of government and CBSE schools towards the use of Digital Teaching Aids which implies, attitude of secondary school teachers of Government and CBSE schools towards the use of Digital Teaching Aids differ significantly and CBSE teachers have high positive attitude towards the use of Digital Teaching Aids while compared to Government School Teachers.

Major Findings of the Study

1. 59% of the teachers have an average attitude (60% - 79%) towards the use of Digital Teaching Aids in teaching.

2. CBSE teachers have high positive attitude towards the use of Digital Teaching Aids while compared to Government School Teachers.

The implications of studies conducted by Yadav Reena (2015) and Kumari and D'Souza (2016) are in agreement with the findings of the present study where it concluded that teachers of urban area school showed more attitude towards use of ICT as compared to rural area school teachers. Private School teachers showed greater attitude towards use of ICT in education as compared to government school teachers.

Educational Implications of the Study

- The study indicates that on an average approximately 60% of teachers have average attitudes towards the use of digital teaching aids in theclassroom teaching environment.

- A significant percentage of teachers have shown their willingness to change their attitude towards use of digital teaching aids.

- In the era of internet, implementation of digital teaching aids has become integral part of teaching pedagogy and requires a push from the education department, school management to implement thesame in everyclassroom.

- Teacher may require training programmes and workshops related to the use of digital teachingaids, specifically the one who are in the range of above 10 years teaching experience.

- Annual refresher courses related to digital teaching aids can be conducted on platforms like NPTEL and SWAYAM, where a teacher can take these courses at their own time.

- Annual appraisal must be linked to the completion of these certification courses. The school management should encourage and sponsor teachers to take up these courses.

- Digital classroom infrastructure is another area which requires immediate attention of both Government and school managements. Government should subsidize purchase of some of the aids like computers, projectors, internet connectivity etc.

- The ongoing COVID-19 crisis have shown the wide cracks in the education system.The penetration and adaption of technology is merely at a surface level. Most of the teachers facing difficulties to efficiently conduct online classes and assessments.

- A change in the teaching pedagogy which includes efficient use of digital teaching aids may overcome such issues in the future.

- Today, quick response to the challenges faced will play a crucial role in the survival and sustainability. The attitude of teacher's towards embracing technology should be positive and forthcoming.

Conclusion

Digital education can encourage today's students in a lot manyways to learnand engage themselves in the vasts sea of knowledge beingfreely made available to them through the digital revolution. It can be said that digital education is the future for India that will take the country to a new pedestal of socio-economic growth and prosperity.

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A STUDY ON MENTAL HEALTH OF TEACHER EDUCATORS IN RELATION TO THEIR DEMOGRAPHICAL VARIABLES

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Introduction

Teacher plays an important and pivotal role in the educational system. The teacher is the person upon whom all the activities of the school are dependent and the school without teacher is a soulless body. Teacher's personality, character qualities, well-being, attitudes, teaching efficiencies and life style help the pupils to become good human beings there by contributing in creating a knowledgeable society. Goodness of any educational programme is determined to a large extent by the teachers. The quality of education and the standard of achievement are inseparably inter-related with the quality of teachers.

The National Policy on Education (1986) has rightly observed that no pupil can rise above the level of its teachers. So, teachers must be encouraged to develop their uniqueness. The best teacher is one who possesses good physical and mental health and balanced personality. Due to advancement in every field, life of teachers has become more challenging, complicated and tough. The teachers are made competent with the help of training they got from their training colleges from the teacher educators. In this regard balanced personality and well-being of teacher educators plays an important role to   train the perfect teachers.

To fulfil the key functions in the school teachers need to have the strong mental health as well as physical health, strong motivation about the job, positive attitude about performance and job satisfaction. If the teacher has those qualities the educational and pedagogical responsibilities will be fulfilled by the teacher in this contemporary society.

Review of related literature

E B Faragher, M Cass and C L Cooper (2018). The relationship between job satisfaction and health: A meta-analysis: A vast number of published studies have suggested a link between job satisfaction levels and health. The sizes of the relationships reported vary widely. Narrative overviews of this relationship have been published, but no systematic meta-analysis review has been conducted. A systematic review and meta-analysis of 485 studies with a combined sample size of 995 individuals was conducted, evaluating the research evidence linking self-report measures of job satisfaction to measures of physical and mental wellbeing. The overall correlation combined across all health measures was $r=0.312$ (0.370 after Schmidt-Hunter adjustment). Job satisfactionwas most strongly associated with mental/psychological problems; strongest relationships were found for burnout (corrected $r=0.478$), self-esteem ($r=0.429$), depression ($r=0.428$), and anxiety ($r=0.420$). The correlation with subjective physical illness was more modest ($r=0.287$). Correlations in excess of 0.3 are rare in this context. The relationships found suggest that jobsatisfaction level is an important factor influencing the health of workers. Organisations should include the development of stress management policies to identify and eradicate work practices that cause most job dissatisfaction as part of any exerciseaimedat improving employee health. Occupational health clinicians should consider counselling employees diagnosed as having psychological problems to critically evaluate their work and help them to explore of gaining satisfaction from this important aspect of their life.

Vincenzacapone, Giovanna petrillo (2018) conducted a study on mental health in teachers: Relationships with job satisfaction, efficacy beliefs, burnout and depression: Present Study aims were to estimate teacher's prevalence of mental health, and to examine the associations between mental health and, respectively, burnout, depression,teacher self-efficacy, teacher collective efficacyand job satisfaction, taking into account the job status. 285 high school teachers completed a self-report questionnaire. Data were analysed using descriptive and correlational analyses. Findings showed that 38.7% of participants were flourishing, 53.2% were moderately mentally healthy, and 8.2% were languishing. The flourishing group reported lower prevalence of depression and burnout, and higher levels of job satisfaction and efficacy beliefs than the other two groups. Significant differences between the permanent and temporary teachers emerged. Interventions to improve teachers well- being should take into account factors as teachers self-efficacy, collective efficacy, as well as teacher's perception of job satisfaction, and the adverse impact that the condition of temporary teacher could have on work.

Significance of the Study

The teachers of today are facing new challenges in education calling for greater effort on their part to discharge challenging roles and functions but are ill equipped due to various reasons. The teacher in the Indian society is suffering from economic problems, negligence, insecurity and low status. Because of such obstacles and obstructions teachers become victims of stress, which affects their efficiency, rational thinking, emotional reaction, in fact, the totality of their behaviour.

In India Teacher Education Colleges are much concerned with preparation of students to be prospective effective, competent and skilled teachers. They are also concerned about quality of life.They teach the students with much care. Even they expect harmonious relation among their colleagues. Today majority of female teachers are working shoulder to shoulder with male teachers in schools and colleges, so they must have mutual understanding. It increases an individual's efficiencyand productivity.

The purpose of this study is to contribute to expanding knowledge on counseling and guidance programme through determine teachers Mental Health

The sound mental health is important to each and everyperson. It is generally believed that health and physical fitness are ideals about realization of which man has been striving for generations. So, the sound mental health of the person is important for those who (teacher) work for the development of the nation. It is generally believed that the satisfaction of job is closely related to ones efficiency. The teachers are just like the main wheels on whose shoulders stand the Professional concern with the job, has forcibly undergone a change which adversely affects the mental health of the teacher. The issue of teacher mental health has long been topic of interest and concern to researcher in the field of education and psychology.

Objectives of the Study

1. To assess the levels of mental health among teacher educators with respect to their gender, age, teaching experience, and locality.
2. To study the difference in mental health among teacher educators with respect to their gender, age, teaching experience and locality.

Hypotheses of the Study

1. There is no significant difference in mental health among teacher educators with respect to their gender.
2. There is no significant difference in mental health among teacher educators with respect to their age.
3. There is no significant difference in mental health among teacher educators with respect to their teaching experience.
4. There is no significant difference in mental health among teacher educators with respect to their locality.

Methodology of the study

The study will be designed of a descriptive survey in order to know the mental health of teacher educators working in Colleges of Teacher Education.

Variables of the Study

- Mental Health
- Gender (Male and female)
- Age (below 30 years, above 30 years)
- Teaching Experience (below 10 years, above 11 years)
- Locality (urban and rural)

Population and Sample: The population for the present study comprised of the teachers working in self-financed Teacher Education Colleges located at Shivamogga district of Karnataka. 80 Teacher educators working in Colleges of Teacher Education included in sample, out of which, there were 43 male and 36 female teachers selected randomly from 11 Self-Financed Teacher Education Colleges located at Shivamogga district of Karnataka state.

Tools used for the Study

Mental Health check list by Dr. Pramod Kumar.

Mental Health Check-List (MHC) Mental health, such as represents a psychic condition which is characterized by mental peace, harmony and content. It is identified by the absence of disabling and deliberating symptoms, both mental and somatic in the person (Schneiders, 1964). Mental health check-list was developed by Pramod kumar. It consists of 11 items 6 mental and 5 somatic, presented in a 4 point rating format.

Data Analysis Techniques used for the study

A statistical technique such as quartile deviation percentage analysis was used. To find out the difference between of variables t- test was carried out.

Objective-1: To assess the levels of Mental Health among Teacher Educators.

To achieve this objective, quartile deviation and percentage analysis was applied and the results are presented in the following

Table-1. Table shows different levels Mental Health among Teacher Educators

Serial no.	Levels	Class intervals	frequency	Percentage
1	good	5 and below	20	25.31
2	average	6-17	38	48.10
3	Poor	18 and above	21	25.31
			N=79	100

Above Table1 reveals that, 25.31% of the teacher educators having good level mental health, 48.10% of the teacher educators having average level of mental health and remaining 25.31% of the teacher educators having poor level of mental health. It clearly showed that the majority of the teacher educators falls under average level of mental health.

Sl. No	Demographical Variable	Discription	N	Mean	S.D	t- Value	Significance
01	Gender	Male	36	12.52	7.97	0.235	Not sig. At 0.05 level
		Female	43	12.11	7.26		
02	Age	Below 30 Year	16	15.93	7.28	2.224	Sig. At 0.05 level
		Above 30 year	63	11.34	7.368		
03	Teaching Experience	Below 10 year	39	12.85	7.75	0.666	Not sig. At 0.05 level
		Above 10 year	40	11.70	7.366		
04	Locality	Urban	48	12.22	8.473	0.103	Not sig. At 0.05 level
		Rural	31	12.41	5.815		

Objective-2: To Study the Difference in mental health among teacher educators with respect to their gender, age, teaching experience, locality to fulfill the above objective researcher formulated the following null hypothesis - 1to 4.

Table-2: Table shows significant difference in mental health among teacher educators with respect to their Gender, age, teaching experience, locality

MENTAL HEALTH

Sl. No	Demographical Variable	Discription	N	Mean	S.D	t- Value	Significance
01	Gender	Male	36	12.52	7.97	0.235	Not sig. At 0.05 level
		Female	43	12.11	7.26		
02	Age	Below 30 Year	16	15.93	7.28	2.224	Sig. At 0.05 level
		Above30 year	63	11.34	7.368		
03	Teaching Experience	Below10 year	39	12.85	7.75	0.666	Not sig. At 0.05 level
		Above10 year	40	11.70	7.366		
04	Locality	Urban	48	12.22	8.473	0.103	Not sig. At 0.05 level
		Rural	31	12.41	5.815		

From the above table Sl. no. 1 shows that, obtained t-value is 0.235 which is less than the table t-value 1.96 at 0.05 level of significance with degrees of freedom 77. Hence, the null hypothesis was accepted. It is inferred that there is no Mean significant difference between male and female teacher educators mental health.

"From the above table Sl. no. 2 shows that, obtained t-value is 2.224 which are higher than the table t-value 1.96 at 0.05 level of significance with degrees of freedom 77. Hence, the null hypothesis was rejected and formulated the alternative hypothesis it is inferred that there is a Mean significant difference between below 30 and above 30 age group teacher educators mental health. It means that, below 30 years age (M=15.93) group c teacher educators having poor level of mental health compare with Above 30 (M=11.34) years age group teacher educators.
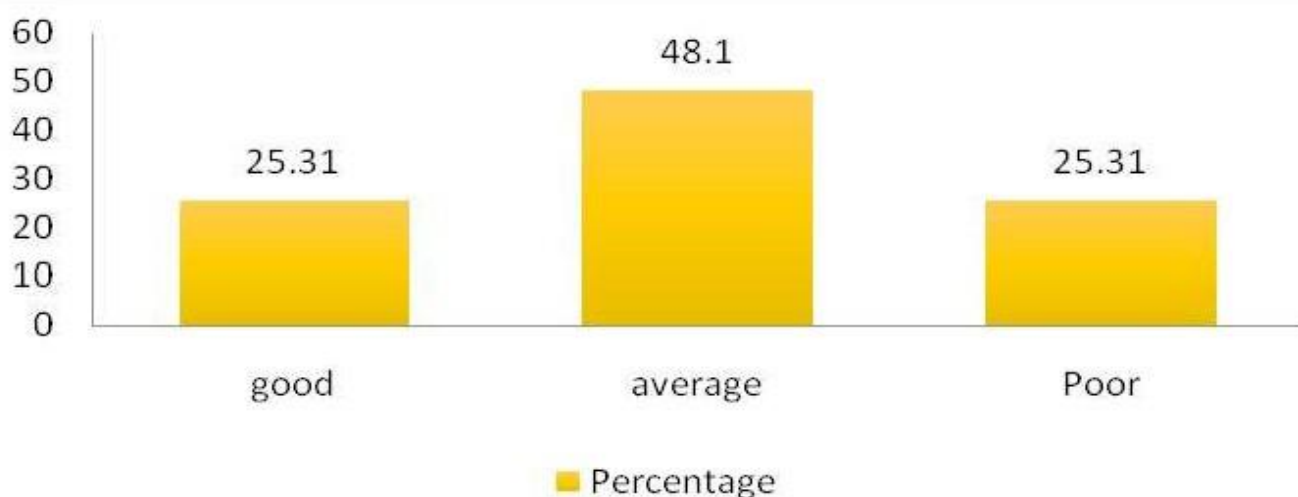
From the above table Sl. no. 3 shows that, obtained t-value is 0.666 which is less than the table t-value 1.96 at 0.05 level of significance with degrees of freedom 77. Hence, the null hypothesis was Accepted, It is inferred that there is no mean significant difference in mental health Scores of teacher educators with respect to their Teaching Experience.

From the above table Sl. no. 4 shows that, obtained t-value is 0.103 which is less than the table t-value 1.96 at 0.05 level of significance with degrees of freedom 77. Hence, the null hypothesis was accepted, it is inferred that there is no mean significant difference in mental health scores of teacher educators with respect to their locality.

Findings of the study

1. This study clearly showed that the majority of the teacher educators possess average level of mental health.

2. This study is inferred that there is no significant difference between male and female Teacher Educators in their mental health.

3. It inferred that there is a significant difference between Below 30 and Above 30 age group Teacher Educators in their mental health. It means that, below 30 years age (M=15.93) group teacher educators having poor level of mental health compare with Above 30 (M=11.34) years age group teacher educators.

4. It is inferred that there is no significant difference in mental health scores of Teacher Educators with respect to their teaching experience.

5. It is inferred that there is no significant difference in mental health of Teacher Educators with respect to their locality.

Delimitations of the Study

1. This study confined to mental health variable of teacher educators.

2. This study confined to demographical variables like gender, age, teaching experience, and locality.

3. This study confined only to Shivamoga district.

4. This study is limited to teacher educators of Kuvempu University.

Conclusion and Educational implications

Mental health is very important factors for working nature it clearlyshows effectiveness of performance so keep healthy life style programmes and economical security benefits for teacher educator's Teacher educators may engage in wellness programs (e.g., yoga, zumba, etc.) to better improve their mental attitude towards work. Teachers should develop to lerating gestures and reframed self-management skills to better handle challenge situations. Teacher education institute should establish a teacher's service center (TSC) to provide psychosocial assistance and mental health awareness.

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- https://www.researchgate.net/publication/325253428 Mental health in teachers Relationships with job satisfaction efficacy beliefs burnout and depression

GENERAL AND PSYCHOLOGICAL PRINCIPLES OF TEACHING

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Introduction

Teaching is a complex profession and it would be chaotic if it worked without taking into account the major principles of teaching. The principles of teaching are the basic guidelines or foundations that say how teaching should be carried out and how it must be catered. For successful teaching it is essential to know how students learn and by which method he learns. Since teaching methods or strategies are based on certain principles, therefore it is essential for a classroom teacher to follow these general or basic principles while teaching. The principles are necessary to control the behaviour in order to control the behavior of the classroom teacher.

General principles of teaching

- **Principle of motivation:** The motivation is that method which creates pupils interest in the subject matter. The purpose of motivation is to create interest in the pupils to acquire knowledge. It is a psychological fact that when the teacher motivates the pupils to acquire knowledge, the process of teaching and learning goes on smoothly. In the absence of proper motivation, the pupil takes no interest in memorizing the contents. This fails the whole teaching learning process. Hence, every teacher should follow the principle of motivation. Now the question arises how the students are prepared to gain knowledge. For this, the teacher should use the students in tendencies carefully. It is an experience that the pupil is very much curious to know about the new things regarding environment. Therefore, the teacher should create such situations in which a curiosity is aroused in the pupils regarding the acquisition of the latest knowledge concerning the novel things and contents about the environment

- **Principle of learning by doing:** The principle of learning by doing means the teachers should produce activity in each type of lesson. This activity is of two types (1) Physical, and (2) Mental. The physical activity means to produce activity in the body organs of the pupils, and mental activity means to activate the sense of organs of the pupils. Psychologically, each student is temperamentally active. According to **MC Dougal**, the every child has inborn instinct of construction. As a result of this instinct, the child remains busy all the time in doing some of the other activity. The most activity of the pupil, more would be teaching learning process. Therefore, for a successful teaching the teacher should make use of the student's instinct of construction and senses to the maximum. In other words, at the time of teaching, the maximum use of the pupil's basic instinct will make the teaching effective to the maximum. Both, the physical activity and mental activity depend upon each other. It is evident that students becomes just after taking the birth and as he grows his area of mental activities becomes broader. As the pupils mind and body work together, the pupil shows more interest in learning. The eminent educationist Frobel has indoctrinated this principle of learning by doing considering this very fact and he also indoctrinated his kindergarten system based on this principle.

- **Principle of Interest:** Principle of interest means to create interest of the pupils in the subject matter in order to make the teaching useful and effective. When the interest of the student is created in the subject matter, he acquires knowledge very conveniently.

In other words, he faces no difficulty while studying. Now the question arises that how an interest of the pupil can be created in the lesson. There are various methods for this, for example (1) Curiosity of the pupil should be aroused and the objective of the lesson should be made clear clarity of the objective to both the pupil and the teacher definitely creates the interest of the of the pupils for the lesson, (2) establish relationship of the contents with the pupils activities and objectives (3) The principle of learning by doing should be followed, (4) the teaching should be linked with the daily life of the student.

- **Principle of linking with life:** From psychological point of view, the pupil of each level has his own world. In other words, as the pupil grows, he begins to imagine his world in his own way. In this way, the student shows his interest in those subjects or activities which are link to his personal world. Keeping in view this, the activity and the subject have been linked with learner's life of students.

  The principle of linking with life means relating the subject matter with the life of students. We observe daily that the pupils show interest in learning those things only which are expected to be used in their future life. In other words, the pupils learn rapidly and conveniently those things which get related to their life. Therefore it is necessary to relate the new experience with our previous experience.

- **Principle of definite aim:** According to this principle, every lesson must have definite aim or objective. In the absence of objective the teacher is like a boat man who has no knowledge of his waves blindly. From this point of view, there must be some definite, clear and completely defined objectives in order to make the lesson interesting and impressive.The individual differences of the students should be taken into consideration. The psychological researchers have proved that the students are not alike in intelligence, nature, ability, interest, potentialities and needs. In short, the teacher should maximize the development of all the individuals on thebasis of individual differences.

- **Principle of selection:** The contents are selected according to the objectives. Now a day's students have collected huge and complex knowledge. If a teacher wishes to import the intern ology to the Students without considering any definite objective of education, it would be his serious mistake. Its reason is that somethings are essential and some are non-essential. The non-essential things confuse the students. Hence, according to this principle the teacher should select only that content which the students can understand in order to achieve some definite objective.

- **Principle of planning**: Tomake teachingsuccessful, thisprinciple of planningis essentiallyto be followed.The meaning of this principle is that the teacher should assert the teaching sequence and after proper planning, the lesson plan should be prepared. This enable him to solve every problem concerning teaching very conveniently. It means to say that a teacher should decide how much can seek the cooperation of the students in order to solve a problem with the help of different methods and strategies before planning a lesson plan in accordance with the abilities of the students.

- **Principle of revision**: Whatever the subject matter is taught to the students, it should be revised by the students. Psychological experiments and researches have shown that the revision is very much essential in learning. In other words, without experiments and revision, everything is forgotten.

- **Principle of creation and recreation:** The activities carried over by the Students which are recreational and which can develop the creative power of the students. This will create interest in the students regarding the teaching activity without any fear of the teacher and school. They will try for new innovations and they will have an opportunity of expressing creative activities.

- **Principle of Democratic dealing:** The teacher should adopt democratic attitude with the students and it should not be dictatorial. In the dictatorship, the student's personality generally repressed. This instigates them for revolt sometimes. Contrary to this in a democratic setup, every student is considered as a holy and valuable property of the society. Hence, they should get maximum opportunity for developing their self-thinking and independent expression in order to develop their personality. Also, their personality will rise to the heights by developing the merits like self- confidence, self- esteem and self-respect etc.

Psychological Principles of Teaching

The psychological principles of teaching affect the teaching process directly or indirectly. These principles are used for turning the learning process effectively. The psychological principles are as follows -

- **Principle of Motivation and Interest:** The motivation and interest have been considered most important in teaching learning process. According to the principle, both the teacher and the learner are to work with interest and motivation.

- **Principle of Recreation:** At some occasions, the pupil feels fatigue in the class. It is due to the lengthy teaching task. This fatigue creates boredom in the pupil and he shows disinterest in the task. The use of this principle is much needed in the lower classes. Hence, the principle of recreation should be followed in the class.

- **Principle of Repetition and Exercise:** We come to know that the process of forgetting starts in the Students due to the disuse of acquired knowledge. Thorndike has experimented in this regard. Hence, repetition and exercises should occur in the class daily. The utility of this principle increases among the students.

- **Principle of Encouraging Creativity and Self-expression:** To encourage the creativity and self-expression becomes the duty of the teacher or he should develop the habit of innovation in the students.The pupils should be capable of presenting their views and attitudes.

- **Principle of Sympathy and Cooperation:** If teacher exhibits sufficient sympathy for students and contributes in overcoming their difficulties, he can be a good guide for the students.Such teacher act as motivation for the students.

- **Principle of Reinforcement:** The term reinforcement is used in teaching learning process. It is concerned with making the learning process effective. In teaching process, the reinforcement means utilisation or presentation or removal of such stimuli so that the possibilities of recurrence of any response increases. For instance, if at eacher gives some reward to the stu dents for correct answers, the possibilities of the similar behaviour from the students increase.

- **Principle of Imparting Training to Senses:** To encourage effective learning, the proper development of the senses is very essential. All types of potentialities or capacities a required for all the aspects of learning such as observation, identification, generalisation, and experiments etc. potentialities can be attained only through the sense organs.

Conclusion

From the above discussions it is concluded that, the incorporation of principles of teaching in ones teaching makes it easier for students to actively engage in the learning process. The effective principles of teaching with some strategies the students will be able to learn more effectively. The effective teaching involves articulating explicit expectations regarding learning objectives and learning outcomes. The most important principles of teaching are to be passionate about it and help students to acquire the knowledge. It should be all about developing curiosity, knowledge and genuine love for learning in the students.

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PSYCHOLOGICAL PERSPECTIVE OF EDUCATION

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Introduction

Educational psychology is one of the most widely studied disciplines of psychology amongst all other disciplines, and it focuses on evaluating and comprehending student's human overt and covert behaviour and development in all a spects.This field not only researches certain educational concepts, but also aids in the development of the most effective instructional approaches. The educational system of today is quite complicated where there is no one-size-fits-all learning strategy that works for everybody irrespective of their differences. As a result, educational psychologists are focused on finding and analysing learning strategies in order to comprehend how individuals understand, assimilate and retain new knowledge, how the accommodation of new knowledge takes place. Educational psychologists use human growth theories to better understand knowledge acquisition and inform the teaching process. While interacting with instructors and students in the classroom is a vital component of their profession, it is not the sole aspect of it.

Learning is a never-ending process. People learn not only in school, but also at employment, in social interactions, and even while doing ordinary chores or going shopping. Self-efficacy, motivation, stress, and exam anxiety for the subject they are studying are the most essential psychological determinants for student's academic achievement. As a result, teachers should select meaningful and authentic projects that students will find useful in their future careers.

Five Major Perspectives of Educational Psychology

Every teacher has his or her own teaching style and of course teaching is an art as well as Science. They have their unique strategies for teaching the content a reaching each and every student in their respective class. And there is one aspect that they are most concerned about, and that is every student's ability to acquire concepts and fully comprehend a lesson.

When it comes to this topic of study, it's critical that we grasp different points of view. Each of these view points focuses on devising that belong to learning and understanding, and every one of those viewpoints depends on various influences that belong to learning and understanding.

1. **A Developmental Point of View:** It is critical for educators to understand how young children perceive the world at various ages in order to give additional learning opportunities for students. Educational psychologists can have a better understanding of what children are capable of at each stage of their development.

2. **The Cognitive viewpoint:** Various options to knowledge and teaching are based on study and evidence. Because this accounted for how things like memories, beliefs, emotions, motives, and experiences all play a part in how people learn, the cognitive learning approach has become significantly more popular in recent decades. The cognitive method to learning is what it's called. It backs up the notion that pupils learn what they really want to study and that desire is a key factor in their performance. Cognitive psychology tries to explain how folks think, learn, memorize, and process information, according to principles of cognitive research. The essential concept is that people utilise their experiences to see their environment in the same way that we can sense our surroundings.

3. **The Behavioural view point:** All human conduct, according to this notion, is conditioned. In terms of explaining learning, psychologists that subscribe to this view point frequently use operant conditioning concepts. According to this viewpoint, all behaviours are taught through conditioning, in which you form associations between specific conditions, or inputs, and your own behaviour. To determine how a person becomes a specific way and why they behave the way they do, psychologists who follow this approachrely heavily on the concepts of operant conditioning.

4. **The Constructivist Methodology:** By analyzing how information is passed from person to person, this theory also looks at human relationships throughout the education process and collaborative knowledge-building activities. Constructivism is a well-known educational theory.

5. **A Personal Point of View:** Because it considers the learner's emotions, ideas, and sentiments as to what is being taught, a Personal Point of View is comparable to materialist and cognitive views. Making someone experience something is one technique to teach the many thing. This is known as Personal Point of View, andit's crucial when trying to persuade someone to grasp a topic that doesn't appear to be relevant or vital at first. A Personal Point of View allows people to connect the concepts they're learning to experiences of things they currently know, making the knowledge easier to absorb and more important in their lives

Psychology of learning: The teacher can make use of psychology to help him or she to find solutions to different questions that arises in a class room. It suggests that if every teacher considers elements such as motivation and curiosity learning becomes more effective. The teachers understanding of psychology has aided her in changing her approach to teaching and learning. The research of educational psychology has resulted in a shift in perspective, resulting in child-centered education. Curriculum for different stages is based on psychological principles. There are attempts to provide topics and activity in the curriculum that are in linewith the needs of students, their developmental features, learning patterns, and societal needs.

Conclusion

The whole growth of the student is the primary goal of education. It encompasses personalitys cognitive, emotional, and psychomotor elements. Educational psychology recommends a variety of tools and resources. Performance evaluation techniques are examples of assessment and evaluation approaches. There is a test, an oral test, and a written test. It doesn't end with measuring only after the test results have been analysed are there any causesfor concern. Under development in any facet of development is a sign of bad performance. Counselling and assistance are provided to those who have been maladjusted. Advising on studying habits, exam procedures, and learning styles are analysed and the learner is assisted so that he can overcome obstacles problems.

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NEO BEHAVIOURISM

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Introduction

In 1938 B F Skinner published his behaviour of organisms and in so doing established himself as one of the leading behaviourists in the United States. He followed the tradition of Watson, but other psychologists (Anderson and Ausubel 1965) have called skinner a neo behaviourist because he added a unique dimension to behaviouristic psychology. The classical conditioning of Pavlov was, accordingto Skinner, a highly specialized form of learning utilized mainly by animals and playing little part in human conditioning. Skinner called Pavlovian conditioning respondent conditioning since it was concerned with respondent behaviour that is, behaviour that is elicited by a preceding stimulus. Skinner's operant conditioning attempts to account for most of human learning and behaviour. Operant behaviour is behaviour in which one operates on the environment; within this model the importance stimuli is de-emphasized. For instance, we cannot identify a specific stimulus leading a small baby to pull himself to standing or to take his first step; we therefore need not to be concerned about stimulus, but we should be concerned about the consequences- the stimuli that follows the response. Skinner, stressing Thorndike's Law of Effect, demonstrated the importance of those events which follow a response. Suppose that a baby accidentally touches an object near him in his crib and a tinkling bell-sound occurs. The infant may look in the direction from which the sound came, become curious about it, and after several such accidental responses discover exactly which toy it is that makes sound and how to produce that sound. The baby operated on his environment. His responses were reinforced until finally a particular concept or behavior was learned.

- Neo behaviorism adopts the view that a focus on rigorous, objective observational methods is the key to scientific pschology.
- The Neo behaviorism phase of behaviorism was closely associated with B.F Skinner, Clark Hull and Edward C Tolman
- Neo behaviorism replaced classical behaviorism as the dominant experimental psychology program of the 20th century around 1930, though its influence began to wane in the 1950s.

According to Skinner, the events or stimuli the reinforcers that follow a response and that tend to streng then behaviour or increase the probability of a recurrence of that response constitute a powerful force in the control of human behaviour. Reinforces are far stronger aspects of learning than mere association of a prior stimulus with a following response, as in the classical conditioning model. We are governed by the consequences and if we wish to control behaviour, say to teach someone something, we ought to attend carefully to reinforcers. Operants are classes of responses. Crying, sitting down, walking, and batting a ball are operants. They are sets of responses that are emitted and governed by the consequences they produce. In contrast, respondents are sets of responses that elicited by identifiable stimuli. Certain physical relax actions are respondents. Crying can be respondent or operant behaviour. Sometimes crying is elicited in the direct reaction to a hurt.

It Produce the consequences of getting fed, cuddled, played with, comforted, and so forth. Such operant crying can be controlled. If a parent waits until a child's crying reaches a certain intensity before responding, loud crying is more likely to appear in the future. If a parents ignore crying (when he is certain that it is operant crying), eventually the absence of rein forcers will extinguish the behaviour. Operant crying depends on its effect on the parents and maintained or changed according to their response to it.

Skinner believes that, in keeping with the above principle, punishment works to the disadvantages of both the punished organism and the punishing agency. Punishment can be both the withdrawal of a positive reinforce or the presentation of an aversive stimulus. More commonly we think of punishment as the latter a spanking, a harsh reprimand but the removal of certain positive reinforces, a privilege, for example, can also be considered a form of punishment. Skinners feels that in the long run punishment does not actually eliminate behaviour, but that mild punishment maybe necessary for temporary suppression of an undesired response, although no punishment of such a kind should be meted out without positively reinforcing alternate responses. The best method of extinction, says Skinner, is the absence of reinforcement entirely; however, the active reinforcement of alternate responses has tens that extinction. So if a parent wishesthe children would not kicka football in the living room, Skinner would maintain that instead of punishing them aversively for such behaviour when it occurs the parent should refrain from any negative reaction and should provide positive reinforcement for kicking footballs outside instead; in this way the undesired behavior will be effectively extinguished. Such a procedure is, of course, an easier said than done, especially if the children break your best table lamp in the absence of any punishment.

Skinners, as you can see, were extremely methodical and empirical in his theory of learning, to the point of being pre occupied with scientific controls. While many of his experiments were performed on lower animals, his theories had an impact on our understanding of human learning and on education. His book the technology of teaching (1968) is a classic in the field of programmed instructions. Following Skinners model, one is led to believe that virtually any subject matter can be taught effectively and successfully by a carefully designed program of step-by-step reinforcement. Programmed instructions has had its impact on foreign language teaching, though language is such complex behaviour, penetrating so deeply into both cognitive and affective domains of persons, that programmed instructions in language is limited to very specialized subsets of language.

The impact of Skinnerian psychology of foreign language teaching has extended well beyond programmed instruction. Skinners verbal behaviour described language as a system of verbal operants, and his understanding of the role of a conditioning led to a whole new era in language teaching around the middle of the century. A Skinnerian view of both language and language learning dominated foreign language teaching methodology for several decades, leading to a heavy reliance in the classroom on thecontrolled practice of verbal operants under carefully designed schedules of reinforcement.

Conclusion

There is no doubt that behaviouristic and Skinnerian learning theory have had a lasting impact on our understanding of the process of human learning. There is much in the theory that is true and valuable. There is another side to the coin, however. We have looked at the side that claims that human behaviour can be predicted and controlled scientifically studied and validated. We have not looked at the side that views human behaviour as essentially abstract

in nature, as being composed of such complex of variables that behaviour, except in its extreme abnormality, simply cannot be predicted or easily controlled. That is not to say, though, that lack of prediction means that behaviour of the people cannot be nevertheless lawful and dependable, with a biding characteristics and tendencies that cannot indeed be studied.

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PERSONAL WELL BEING OF TEACHERS : A CONCEPTUAL FRAMEWORK

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Introduction

In one day we not only teach, we manage behaviour, plan lessons, assess learning, counsel students, carry out first aid, reply to a long list of emails, write reports, tidy classrooms, create resources, mark books and create displays the list is endless. Wellbeing is about more than coping with negative situations it also includes ideas about what it means to live a good life. Perspectives on wellbeing are often divided in their approach. (e.g., subjective wellbeing encompasses ideas such as happiness, life satisfaction and the presence of positive emotion more frequently than negative emotion, while psychological wellbeing is concerned with ideas such as purpose inlife and positive relationships with others.)

Need and Importance of Teachers Well being

Importance of well being of Teachers: Teacher wellbeing has a significant impact on schools, teachers and students. Many of the negative effects of low wellbeing are well publicised, with stress or burn out being linked to attrition and the resulting teacher in effectiveness. This has led to calls for teacher wellbeing to be taken seriously for the long-term sustainabilityof the profession. It is not only teacher attrition that is a concern but also low teacher wellbeing can negatively affect students. Stressed or burnt-out teachers have poorer relationships with students and the quality of their teaching decreases. When schools prioritise teacher wellbeing and help to ensure wellbeing teachers can flourish, this can promote better classroom climates and enable high quality teaching that leads to success for students. Teacher wellbeing is also linked to student wellbeing, and addressing teacher wellbeing is an important first step in school-wide wellbeing programs to promote student wellbeing. Teachers have been entrusted with the world's most valuable resource; that is children. Each student, who frustrates us, confuses us, delights us, and impresses us has intrinsic worth andpotential. It is a sobering and significant stewardship to be a part of the classroom/school community life that prepares children to (inherit) resources of the race, and to use (their) own powers for social ends.

Thus we should focus first and foremost on wellbeing because we truly care about the students entrusted to us, recognize our moral obligation to nurture those within our stewardship, and want the best for them both now and in the future. Traditionally schools have focused on students'current needs or short-term victories (e.g., mastery by the endof a unit or term, likelihood of graduation, etc.). However, these short-term items fall short in benefiting students compared with the life-long advantages of wellbeing. Happiness is an emotional capital we can spend in the pursuit of other attractive outcomes. Research shows that happy people live longer, succumb to fewer illnesses, stay married longer, commit fewer crimes, produce more creative ideas, work harder and better on the job, make more money, and help others more. Fostering and teaching well being is a way to show students and educators we care about them and want to support them by enabling them with short and long term benefits. It means depositing knowledge and dispositions into an account that may some dayfund their future marriage, health, profession, creativity, and success. Schools touch nearly everyone from faculty and students to parents and community leaders. Schools have the potential to share humanity's resources while enabling youth; including wellbeing in our students educational experiences can naturally extend established purposes of schooling.

Overall wellbeing enhances intrinsic motivation, decreases disciplinary problems, increases academic achievement improves school satisfaction and leads to flourishing of individuals, communities, and nations. Research has found that inducing positive emotions (such as joyfulness, love, or appreciation) enlarges cognitive perspectives and enhances the ability of individuals to attend to more information, make richer interpretations, and experience higher levels of creativity and productivity. Our best learners and teachers are those who have the skills, resources, and environments necessary for them to experience wellbeing and reap the benefits of feeling good and learning more. Even more benefits are connected to individual aspects of wellbeing. Facets of Teacher wellbeing, such as gratitude, hope, and emotional regulation, have been found to improve academic performance across several areas. Thus both generally and specifically, wellbeing gives our students a happy though competitive advantage both inside and outside the classroom. Teachers who persist with low levels of personal wellbeing are more exhausted, more cynical, and more distant from their students. They question their own self- efficacy, limit their own achievements, are demotivates when faced with challenges, and are more likely to experience burn- out. In contrast, teachers who enjoy wellbeing are better able to interact, teach, and achieve. In some cases, prioritizing wellbeing may only require a few changes to classrooms, procedures, and priorities, but these changes can lead to long-lasting positive impacts for both students and teachers.

Sources of high levels of teacher stress

- Workload, workplace conditions and climate, and expectations, leading to low teacher wellbeing;
- Excessive workload and working hours
- Poor student behavior including lack of motivation and effort, disrespect, violence, challenging authority
- Management of bullying and reactive management strategies
- Aggression from pupils and parents
- Classroom and school climate
- Pressures of assessment targets and inspections
- Conflict with management and colleagues
- Teaching efficacy and learning new skills
- Self-esteem and status
- Lack of professional opportunities
- Lack of involvement at the decision making level of educational reforms how to reduce the risk of stress.
- The promotion of mental health and wellbeing strategies for staff, stress management programs, Cognitive Behavioural Therapy, web-based self-help, mindfulness, and social support may offer protection against stress.
- Teachers participating in mindfulness training programs show significant reductions in psychological symptoms and burnout
- Taking action to deal with problems
- Keeping feelings under control
- Seeking support from colleagues and/ortheprincipal
- Having significant adult relationships outside work
- Organising time and prioritizing worktasks

Being competent Strategies to increase teacher wellbeing

- Where possible, address issues around the volume, complexity, and perceived fairness of teachers workload, and talk with teachers about how to achieve a work/life balance

- Promote teacher learning

- Ensure teachers feel cared for and appreciated, and reward good work

- Ensure good social support for teachers- for example support groups for beginning teachers

- Provide quality mentoring for beginning teachers

- Consider how best to support teachers as they move into leadership roles

- Talk with teachers when dealing with student behavioural issues

- Encourage teachers to use healthy coping strategies

- Implement social and emotional training programs Howcan teachers promote their own wellbeing includes;

- Being active in building your professional support network

- Being proactive about your professional development-seek out people you can learn from, or courses you can attend

- Trying to balance your teacher identity with your out of school identity - can you make time once a week for a hobby or sport that you value? How can you put boundaries around the time you spend working in the evenings and/or weekends?

- Utilising one of the many positive psychology-based interventions,such as gratitude journaling or using your key strengths

- Ensuring you have healthy copings kills can help in times of stress

- Making relaxation exercises a regular part of your routine by practicing mindfulness or yoga

Conclusion

Schools can support teacher wellbeing by considering how the organisational climate, social interactions and teacher's individual actions all contribute to teacher wellbeing. The approach that schools take to promoting teacher wellbeing will differ between schools, and different teachers within a school will have different needs when it comes to improving wellbeing. A school-wide discussion about what wellbeing means to people, and how to promote it, can be a useful starting point for developing a school strategy to enhance teacher wellbeing. Teachers experience higher stress than many other professions. When teachers suffer from poor mental health, burnout, or depression, this has been linked to poor performance, absenteeism and attrition. Stressed or burnt-out teachers also negatively affect students due to diminished relationships with students, a lack of empathy, poorer preparation for lessons, and low-quality teaching. In order to cope with stress teachers may use adaptive coping strategies such as exercise and social support that promote wellbeing.

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COGNITIVE PERSPECTIVE ON LEARNING

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Introduction

Cognitive learning is a style of learning that focuses on more effective use of the brain. To understand the process of cognitive learning, it's important to know the meaning of cognition. Cognition is the mental process of gaining knowledge and understanding through the senses, experience and thought. Cognitive learning theory merges cognition and learning to explain the different processes involved in learning effectively. The cognitive learning process aims to chart the learning process for optimal thinking, understanding and retention of what we learn. When we master the fundamentals of cognitive learning, it becomes easy to maintain a lifelong habit of continuous learning. Not onlycan these strategies make a better learner, but they can make one more likely to excel in their profession. With cognitive learning strategies, we can become a powerful public speaker, a visionary leader or a motivated team player who helps an organization achieve its goals and objectives.

Cognitive Learning: The term cognitive refers to cognition, which the Oxford dictionary defines as the mental action or process of acquiring knowledge and understanding through thought, experience and the senses. Webster's Dictionary defines learning as the acquisition of knowledge or skills through experience, study or by being taught. The theory of cognitive learning unifies these two concepts and describes the processes that collaborate when processing information, which moves from sensory input, passes through the cognitive system and finds the response.

Cognitive learning is an active style of learning that focuses on helping you learn how to maximize your brain's potential. It makes it easier for you to connect new information with existing ideas hence deepening your memory andretention capacity. The ability of the brain's mental processes to absorb and retain information through experience, senses and thought is known as cognition. These are the things going on in your brain, such as thinking, attention, learning, problem solving and perception among others. Cognitive understanding is an interesting learning theory that forces on thought. Cognition encourages students to think about their thinking as a means to help them unlock a concept or subject they struggle with. Cognitive learning can help boost learner engagement and motivation as it gives them a new way to look at themselves and their brain.

Cognition is the key to unlocking impactful knowledge and brain power for learners, increasing their skills. The brain and its cognitive functions are what shape our learning, and as we have evolved, we have learned new skills and concepts that have helped us to reach new learning thresholds. Ironically, the brain has not become more advanced; we just perfected how we use it. The brain is what guides and directs our learning, and as human beings have evolved and advanced, we have learned more and more information, skills and ideas which have helped us become more intelligent. However, the brain has not become more sophisticated as we advanced over time, but rather, we have changed how we learn. The more scientists learn about thebrain, the easier it is to take advantage of how it works and its characteristics and make it easier for us to learn.

Fundamental aspects of Cognitive Learning

1. **Comprehension:** For cognitive learning to be efficient and benefit you, understand the reason why you are learning a specific subject in the first place.

2. **Memory:** Cognitive learning discourages cramming of information, which is very ineffective in education. Having a deep understanding of a subject improves your ability to relate new knowledge with previous experiences or information.

3. **Application:** Cognitive learning strategies help you apply new information or skills in life situations.

Cognitive Learning Theories

Cognitive learning theory explains how internal and external factors influence an individuals mental processes to supplement learning. Delays and difficulties in learning are seen when cognitive processes are not working regularly. These processes are such as attention, observation, retrieval from long-term memory, and categorization. Several researchers have made significant contributions to this theory. Jerome Bruner focused on how mental processes are linked to teaching. Another researcher by the name Jean Piaget recognized that the environment plays a huge role andalso focused on changes that take place in the internal cognitive structure. Today, cognitive learning theory is dominanting psychology. It is broken down into two categories.

1. **Social Cognitive Theory:** This theory helps us understand how people are influenced and their influence on the environment. One of the major components of social cognitive theory is observational learning. It is the process of learning other's desirable and undesirable behaviours through observation. It is a quick way of acquiring information when you individually take action. A person who demonstrates behaviour for another person is known as a model. These may be real people such as teachers, our peers and supervisors or symbolic models also known as fictional characters that influence an observer's behaviour. Observational learning teaches people both positive and negative behaviours. For example, a teacher can teach the students how they are supposed to behave ethically and be socially conscious when interacting and dealing with rudecustomers. Moreover, the manager can also train his/her employees on the different procedures that they can take in case of fire or other low probabilityhazardous scenarios.

2. **Cognitive Behavioural Theory:** This theory mainly refers to our mental processes, such as our thoughts and interpretations of life events. It explains howthethoughts, feelings, and behaviour of a person interact with each other. Thoughts lead to particular emotions, which in turn lead to specific behavioural responses. When we change our thoughts, we can change our emotions and then our behaviours. It also works in reverse where changing how we behave leads to changes in ourfeelings and, ultimately, ourthoughts.

Cognitive learning strategies:

Several psychologists have shaped the concept of cognitive learning through research. They came up with theories and learning strategies that can be implemented in learning environment.

Learner-centered strategy: Jean Piaget termed learning as relating information to already existing knowledge. And each learner starts with their own knowledge and experience. According to his theories, learning begins with the accumulation of some basic knowledge and advancing deeper into the field with time. Piaget suggested three vital components of learning:

Accommodation - taking new information into account by modifying what we already know.

- **Assimilation -** the arrangement of new knowledge inside our heads beside what we know.

- **Equilibration -** balancing what we already know with the new information that we are trying to acquire.

Meaningful Experiences strategy: David Ausubel made a clear distinction between meaningful learning and rote learning. According to him, material that was closely related to what the learner knew was meaningful and always turned out to be effective. Learners with relevant background knowledge find it easier to add new information. During the training of learners in an organization: There should be an emphasis on the meaningfulness of each session to the task at hand. Background information on new material is essential. New information should be instilled in learners in a sequence to build on what is already understood.

Learning through Discovery strategy: Jerome Bruner is a psychologist who built his theory on top of Piaget's theory of cognitive development that was focusing on learning through discovery. His theory identified three stages of cognitive representation which are enactive, iconic, and symbolic. Enactive defining the representation of knowledge through actions, iconic being the visual summarization of images, and symbolic which is the use of words and symbols to describe experiences. Through his study of cognitive learning in children, he suggested that they should be allowed to discover information for themselves. He believed that learners review previously learned material even as they gain new knowledge. His interpretation of Cognitive Learning Theory in a corporate environment can be put by: Allow students to learn new skills and get new knowledge through new tasks and challenges. Challenge students to solve real-world problems.

Personalized learning strategy: All of these strategies can be combined into one personalized learning approach. Each learner is unique and has their own experience, knowledge, and perception. This can greatly influence the way they interpret and consume new information. Creating learning experiences that fit each individual based on their own knowledge that is meaningful for their role which encourages them to discover new solutions can drive great results and improve their overall performance. Professionals should try to organize a learning environment, to allow learners to learn at their own pace, and with a variety of learning opportunities. A common practice in recent years to create personalized learning is the use of modern technologies: AI recommendations, learning paths, machine learning, natural language processing.

The following are the examples of cognitive learning.

Explicit Learning: It happens when we intentionally seek knowledge to attempt and learn a new skill or process that may be vital to our work. It requires us to be attentive and take action to acquire knowledge. An example of explicit learning would be undertaking an in-depth video editing course to understand the functionality of the software in order to be able to use it appropriately for the needs of your work.

Implicit Learning: Sometimes we passively gain new knowledge and learn some new skills. It is known as implicit learning, where we are unaware of the entire process until you realize we have retained something new. This type of learning may occur when you are working, talking, or going about our normal life. Typing fast and without looking at the keyboard is one good example of implicit learning that comes automatically overtime.

Advantages of cognitive learning

- **Enhances learning:** Cognitive learning theory enhances lifelong learning. Learners can build upon previous ideas and apply new concepts to already existing knowledge.

- **Boosts confidence:** Students become more confident in approaching tasks as they get a deeper understanding of new topics and learn new skills.

- **Enhances Comprehension:** Cognitive learning improves learner's comprehension of acquiring new information. They can develop a deeper understanding of new learning materials.

- **Improves problem-solving skills:** Cognitive learning equips learners with the skills they need to learn effectively. They are there by able to develop problem-solving skills they can apply under challenging tasks.

- **Help to learn new things faster:** Through the experience of learning, the learners will be able to recycle and use the same learning methods that worked previously. This will help them learn new things a lot faster as they already know what works for them when it comes to obtaining new knowledge.

- **Teaches to form concept formation (think abstract):** Cognitive learning can also teach students to form arange of different concepts such as easily perceiving and interpreting information that could boost creativity and lead to innovations at the workplace.

Implications of Cognitive Learning Theories for Teaching

- Cognitive learning theory is best used by teachers to guide learning when trying to build useful knowledge structures and teach reasoning.

- The cognitive learning theory suggests that experience is crucial for organizing knowledge in memory and facilitating recall. This implies that teachers should:

- Be mindful of the learner's prior experiences before judging the learner's performance.

- Facilitate recall of prior experiences.

- Asking students to reflect on their experience.

- Helping students find new solutions to problems.

- Encouraging discussions about what is being taught.

- Helping students explore and understand how ideas are connected.

- Asking students to justify and explain their thinking.

- Using visualizations to improve students understanding and recall.

- Teachers should expose early learners to typical cases with guided studyplans to facilitate development of strong anchor prototypes. Subsequent case exposure should be directly related to the learner's understanding of these anchor cases using a compare and contrast strategy.

- Teachers should encourage learners to actively identify the problem they are trying to solve, using complex syndromes with ambiguity.

- Teachers should listen to learners reasoning out loud. This type of discourse is aclue to the learner understands.

- Teachers should organize the teaching materials in a way that the concept in them can easily be acquired and processed by learners mind.

- This helps teachers lead students to explore the concepts from different angles. Observational learning by **Albert Bandura** suggests that students learn by observing teachers therefore need to be role models to their students.

- Current learning builds upon the previous one. Teachers, therefore should seek for student's prior knowledge before they launch new concepts. Teachers need to provide exercises and practices to the learners. This is because students learn best in the course of doing exercises. Exercises help to accommodate the information into the mind. Courses and topics should be divided into sub parts which can easily be understood by students. The small parts should be taught in such a waythat they reinforce each other.

- Teachers should encourage learners to use a compare and contrast strategy when reading.

Conclusion

The cognitive approach to learning assumes that the learner uses cognitive processes as an active participant in the learning process. The variety in the learning objectives and student capacities in any given situation require an instructional designer and teaching professionals to have a breadth and depth of knowledge of instructional theories in order to meet the needs of each situation. There is no one theory to rule them all. However, the principles and theories of cognitive learning provide useful paradigms for teachers as they create effective learning environments to meet the needs of a wide range of learners.

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EFFECTS OF STRESS AND STRESS MANAGEMENT STRATEGIES

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Introduction

Stress can be either helpful or harmful to job performance, depending upon its level. When stress in absent, it limits job challenges and performance becomes low. As stress increases gradually, job performance also tends to increase, because stress helps a person to gather and use resources to meet job requirements. Constructive stress inculcates encouragement among employees and helps them to tackle various job challenges. Eventually, a time comes when stress reaches its maximum situation point that corresponds approximately to the employee's day to day performance capability and shows no signs of improvement in job performance. If employees experience high stress, it turns into a damaging force. Job performance begins to decline at the same point because excessive stress interferes with performance. An employee loses the ability to cope, fails to make a decision and displays inconsistent behaviours. If stress continues to increase even further it reaches a breaking point.In this breaking stage, an employee is very upset and mentally devastated. Soon he/she completely break down performance becomes zero, no longer feels like working, absenteeism increases, eventually resulting into quitting job. Stress should not be high or too low. It must be within the range and limits of employee's capacity to tolerate his performance level. A controlled stress within the limits is always beneficial and productive.

Stress

Selye defined stress as the non-specific response of the body to any demand. Stress is a person's adaptive response to a stimulus that places excessive psychological demands on that person. All responses require utilization of energy. Any demand made on the body for a natural, expected and routine activity does not create stress usually. Stress also does not necessarily occur due to undesirable occurrences. However, if a situation requires adaptation to new circumstances thereby producing an increased demand on vital activity, it may generate stress in the form of a stereotyped pattern of bio-chemical, functional and structural changes in the human organism. These situations could be fear, pain, anger, fatigue, emotional arousal, humiliation, frustration, loss of concentration, non-occurrence of an expected event, occurrence of an unexpected event, death/separation of a loved one and unexpected success which require a change in the operational style.

In the other words, stress is a state of mind reflecting certain bio-chemical reactions in the human body and is projected by a sense of anxiety, tension and depression and is caused by such demands of environmental forces or internal forces that cannot be fulfilled by the resources available to the person. The magnitude of stress is determined by the environmental forces or an individual's operational style. Such environmental events, conditions, circumstances or stimuli that induce stress are known as Stressors.

Faces of Stress

Selye and D'Souza points out that stress is not a completely bad event and its sources need not be bad. He also identified three faces of stress.

a) Easters is the positive and pleasurable form of stress that accompanies positive events or appears when an individual faces an exciting challenge. Eg: challenge, opportunity, achievement, creativity, promotion, progress, success, affection, friendship, love, marriage, sex, family, vacation, excitement, stimulation.

b) Distress is the negative and the unpleasant stress that accompanies negative events. It comes from pressure situations, unpleasant encounters and personal and professional demands. Eg: anxiety, tension, strain, worry, Fear, annoyance, exasperation, anger, hatred, confusion, frustration, miss-understanding, discontent, pain, disappointment, fatigue, insomnia.

c) Stress or Neutral stress is one which initially evokes negative feelings but if handled properly, it can lead to positive experiences. Eg: conflict, crisis, change, deadlines, schedules, criticism, expectations, people, communication, issue, problem.

Relationship between stress and job performance

Relationship between stress and performance according to D'Souza (1989), consequences of different levels of stress are as follows:

1. Low levels of stress are non-productive and lead to rust-out. Its consequences include boredom, dissatisfaction, frustration, apathy, erratic and interrupted sleep, irritability, and decrease in motivation, absenteeism, lethargy, negativity and dullness.

2. Moderate levels of stress leads to high performance. Its consequences incorporate high motivation mental alertness, and high energy, realistic analysis of problems, improved memory, sharp perception, and calmness under pressure, progress, change and satisfaction.

3. High levels of stress is non-productive and leads to burn-out. Its consequences include exhaustion, insomnia, illness, irritability, accidents, alcoholism, low self-esteem, absenteeism, change in appetite, apathy, strained relationships, poor judgment, increased errors, lack of clarity, indecisiveness, withdrawal, loss of perspective and diminished memory. However, work-overload leads to burn-out only if the individual perceives it as so. If work- overload is viewed as a challenge and one feels capable of meeting that challenge, burn out is not likely to occur.

(A) Organizational Stressors

These are factors existing in the work place causing stress. These are some general sets of organizational Stressors:

1. **Task Demands:** These are stressors associated with specific job a person performs such as correction of home-work of 80 students within a short time-span and assessment of 400-500 answer-sheets within six days, attendingto 300 - 400 parents within half-a-day, heavy syllabi and so on.

2. **Physical Demands:** These are stressors associated with job's physical setting such as the inadequacy of light and ventilation, unclean and stinking toilets, lack of drinking water, excessive heat or cold and lack of privacy.

3. **Interpersonal Demands:** These are stressors associated with group pressures, leadership and personality conflicts. Group pressures may include pressure to restrict output, pressure to conform to the group's norms etc. Leadership style can also cause a great deal of stress. Suppose a teacher needs allot of support from her superior. The superior, however, is quite brusque and shows no concern for her. The teacher's level of stress, therefore, increases. Moreover, conflicting personalities and behaviours may also cause stress. If two persons with different motives, personalities, behaviours, attitudes have to work together, conflict is likely to occur. Unconducive organizational climate can also lead to interpersonal conflicts and there by stress.

4. **Role Demands:** These are stressors associated with the role a person is expected to play. Role demands can also induce stress in people in organizations. People in an organization expect a person in a particular role to act in certain ways. These expectations are transmitted both overtly and covertly. Individuals perceive role expectations with varying degrees of accuracy. The errors inperceiving these role expectations and enacting the role can induce problems.

According to Kemery, Bedeian, Moss holder and Touliatos (1985), these stress-inducing problems are role ambiguity, role conflict and role overload.

a. **Role Ambiguity:** Role ambiguity arises when a role is unclear. It can stem from a lack of job descriptions, vague instructions from superior or unclear cues from colleagues. This could result in a situation where a subordinate does not know what to do. Thus, role ambiguity can produce psychological strain and dissatisfaction, lead to under utilization of human resources and lead to feeling of futility on how to cope up with the organizational environment.

b. **Role Conflict:** Role conflict occurs when messages and cues constituting a role clear but contradictory or mutually exclusive.

c. **Role Overload:** It occurs when expectations for the role exceed an individuals capabilities. When an employee is assigned too many tasks at a time increasing at once the person's workload, the person may not have adequate time or ability to meet such requirements. The employee then will experience work overload.

(B) Life Stressors

Life stressors are broadly classified into two categories as follows:

1. **Life Change:** A life change is only meaningful change in a person's personal or work situation. Major changes in a person's life can lead to stress and eventually to disease. Some examples of major life changes include death of spouse, divorce, marital separation, jail term, death of a close family member, personal injury or illness, retirement, loss of job, etc. These relate directly or indirectly to work.

2. **Life Trauma:** A life trauma is any upheaval in an individual's life that alters his/her attitudes, emotions or behaviours. Life trauma is similar to life change, but it has a narrower, short-term and more direct focus. For example, loss of job is a life change but the emotional turmoil a person experiences during the phase of living without a job is a form of life trauma which will cause stress and may have aspill-over effect in the work place.

Consequences of stress

Stress can have a number of consequences. Easters can lead to more energy, motivation and enthusiasm. However, negative consequences of stress are a more portent matter of concern. Stress can produce individual as well as organizational consequences.

1. Individual Consequences of Stress: Stress may produce behavioral, psychological and medical consequences in individuals.

a. Behavioral consequences of stress may harm the person under stress as well as others around him. The possible behavioral consequences of stress include indecision, poor concentration, accident proneness, frantic pace,

inability to think with clarity, impulsiveness, violence, inability to relax physically, superficial involvement to participate fully in life, absenteeism, appetite disorders, problems with interpersonal relationships, inability to cope with criticism, tendency towards extreme criticism of others, excessive drinking, smoking or eating and inability to cope with frustrating situations.

b. Psychological consequences of stress relate to a person's mental health and well-being. Some of these include worries, anxiety, irritability, depression, agitation, and boredom, feelings of failure and self-destruction, lack of sleep, low self- esteem, and tendency to lose temper, feelings of rejection, and concern over minor health problems, pre-occupation and so on.

c. Medical consequences of stress affect a person's physical well-being. Its examples include heart disease, headaches, backaches, blood pressure problems, ulcers, insomnia, stomach and intestinal disorders, dizziness, excessive fatigue, skin problems such as rashes, acne and hives, muscle tension or spasms, difficulties in breathing, gum disease etc.

2. **Organizational Consequences of Stress**

The preceding individual consequences of stress affect an organization. Apart from these, there are other direct consequences for organizations. These includes decline in performance, withdrawal and negative changes in attitudes.

a. **Decline in Performance:** Relationship between stress and performance has been explained in detail earlier in this paper.

b. **Withdrawal:** Two of the most significant forms of withdrawal behaviors arising out of stress are absenteeism and quitting. Other more subtle forms of withdrawal include missing deadlines, taking longer lunch breaks or unscheduled tea-breaks, Psychological withdrawal in terms of not being concerned about the institution and the job etc.

c. **Attitudes:** Stress has some direct, negative consequences on employee's attitudes such as their job-satisfaction, morale and organizational commitment. This may result in employees complaining more about minor, unimportant things and so on.

Managing stress in a work place

There are many strategies of coping with stress in a work place. Some of these strategies are for individuals while others are geared towards organizations.

1. Individual Coping Strategies Some of the individual coping strategies are as follows:

- **Exercise:** Regular exercise leads to fewer chances of heart attacks, less tension and stress, more self-confidence and greater optimism.

- **Yoga and Meditation:** Yoga is a structured set of exercises and body movements with deep breathing and concentration of mind so as to reduce stress. Meditation involves concentration of mind away from stress producing areas, sitting in a comfortable position, closing eyes and clearing the mind from all disturbing thoughts.

- **Relaxation:** Coping with stress requires adaptation. Proper relaxation is an effective way to adapt. Examples of relaxation include taking regular vacations and going to a hill-station or anyother quiet place, or taking short, regular rest- breaks duringone's normal workday.

- **Readjusting life-goals:** Veryoften, stress is induced because an individual sets high goals and expectations for him self in too little time. This is often accompanied by fear of failure. Readjustment of life-goals in tune with available time, resources, energy and capacity will reduce stress.

- **Social Support:** This includes soliciting a friend's emotional support in times of trouble. Families can also be agreat source of support.

- **Role Management:** One more strategy of managing stress is where an individual actively works to avoid role overload, role conflict and role ambiguity. This includes asking for clarifications from ones boss, learning to say no etc.

- **Bio-feedback:** This is a methodology designed to alter undesirable psychological responses through psychological strategies. Sophisticated electronic instruments are used to measure small undesirable changes caused by stress. Then a state of relaxation is induced so as to reduce stress.

- **Time Management:** This is another important strategy of managing stress.

2. **Organizational Coping Strategies:** Organizations can also play a role in managing their employees stress. This is because organizations are partially responsible for producing stress and relieving stress can enhance employees work performance, job- satisfaction, morale and job-related attitudes.

These organizational strategies of coping with stressare as follows:

- **Institutional Programs:** These are undertaken through established organizational mechanisms such as properly designed jobs and work schedules. Organizational cultures which value individual dignity and reinforce a healthy mix of work and non-work activities, democratic leadership styles, an open organizational climate, job enrichment, participative decision making, building teams etc will also reduce stress.

- **Collateral Programs:** A collateral stress program is an organizational program specifically created to help employees deal with stress. These include stress management program, physical fitness program, promoting humor, psychological counseling, etc. as antidotes for stress.

Conclusion

This paper summarise that stress is one of the anxieties of an employee in the modern workplace. If stress exceeds a certain level, it will cause serious consequences to the body, mind and behavior of employees. This paper gave readers detailed information about issues of workplace and life stressors includes causes symptoms and consequences at individual organization. Therefore, human resources departments need to have appropriate strategies and policies to overcome stressful situations to assist individuals to return to a happy life and work effectively to keep the organization running successfully.

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ಪ್ರೌಢಶಾಲಾ ಹಂತದಲ್ಲಿ ದೃಷ್ಟಿ ಸವಾಲುಳ್ಳ ಮಕ್ಕಳ ಸಂಜ್ಞಾನಾತ್ಮಕ ವಿಕಾಸ

ಅನುಷ ಕೆ, ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು,
ಶಾರದವಿಲಾಸ ಶಿಕ್ಷಕರ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು, ಕರ್ನಾಟಕ

ಪೀಠಿಕೆ: ಪ್ರತಿಯೊಂದು ಜೀವಿಯು ತನ್ನ ಜೀವಿತ ಅವಧಿಯಲ್ಲಿ ವಯೋಮಾನದ ಬದಲಾವಣೆಗಳಿಗೆ ಒಳಗಾಗುತ್ತದೆ. ಹಾಗೆ ತನ್ನ ಹದಿಹರೆಯಕ್ಕೆ ಬಂದಾಗ ಮಾನವನಲ್ಲಿ ಊಹಿಸದಷ್ಟು ದೈಹಿಕ ಮತ್ತು ಮಾನಸಿಕ ಬದಲಾವಣೆಗಳಾಗುತ್ತವೆ. ಈ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಸಾಮಾನ್ಯ ಮಕ್ಕಳಿಗೆ ಹಲವು ತಲ್ಲಣ–ಆತಂಕ–ಸಮಸ್ಯೆಗಳು ಎದುರಾಗುತ್ತವೆ. ಅದರಲ್ಲೂ ಅಂಗ ವೈಫಲ್ಯವುಳ್ಳ ಮತ್ತು ದೃಷ್ಟಿ ಸವಾಲುಗಳುಳ್ಳ ಮಕ್ಕಳಿಗೆ ಹದಿಹರೆಯದ ವಿಕಾಸ ಹಂತದಲ್ಲಿ ಇನ್ನೂ ಹೆಚ್ಚಿನ ವಿಶೇಷ ಸಮಸ್ಯೆ ಸವಾಲುಗಳನ್ನು ಎದುರಿಸಬೇಕಾಗುತ್ತದೆ. ಕಣ್ಣಿನಿಂದ ಪಡೆಯುವಂತಹ ಅನುಭವ ಮತ್ತು ಜ್ಞಾನವನ್ನು ಹಾಗೂ ಸಮಸ್ಯೆಯನ್ನು ಪರಿಹರಿಸಿಕೊಳ್ಳುವ ಮಾರ್ಗಗಳನ್ನು ಕಣ್ಣಿನ ಬದಲಾಗಿ ಇತರ ಜ್ಞಾನೇಂದ್ರಿಯಗಳಿಂದ ಸನ್ನೆಗಳ ಮೂಲಕ (ಸ್ಪರ್ಶ, ವಾಸನೆ, ಶಬ್ದ) ಪಡೆದುಕೊಳ್ಳುತ್ತಾರೆ.

ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ತನ್ನ ದೈಹಿಕ ದೌರ್ಬಲ್ಯ ಹಿಂಜರಿಕೆಯನ್ನು ಅದ್ಭುತವಾದ ಮಾನಸಿಕ ಸಂಕಲ್ಪ ಶಕ್ತಿಯಿಂದ ಯಶಸ್ಸು ಸಾಧಿಸಿದ ಅಂಥ ಮಹಿಳೆ 'ಹೆಲನ್ ಕೆಲರ್'. ಈಕೆಯ ಅಂಗ ವೈಫಲ್ಯ ಅವಳ ಸಾಧನೆಗೆ ಎಂದಿಗೂ ಅಡ್ಡಿಯಾಗಲಿಲ್ಲ. ಜಗತ್ತು ಅವಳನ್ನು ವೈಕಲ್ಯದಿಂದ ಗುರುತಿಸಲೇ ಇಲ್ಲ.

ಅಂಧತ್ವಕ್ಕೆ ಹಲವಾರು ಕಾರಣಗಳಿರುತ್ತದೆ. ಕೆಲವು ಮಕ್ಕಳಿಗೆ ಹುಟ್ಟಿನಿಂದಲೇ ಅಂಧತ್ವ ಇರುತ್ತದೆ. ಕೆಲವರಿಗೆ ಹುಟ್ಟಿದ ನಂತರದಲ್ಲಿ ಆಕಸ್ಮಿಕ ಕಾರಣಗಳಿಂದ ಕಣ್ಣನ್ನು ಅಥವಾ ದೃಷ್ಟಿಯನ್ನು ಕಳೆದುಕೊಂಡಿರುತ್ತಾರೆ. ದೈಹಿಕ ವ್ಯಾಧಿಗಳ ಕಾರಣಕ್ಕೂ ಸಹ ದೃಷ್ಟಿ ಮಂದವಾಗಿರುತ್ತದೆ. "ಜೀವನ ಪ್ರೀತಿ ಇರುವವರಿಗೆ ವೈಫಲ್ಯವೇ ಸಾಧನೆಯ ಸ್ಫೂರ್ತಿಯಾಗಿರುತ್ತದೆ."

ದೃಷ್ಟಿ ಸವಾಲುಳ್ಳ ಮಕ್ಕಳು: ಅಮೇರಿಕಾದ ವೈದ್ಯಕೀಯ ಸಂಸ್ಥೆಯವರು ಅಂಧತ್ವವನ್ನು ಕುರಿತು ನೀಡಿರುವ ವ್ಯಾಖ್ಯೆಯ ಪ್ರಕಾರ ನ್ಯೂನತೆಯನ್ನು ಸರಿಪಡಿಸುವ ಮಸೂರಗಳನ್ನು ಬಳಸಿಯೂ ಸಹ ವ್ಯಕ್ತಿಯ ಕಣ್ಣಿನ ದೃಷ್ಟಿ ತೀಕ್ಷ್ಣತೆಯ ಸಾಮರ್ಥ್ಯ 20/200 ಅಥವಾ ಅದಕ್ಕಿಂತ ಕಡಿಮೆಯಿದ್ದಲ್ಲಿ ಅಥವಾ ದೃಷ್ಟಿ ತೀಕ್ಷ್ಣತೆ 20/200ಕ್ಕಿಂತ ಹೆಚ್ಚಾಗಿದ್ದು ಪರಿಧಿಯ ದೃಷ್ಟಿ ವ್ಯಾಪ್ತಿ 20ಕ್ಕಿಂತ ಕಡಿಮೆ ಇದ್ದಲ್ಲಿ ಅಂತಹವರನ್ನು ಅಂಧರೆಂದು ಕರೆಯುವರು.

ಅಂಧರು: ಇವರು 20/200ಕ್ಕಿಂತ ಕಡಿಮೆ ದೃಷ್ಟಿ ತೀಕ್ಷ್ಣತೆಯುಳ್ಳವರಾಗಿದ್ದು ಸಂಪೂರ್ಣ ದೃಷ್ಟಿದೋಷ ಹೊಂದಿರುತ್ತಾರೆ. ಈ ನ್ಯೂನತೆಯಿಂದ ಇವರಿಗೆ ದೃಕ್ ವಿಧಾನಗಳ ಮೂಲಕ ಸಮರ್ಪಕ ರೀತಿಯಲ್ಲಿ ಪರಿಣಾಮಕಾರಿ ಶಿಕ್ಷಣವನ್ನು ನೀಡಲು ಸಾಧ್ಯವಿಲ್ಲ. ಶ್ರವಣ ಹಾಗೂ ಸ್ಪರ್ಶ ವಿಧಾನದ ಮೂಲಕ ಮಾತ್ರ ಇವರಿಗೆ ಗುಣಮಟ್ಟದ ಶಿಕ್ಷಣ ನೀಡಬಹುದು.

ಭಾಗಶಃ ದೃಷ್ಟಿಯುಳ್ಳವರು: ಇವರು 20/70 ರಿಂದ 20/200ರ ಒಳಗಿನ ದೃಷ್ಟಿ ತೀಕ್ಷ್ಣತೆ ಹೊಂದಿರುವವರು. ಇವರು ಶೈಕ್ಷಣಿಕ ಕೌಶಲಗಳನ್ನು ದೃಷ್ಟಿ - ಮಾಧ್ಯಮದ ಮೂಲಕ ಪಡೆಯಲು ಸಾಧ್ಯವಿರುವವರು. ಆದರೆ ದೃಶ್ಯ ಸಾಮಗ್ರಿಗಳಲ್ಲಿ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನಗಳಲ್ಲಿ ಸೂಕ್ತ ಮಾರ್ಪಾಟು ಮಾಡುವ ಅಗತ್ಯತೆಯಿದೆ.

ಇತರೆ ದೃಷ್ಟಿದೋಷ: ಪ್ರಮುಖವಾಗಿ ಮಕ್ಕಳಲ್ಲಿ ಕಂಡು ಬರುವ ಇತರೆ ದೃಷ್ಟಿ ದೋಷಗಳೆಂದರೆ ಸಮೀಪ ದೃಷ್ಟಿದೋಷ, ದೂರ ದೃಷ್ಟಿದೋಷ, ಕಣ್ಣಿನ ಚಲನೆಯ ದೋಷಗಳು, ಓರೆಕಣ್ಣಿನ ದೋಷ, ಬೆಳಕಿನ ಭಯ, ವರ್ಣ ದೃಷ್ಟಿದೋಷ ಇತ್ಯಾದಿ.

ಪಿಯಾಜೆರವರ ಸಂಜ್ಞಾನಾತ್ಮಕ ವಿಕಾಸ: ಸಂಜ್ಞಾನಾತ್ಮಕ ಪದವು ಇಂಗ್ಲೀಷ್‌ನ Cognition ಎಂಬ ಪದಕ್ಕೆ ಸಂವಾದಿಯಾಗಿದೆ. ಇದರ ಅರ್ಥ to know ಎಂದಾಗುತ್ತದೆ. ಅಂದರೆ ತಿಳಿಯುವುದು–ಜ್ಞಾನ ಪಡೆಯುವುದು ಎಂದು ಅರ್ಥೈಸಬಹುದು. ಬಾಹ್ಯ ಪ್ರಪಂಚದಲ್ಲಿ ಘಟನೆಗಳು ಹೇಗೆ ಉಂಟಾಗುತ್ತವೆ ಎಂಬುದನ್ನು ತಿಳಿಯುವುದು ವೈಯಕ್ತಿಕ ಅನುಭವಗಳನ್ನು ಗಳಿಸುವ ಪ್ರಕ್ರಿಯೆ ಎಂದು ವಿವರಿಸಬಹುದು. ಮನೋವೈಜ್ಞಾನಿಕ ವಿಶ್ವಕೋಶವು ನಿರೂಪಿಸಿದಂತೆ, ಸಂಜ್ಞಾನವೆಂದರೆ ಜೀವಿಯು ಪರಿಸರದ ಬಗ್ಗೆ ಅರಿವನ್ನು ಹೊಂದುವುದು ಅಥವಾ ಒಂದು ವಸ್ತುವಿನ ಬಗ್ಗೆ ಜ್ಞಾನ ಹೊಂದುವ ಪ್ರಕ್ರಿಯೆಯಾಗಿದೆ. ಮಗು ಗ್ರಹಿಸುವುದರ ಮೂಲಕ ಕಲಿಯುತ್ತದೆ. ಇಂದ್ರಿಯಗಳಿಂದ ಮಗುವಿನ ಗ್ರಹಣಶಕ್ತಿ ಹಾಗೂ ಗ್ರಹಿಸಿದ್ದನ್ನು ಅರ್ಥೈಸಿ ಅಲೋಚಿಸುವ ಶಕ್ತಿ ಜ್ಞಾನಕ್ಕೆ ಮಾರ್ಗವಾಗುತ್ತದೆ. ಆದರೆ ಇಂದ್ರಿಯಗಳಿಂದ ಜ್ಞಾನಶಕ್ತಿ ಜಾಗೃತವಾಗುತ್ತದೆ. ಈ ಪ್ರಕ್ರಿಯೆಯನ್ನೇ ಸಂಜ್ಞಾನಾತ್ಮಕ ವಿಕಾಸ ಎನ್ನುವರು.

ಮಗು ಪರಿಸ್ಥಿತಿಯನ್ನು ಎದುರಿಸಲು ಮುಖ್ಯವಾಗಿ ಬೇಕಾಗುವ ಮಾನಸಿಕ ನಕ್ಷೆಗಳ, ಚಿತ್ರಗಳು, ಅವುಗಳ ವಿಕಾಸ ಎಲ್ಲವೂ ಸಹ ಮಗು ಗ್ರಹಿಸುವ ಶಕ್ತಿಯ ಮೇಲೆ ಅವಲಂಬಿತವಾಗಿದೆ. ಸಂಜ್ಞಾನಾತ್ಮಕ ವಿಕಾಸ ಎಂಬುದು ಕೇವಲ ಬುದ್ಧಿಶಕ್ತಿ ಅಲ್ಲ. ವ್ಯಕ್ತಿಯ ಮಾನಸಿಕ ಪ್ರತಿಮೆಗಳ ಅವುಗಳ ನಡುವೆ ಹೋಲಿಕೆ ಹೊಂದಾಣಿಕೆಗಳ ಬುದ್ಧಿಶಕ್ತಿಯ ಮೂಲಕ ಬೆಳೆಸಲು ಉಪಯೋಗಿಸಲು ಸಹಾಯಕವಾಗುವ ವ್ಯಕ್ತಿಯ ವರ್ತನೆ ಈ ಅಂಶಗಳನ್ನು ಒಳಗೊಂಡಂತಹ ಬೆಳವಣಿಗೆಯೇ ಸಂಜ್ಞಾನಾತ್ಮಕ ವಿಕಾಸ.

ಪಿಯಾಜೆಯವರು ಬೌದ್ಧಿಕ ವಿಕಾಸದಲ್ಲಿ ಪ್ರತಿಯೊಬ್ಬ ವ್ಯಕ್ತಿಯ ಮುನ್ನಡೆಯುವಂತಹ ನಾಲ್ಕು ಕ್ರಮಾನುಗತ ಹಂತಗಳನ್ನು ಗುರುತಿಸಿದ್ದಾರೆ. ಇವುಗಳೆಂದರೆ: ಸಂವೇದನಾ ಗತಿ ಹಂತ – ಹುಟ್ಟಿನಿಂದ 2 ವರ್ಷಗಳವರೆಗೆ, ಕಾರ್ಯ ಪೂರ್ವ ಹಂತ – 2 ವರ್ಷಗಳಿಂದ 7 ವರ್ಷಗಳವರೆಗೆ, ಮೂರ್ತ ಕಾರ್ಯಗಳ ಹಂತ – 7 ವರ್ಷಗಳಿಂದ 11 ವರ್ಷಗಳವರೆಗೆ, ಔಪಚಾರಿಕ ಕಾರ್ಯಗಳ ಹಂತ – 11 ವರ್ಷಗಳ ಮೇಲ್ಪಟ್ಟು.

ದೃಷ್ಟಿ ಸವಾಲುಳ್ಳ ಮಕ್ಕಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಅಧ್ಯಯನಗಳು

ಡೆನಿಸನ್ (2000): ಇವರ ಅಧ್ಯಯನದಿಂದ ತಿಳಿದ ಅಂಶವೆಂದರೆ ದೃಷ್ಟಿ ಸವಾಲುಳ್ಳ ಮಕ್ಕಳ ವಿಕಾಸವು ಬೇರೆ ಮಕ್ಕಳಿಗಿಂತ ನಿಧಾನವಾಗಿರುತ್ತದೆ. ಇಂತಹ ಮಕ್ಕಳಿಗೆ ವಿಶೇಷ ಶಿಕ್ಷಣವನ್ನು ನೀಡುವುದರ ಮೂಲಕ ದೃಷ್ಟಿಸವಾಲುಳ್ಳ ಮಕ್ಕಳು ಕಲಿಯಲು ಮತ್ತು ವಿಕಾಸಮಟ್ಟವನ್ನು ಹೆಚ್ಚಿಸಲು ಸಹಾಯಕವಾಗುತ್ತದೆ ಎಂದು ಹೇಳಿದ್ದಾರೆ.

ಡೇವಿಡ್‌ಸನ್ ಹ್ಯಾರಿಸನ್ (2000): ದೃಷ್ಟಿ ಸವಾಲುಳ್ಳ ಮಕ್ಕಳ ಶಿಕ್ಷಣ ಎಂಬ ಅಧ್ಯಯನವನ್ನು ನಡೆಸಿದ್ದಾರೆ. ಇವರ ಪ್ರಕಾರ ದೃಷ್ಟಿ ಸವಾಲುಳ್ಳ ಮಕ್ಕಳು ಗುಂಪಿನಲ್ಲಿ ಶಿಕ್ಷಣ ನೀಡುವುದಕ್ಕಿಂತ ಒಬ್ಬರಿಗೆ ಅಥವಾ ವೈಯಕ್ತಿಕ ಶಿಕ್ಷಣ ನೀಡುವುದು ಉತ್ತಮ ಎಂದು ಹೇಳಿದ್ದಾರೆ.

ಅಧ್ಯಯನದ ಉದ್ದೇಶಗಳು:

1. ಪ್ರೌಢಶಾಲಾ ಹಂತದಲ್ಲಿ ದೃಷ್ಟಿ ಸವಾಲುಳ್ಳ ಮಕ್ಕಳ ಸಂಜ್ಞಾನಾತ್ಮಕ ವಿಕಾಸದ ಕಾರ್ಯ ನಿರ್ವಹಣೆಯಲ್ಲಿ ಗಮನಾರ್ಹ ಹೊಂದಾಣಿಕೆ ಇರುವುದೇ ಎಂಬುವುದನ್ನು ತಿಳಿಯುವುದು.

2. ಪ್ರೌಢಶಾಲಾ ಹಂತದಲ್ಲಿ ದೃಷ್ಟಿ ಸವಾಲುಳ್ಳ ಮಕ್ಕಳ ಸಂಜ್ಞಾನಾತ್ಮಕ ವಿಕಾಸದಲ್ಲಿ ಗಂಡು ಮತ್ತು ಹೆಣ್ಣು ಮಕ್ಕಳಲ್ಲಿ ಇರಬಹುದಾದ ಗಮನಾರ್ಹ ವ್ಯತ್ಯಾಸವನ್ನು ತಿಳಿಯುವುದು.

3. ಪ್ರೌಢಶಾಲಾ ಹಂತದಲ್ಲಿ ದೃಷ್ಟಿ ಸವಾಲುಳ್ಳ ಮಕ್ಕಳ ಸಂಜ್ಞಾನಾತ್ಮಕ ವಿಕಾಸವು ವಿವಿಧ ಮಟ್ಟದಲ್ಲಿ ಅಂಧತ್ವ ಹೊಂದಿರುವ ಮಕ್ಕಳಲ್ಲಿ ಇರಬಹುದಾದ ವ್ಯತ್ಯಾಸವನ್ನು ತಿಳಿಯುವುದು.

4. ಪ್ರೌಢಶಾಲಾ ಹಂತದಲ್ಲಿ ದೃಷ್ಟಿ ಸವಾಲುಳ್ಳ ಮಕ್ಕಳ ಸಂಜ್ಞಾನಾತ್ಮಕ ವಿಕಾಸವು ಬೌದ್ಧಿಕ ವಿಷಯಗಳ ಕುರಿತು ತಿಳುವಳಿಕೆಯಲ್ಲಿ ಇರಬಹುದಾದ ಹೊಂದಾಣಿಕೆಯನ್ನು ತಿಳಿಯುವುದು.

ಅಧ್ಯಯನದ ವಿನ್ಯಾಸ: ಪ್ರಸ್ತುತ ಅಧ್ಯಯನವು "ವಿವರಣಾತ್ಮಕ ಸಂಶೋಧನಾ ವಿಧಾನ" ಹಾಗೂ "ಸಮೀಕ್ಷಾ ವಿಧಾನಗಳನ್ನು" ಒಳಗೊಂಡಿದೆ. ಸಂಶೋಧನೆಯ ಉದ್ದೇಶಗಳನ್ನು ಆಧಾರವಾಗಿಟ್ಟುಕೊಂಡು "ಪ್ರೌಢಶಾಲಾ ಹಂತದಲ್ಲಿ ದೃಷ್ಟಿ ಸವಾಲುಳ್ಳ ಮಕ್ಕಳ ಸಂಜ್ಞಾನಾತ್ಮಕ ವಿಕಾಸ" ದ ಕಾರ್ಯಗಳನ್ನು ತಿಳಿದುಕೊಳ್ಳಲು ಈ ಅಧ್ಯಯನವನ್ನು ಕೈಗೊಳ್ಳಲಾಗಿದೆ.

ಪ್ರತಿದರ್ಶ ಚಯನ: ಪ್ರಸ್ತುತ ಅಧ್ಯಯನಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ "ಉದ್ದೇಶ ಪೂರಿತ ಪ್ರತಿದರ್ಶಚಯನ" ತಂತ್ರವನ್ನು ಅನುಸರಿಸಿ ಪ್ರೌಢಹಂತದ ದೃಷ್ಟಿ ಸವಾಲುಳ್ಳ ಮೈಸೂರಿನಲ್ಲಿ ಕೇವಲ 2 ಶಾಲೆ ಮಾತ್ರ ಇದ್ದು, ಪ್ರೌಢಮಕ್ಕಳ ಸಂಖ್ಯೆ ಕಡಿಮೆ ಇರುತ್ತದೆ. ಆದ್ದರಿಂದ 26 ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಮೈಸೂರಿನ ನಗರ ಪ್ರದೇಶದಲ್ಲಿ ಇರುವ ಅನುದಾನಿತ ಶಾಲೆಯಿಂದ 18 ಹೆಣ್ಣುಮಕ್ಕಳನ್ನು ಮತ್ತು ಸರ್ಕಾರಿ ಶಾಲೆಯಿಂದ 8 ಗಂಡು ಮಕ್ಕಳನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಲಾಗಿದೆ. (ಗಂಡು ಮಕ್ಕಳು – 8, ಹೆಣ್ಣು ಮಕ್ಕಳು - 18, ಒಟ್ಟು - 26)

ಅಧ್ಯಯನದಲ್ಲಿ ಬಳಸಲಾಗಿರುವ ತಂತ್ರ ಮತ್ತು ಸಾಧನಗಳು:

ಸಂಜ್ಞಾನಾತ್ಮಕ ವಿಕಾಸದ ಮಾಪನ: ದೃಷ್ಟಿ ಸವಾಲುಳ್ಳ ಮಕ್ಕಳ ಸಂಜ್ಞಾನಾತ್ಮಕ ವಿಕಾಸಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಯಾವುದೇ ರೀತಿಯ ತಂತ್ರ ಮತ್ತು ಸಾಧನಗಳು ದೊರಕದ ಕಾರಣ ಸಂಶೋಧಕರು ಸೂಕ್ತ ಸಾಧನವನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಿ ದತ್ತಾಂಶಗಳನ್ನು ಸಂಗ್ರಹಿಸಲು ಉಪಯೋಗಿಸಲಾಯಿತು. ಒಟ್ಟು 26 ಪ್ರಶ್ನೆಗಳಿರುತ್ತದೆ. ಇಲ್ಲಿ ಯಾವ ಉತ್ತರವು ತಪ್ಪಾಗಿರುವುದಿಲ್ಲ ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳ ಎಲ್ಲಾ ಉತ್ತರಗಳು ಸರಿ ಎಂದೇ ಪರಿಗಣಿಸಬೇಕಾಗಿರುತ್ತದೆ. ಪ್ರಸ್ತುತ ಅಧ್ಯಯನದಲ್ಲಿ ಸಂಗ್ರಹಿಸಿದ ದತ್ತಾಂಶಗಳನ್ನು ವಿಶ್ಲೇಷಿಸಲು ಶೇಕಡವಾರು ತಂತ್ರವನ್ನು ಉಪಯೋಗಿಸಲಾಯಿತು.

ದತ್ತಾಂಶ ಸಂಗ್ರಹಣೆ: ಹೀಗೆ ಅಭಿವೃದ್ಧಿ ಪಡಿಸಿದ ಸಾಧನಾ ಪ್ರಶ್ನಾವಳಿಯನ್ನು ಉಪಯೋಗಿಸಿಕೊಂಡು ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸಲಾಯಿತು. ಸ್ವತಃ ಸಂಶೋಧಕರೇ ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿಯನ್ನು ಸಂದರ್ಶಿಸಿ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಪ್ರತಿಕ್ರಿಯೆಯನ್ನು ದಾಖಲಿಸಿಕೊಂಡರು.

ದತ್ತಾಂಶ ವಿಶ್ಲೇಷಣೆ: ಸದಾ ನೀನು ಯಾರ ಜೊತೆಯಿರಲು ಬಯಸುತ್ತೀಯಾ? ಯಾಕೆ?

2ನೇ ಪ್ರಶ್ನೆಗೆ ನೀಡಿರುವ ಉತ್ತರವನ್ನು ಗಮನಿಸಿದಾಗ 24 ಮಕ್ಕಳು ತಮ್ಮ ಸುರಕ್ಷತೆಯ ಬಗ್ಗೆ ಹೆಚ್ಚು ಗಮನಹರಿಸುತ್ತಾರೆ ಮತ್ತು 7.70% ಮಕ್ಕಳು ಎಲ್ಲರೊಂದಿಗೂ ಹೊಂದಿಕೊಂಡು ಹೋಗುವುದಾಗಿ ತಿಳಿಸಿರುವುದನ್ನು ಕಾಣಬಹುದು. 2ನೇ ಪ್ರಶ್ನೆಯಲ್ಲಿ 2 ಮಕ್ಕಳು ಹೆಚ್ಚು ಸಂಜ್ಞಾನಾತ್ಮಕ ವಿಕಾಸವಾಗಿರುವುದನ್ನು ಕಾಣಬಹುದು.

ಬೇರೆಯವರ ಜೊತೆ ಮಾತನಾಡುವುದಕ್ಕೆ ಭಯ ಆಗುತ್ತಾ?

3ನೇ ಪ್ರಶ್ನೆಗೆ ನೀಡಿರುವ ಉತ್ತರಗಳನ್ನು ಗಮನಿಸಿದಾಗ 42.30% ಮಕ್ಕಳು ಬೇರೆಯವರೊಂದಿಗೆ ಮಾತನಾಡಲು ಭಯವಾಗುತ್ತದೆ ಎಂದ ಹೇಳಿದ್ದು ಶೇಕಡಾ 50% ಮಕ್ಕಳು ಭಯವಾಗುವುದಿಲ್ಲ ಎಂದು ತಿಳಿಸಿದ್ದಾರೆ. ಈ ವಿಷಯದ ಬಗ್ಗೆ ಶೇಕಡಾ 50 ಮಕ್ಕಳಲ್ಲಿ ವಿಕಾಸದ ಮಟ್ಟ ಹೆಚ್ಚಾಗಿರುವುದನ್ನು ಕಾಣಬಹುದು.

ಮರಗಳನ್ನು, ಕಲ್ಲನ್ನು ಬಟ್ಟೆಯನ್ನು ಹೇಗೆ ಗುರುತಿಸುತ್ತೀಯಾ? ಮತ್ತು ಅದರ ಬಳಕೆಗಳ ಬಗ್ಗೆ ಕೇಳಿದ್ದಾಗ 76.92% ಮಕ್ಕಳು ಮುಟ್ಟಿ ನೋಡಿ ಗುರುತಿಸುತ್ತೇವೆ. 42.40% ಮಕ್ಕಳು ಗಾಳಿ ಬೀಸುವುದರಿಂದ ಹೂವುಗಳ ಪರಿಮಳದಿಂದ ಗುರುತಿಸುತ್ತೇವೆ ಎಂದು ಉತ್ತರಿಸಿದ್ದಾರೆ.

ಬಣ್ಣಗಳ ಅನುಭವ ಹೇಗಾಗುತ್ತದೆ? ಎಂಬ ಪ್ರಶ್ನೆಗೆ 34.61% ಮಕ್ಕಳು ಗೊತ್ತಿಲ್ಲ ಎಂದು ಉತ್ತರಿಸಿದ್ದಾರೆ. 7.70% ಮಕ್ಕಳು ಕತ್ತಲೆ ಬಿಳುಪಿನ ಅನುಭವವಾಗುತ್ತದೆ ಎಂದು ಉತ್ತರಿಸಿದ್ದಾರೆ.

ಕನಸುಗಳು ಎಂದರೆ ಹೇಗಿರುತ್ತದೆ? ಎಂಬ ಪ್ರಶ್ನೆಗೆ ಕನಸು ಕತ್ತಲೆಯಾಗಿಸುತ್ತದೆ ಎಂದು 23.7% ಮಕ್ಕಳು ಉತ್ತರಿಸಿದ್ದಾರೆ. 42.30% ಮಕ್ಕಳು No Video, Only Audio ಎಂದು ಉತ್ತರಿಸಿದ್ದಾರೆ.

ಉಪ ಸಂಹಾರ

ಈ ಸಂಶೋಧನೆಯು ಪ್ರೌಢ ಹಂತದಲ್ಲಿ ದೃಷ್ಟಿಸವಾಲುಳ್ಳ ಮಕ್ಕಳ ಸಂಜ್ಞಾನಾತ್ಮಕ ವಿಕಾಸವನ್ನು ತಿಳಿಯುವ ಅಧ್ಯಯನವಾಗಿದ್ದು, ಇದರಿಂದ ದೃಷ್ಟಿಸವಾಲುಳ್ಳ ಮಕ್ಕಳ ಮಾನಸಿಕ ಸ್ಥಿತಿ, ಹೊಂದಾಣಿಕೆ, ದೇವರ ಬಗೆಗಿನ ಅವರ ಅಭಿಪ್ರಾಯ, ವ್ಯಕ್ತಿಯ ಬಗೆಗಿನ ಭಾವನೆ, ಕನಸಿನ ಬಗ್ಗೆ ಅವರ ಕಲ್ಪನೆಗಳು, ಇವುಗಳ ಬಗ್ಗೆ ತಿಳಿದುಕೊಂಡು ವಿಕಾಸ ಮಟ್ಟವನ್ನು ಗುರುತಿಸಲಾಗಿದೆ. ದೃಷ್ಟಿ ಸವಾಲುಳ್ಳ ಮಕ್ಕಳಾಗಿದ್ದರು ಸಹ ಅವರಲ್ಲಿರುವ ಆತ್ಮ ವಿಶ್ವಾಸದ ಮಟ್ಟ ಹೆಚ್ಚಿರುವುದನ್ನು ಕಾಣಬಹುದು. ಈ ಮಕ್ಕಳಲ್ಲಿರುವ ಅದ್ಭುತವಾದ ಗ್ರಹಿಕೆ, ಸಾಮಾನ್ಯರಂತೆ ನಾವು ಸಹ ಅವರಿಗಿಂತ ಯಾವುದರಲ್ಲಿ ಕಡಿಮೆ ಇಲ್ಲ ಎಂಬಂತೆ ಅವರು ಉತ್ತರಗಳನ್ನು ನೀಡಿರುವುದರಿಂದ ಗಮನಿಸಲಾಗಿದೆ. ನಮ್ಮನ್ನು ಸಹ ಎಲ್ಲರಂತೆ ಸಹಜರನ್ನಾಗಿ ಕಾಣುವ ಮನೋಭಾವ ಮತ್ತು ಅವರಲ್ಲಿ ಸ್ಫೂರ್ತಿ ತುಂಬಿ ಸಾಧನೆ ಮಾಡಲು ನೆರವಾಗುವುದು ಅತ್ಯಾವಶ್ಯಕವಾಗಿರುತ್ತದೆ.

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PSYCHOLOGICAL PERSPECTIVE OF EDUCATION

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Introduction

Psychology is the scientific study of the mind and behaviour. Psychologists are actively involved in studying and understanding. Psychology is intimately connected with education. It is inseparable and is the study of human behaviour and education is the process of modifying human behaviour. Educational psychology deals with human behaviour and its modification through learning. Psychology includes four major areas: clinical psychology (counselling for mental and behavioural health), cognitive psychology (the study of the mental processes), behavioural psychology (understanding behaviour through different types of conditioning), and bio psychology (research on the brain, behaviour, and evolution) mental processes, brain functions and behaviour.

For teachers educational psychology has contributed considerably to the creation of the modern system of education. The knowledge of educational psychology helps the teacher in the following ways:

1. **To understand the Stages of Development**: Psychology has clearly shown that human life passes through different stages.

2. **To Know the Learner:** The child or the learner is the key factor in the teaching-learning process. Educational psychology helps the teacher to know his interests, attitudes, aptitudes and the other acquired or innate capacities and abilities to understand the nature of classroom learning: Educational psychology helps the teacher to adapt and adjust his teaching according to the level of the learners.

3. **To Understand the Individual Differences:** No two persons are exactly alike. Pupils differ in their level of intelligence, aptitudes, likes and dislikes and in other propensities and potentialities.

4. **To Solve Classroom Problems:** There are innumerable problems like truancy, bullying, peer pressure, ethnic tensions, cheating in tests etc

5. **To develop Necessary Skills and Interest in Teaching:** Educational psychology helps the teacher to acquire and develop necessary qualities and skills to deal with the problems created by the pupils, maintain a healthy atmosphere in the classroom and show concern regarding the progress of the child.

6. **To Understand Effective Methods of teaching:** Educational psychology has discovered several new approaches, principles.

7. **To Understand the Influence of Heredity and Environment on the Child:** Educational psychology helps the teacher to know that the child is the product of heredity and environment.

8. **To Understand the Mental Health of the Child:** Educational psychology helps the teacher to know what are the factors responsible for the mental ill-health and maladjustment of a student.

9. **To Understand the Procedure of Curriculum Construction:** Curriculum is an integral part of the teaching-learning process.

10. **To Provide Guidance and Counselling:** Today guidance to a child at every stage of life is needed because psychological abilities, interests and learning styles differ from person to person.

11. **To Understand Principles of Evaluation and Assessment:** Evaluation is an integral part of the teaching-learning process.

Psychological perspective of education

It is the child who is to learn according to his needs, interests and capacities. Hence there is no doubt that knowledge of psychology is quite essential for planning and organising any educative effort. For this purpose all the great educators emphasize that education must have psychological base. In another words educational psychology is the application of psychological principles, findings, techniques and other sources of psychology in the field of education for finding the solution of educational problems like teaching, learning and classroom management.

The basis of psychological foundation of education: Although the discipline of educational psychology includes numerous theories, many experts identify five main schools of thought:

- behaviourism,
- cognitivism,
- constructivism,
- experientialism, and
- social contextual learning theories

Perspectives in Educational Psychology

As with other areas of psychology, researchers within educational psychology tend to take on different perspectives when considering a problem. These perspectives focus on specific factors that influence how a person learns, including learned behaviours, cognition, experiences, and more.

- **The Behavioural Perspective:** This perspective suggests that all behaviours are learned through conditioning. Psychologists who take this perspective rely firmly on the principles of operant conditioning to explain how learning happens. For example, teachers might reward learning by giving students tokens that can be exchanged for desirable items such as candy or toys. The behavioural perspective operates on the theory that students will learn when rewarded for-good behaviour and punished for-bad behaviour.

- **The Developmental Perspective:** This focuses on how children acquire new skills and knowledge as they develop. Jean Piaget's stages of cognitive development is one example of an important developmental theory looking at how children grow intellectually. By understanding how children think at different stages of development, educational psychologists can better understand what children are capable of at each point of their growth. This can help educators create instructional methods and materials best aimed at certain age groups.

- **The Cognitive Perspective:** The cognitive approach has become much more wide spread in recent decades, mainly because it accounts for how things such as memories, beliefs, emotions, and motivations contribute to the learning process. This theory supports the idea that a person learns as a result of their own motivation, not as a result of external rewards. Cognitive psychology aims to understand how people think, learn, remember, and process information. Educational psychologists who take a cognitive perspective are interested in understanding how kids become motivated to learn, how they remember the things that they learn, and how they solve problems, among other things.

- **The Constructivist Approach:** One of the most recent learning theories, this perspective focuses on how we actively construct our knowledge of the world. Constructivism tends to account more for the social and cultural influences that impact how we learn. Those who take the constructivist approach believe that what a person already knows is the biggest influence on how they learn new information. This means that new knowledge can only be added on to and understood in terms of existing knowledge. This perspective is heavily influenced by the work of psychologist **Lev Vygotsky**, who proposed ideas such as the zone of proximal development and instructional scaffolding.

- **Experiential Perspective:** This perspective emphasizes that a person's own life experiences influence how they understand new information. This method is similar to constructivist and cognitive perspectives in that it takes into consideration the experiences, thoughts, and feeling of the learner. Topics in educational psychology, from the materials teachers use to the individual needs of students, an educational psychologist will delve deep into these issues to more fully understand the learning process. Some of these topics include:

  - **Educational technology:** Looking at how different types of technology can help students learn

  - **Instructional design:** Designing learning material

  - **Special education:** Helping students who may need specialized instruction

  - **Curriculum development:** Creating course work that will maximize learning

  - **Organizational learning:** Studying how people earn in organizational settings

  - **Gifted learners:** Helping students who are identified as gifted learners

Benefits of Learning Educational Psychology for Teachers and Prospective Teachers
- Understanding individual differences.
- Creation of a conducive learning climate in the classroom.
- Selection of learning strategies and methods.
- Provide guidance to students.
- Evaluate learning outcomes.
- Establish learning objectives.

Benefits of studying educational psychology:

A. For Studying the situation in the Learning Process

Educational psychology contributes a lot to teachers and prospective teachers to improve the efficiency of the learning process at different conditions as below:

- **Understanding Individual Differences:** A teacher must deal with a group of students in the classroom with caution, because the characteristics of each student is different. It is therefore very important to understand the different characteristics of students at various levels of growth and development to create effective learning and efficient. Educational psychology can help teachers and prospective teachers in understanding differences in student characteristics.

- **Creation of a Conducive Learning Climate in the Classroom:** Good understanding of the classroom used in the learning process helps teachers to deliver material to students effectively. Climate conducive to learning must be created by the teacher so that the learning process can be run effectively. A teacher must know the correct principles in teaching and learning, a different approach in teaching to the learning process better. Educational psychology

plays a role in helping teachers to create socio-emotional climate that is conducive in the classroom, so that the process of learning in the classroomcan be effective.

- **Selection of Learning Strategies and Methods:** Teaching methods are based on the characteristics of student's progress. Educational psychology can assist teachers in determining the strategy or method of learning the proper and appropriate, and able to relate to the characteristics and uniqueness of the individual, the type of learning and learning styles and levels of development being experienced by the learner.

- **Provide guidance to students:** A teacher must play different roles in the school, not only in the implementation of learning, but also act as mentors for students. Guidance is the kind of assistance to students to solve problems they encounter. Knowledge of educational psychology allows teachers to provide educational and vocational guidance necessary for students at different ages.

- **Evaluate Learning Outcomes:** Teachers have to do two important activities in the classroom as teaching and evaluating. The evaluation helps in measuring student learning outcomes.Educational psychology can help teachers and prospective teachers in developing the evaluation of student learning that is more just, both in the technical evaluation, compliance with the principles of evaluation and determine the results of evaluations.

B. For theApplication of the Principles of Teaching and Learning

- **Establish Learning Objectives:** The purpose of learning refers to changes in student behavior that is experienced after the implementation of the learning process. Educational psychology helps the teacher in determining the shape of the desired behavior change as the learning objectives.

- **Use of Learning Media:** Knowledge of educational psychology teachers need to plan appropriate instructional media to be used. For example, the use of audio-visual media, so as to give a real picture to students.

- **Preparation of Lesson Schedule:** Timetable should be drafted based on the psychology of the learner. For example, which is considered difficult subjects such as mathematics students placed at the beginning of class,where the conditions and spirit of the students were still fresh in receiving course materials.Based on the description, it can be concluded that the overall educational psychology role in helping.

Conclusion

Educational psychology offers valuable insights into how people learn and plays an important role in informing educational strategies and teaching methods. In addition to exploring the learning process itself, different areas of educational psychology explore the emotional, social, and cognitive factors that can influence how people learn. If you are interested in topics such as special education, curriculum design, and educational technology, then you might want to consider pursuing a career in the field of educational psychology. In original usage, student-centered learning aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students by imparting to them skills and the basis on how to learn a specific subject and schemata required to measure up to the specific performance requirement. Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving. Student-centered learning theory and practice are based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience.

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ROLE OF MULTIPLE INTELLIGENCE STRATEGIES FOR INCLUSIVE EDUCATION

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Introduction

Learning is continuous process. Every learner is different. The Global Education Monitoring Report-2020 on inclusion and education; believes that the education is the strongest tool which embraces diversity. Learners should not have to adopt this system as it is instead, education system should adapt to their needs. When children do not feel welcomed in schools, they are less likely to learn. This is everyone's loss, but rich and poor countries too often educate some children apart. Children, who have abilities, have been displaced speaking different languages who are poor and disadvantaged. School design may favour some children over others as many laws and policies.

Constitutional provisions

Article 45 - A inserted in Fundamental Rights as per 86th Constitutional amendment states that, The State shall provide free and compulsory education to all children of the age of 6 to 14 years as a Fundamental Right in such a manner asthe State may, by law, determine.The Right of Children to Free and Compulsory Education RTEAct, 2009.

Inclusive education is the need of the hour. It helps build friendships and inculcate mutual respect and understanding. A majority of differently abled children go to special schools, away from their peers who go to regular schools. However, the Right to Education (RTE) Act, introduced in 2012 allows children with special needs to pursue main stream education.All students, irrespective of their impairment, should be educated in main stream schools.

In Chapter 2 (2) of the RTE Act, it says that a child with disability, as defined by the persons with Disability Act 1995 and the National Trust Act, has the right to free and compulsory education as per the provisions of ChapterV of the PWD Act.

The Sustainable Development Goals

The Sustainable Development Goals (SDGs), also known as the Global goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. In the SDG's report concerned with quality education has advocated achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education. The National Education Policy (NEP)-2020 also aims to ensure equity and inclusion in and through education by addressing all forms of exclusion and marginalization, disparity, vulnerability and inequality in education access, participation, retention and completion and in learning outcomes.

Meaning of Inclusion in Education

Inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued.

Inclusion ensures education is accessible to all students regardless of age, race, gender and abilities. Teachers differentiate the classroom environment along with the content and its delivery, in order to cater for all student's needs at an individual and class level. Educational and social exclusions are growing phenomena both in developing and developed countries. One of the strongest tendencies of the new economy is the increasing inequalities spiritual segmentations and cultural fragmentation of the population. Social exclusion goes beyond poverty as it is linked to the increasing number of people, who do not participate in society nor have access to basic goods and social welfare networks. This situation leads these people being excluded from society and living below the level of dignity and equality which we all has the right to enjoy.

Conceptual framework of Inclusive Education

Inclusive education is a pairing of philosophy and pedagogical practices that allow each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential. It is based on a system of values and beliefs cantered on the best interests of the student, which promotes social cohesion, belonging, and active participation in learning, a complete school experiences, and positive interactions with peer and others in the school community. These values and the beliefs will be shared by schools and communities.

Inclusive academic instructions like universal design for learning, different co-teaching methods, differentiated instructions, peer mediated instructions etc, are basically insisted to bring conducive learning environment in the classrooms to accommodate every learner.

Teachers are often well equipped to cater for student's diverse needs. Children may not recognise the way they are portrayed in their text books. Some may not see themselves there at all. They will see the message that they do not belong to. Testing sometimes follow the narrow vision of education and on sequently some students leave education earlier than they should. These are the complex problems to solve. But the belief in right to education is a belief in inclusion. Children have different learning speeds and needs. They need curriculum which is flexible, creative, and relevant and need based.

Multiple Intelligence Strategies and Inclusive education

There is an intimate relationship between the method of instruction and the attainment of objectives (Baez, 1971). Among these different kinds of methodologies, multiple intelligence-based instruction has an important place. Gardner's theory of multiple intelligences (MI) can be used as a mediator, to differentiate how students access this content. Using multiple intelligence inspired lessons allows students to explore important concepts using a range of domains, and find information based on their own abilities.

Gardner (1993) argues that humans possess a number of distinct intelligences that manifest themselves in different skills and abilities. All human beings apply these intelligences to solve problems, invent processes, and create things. Intelligence, according to multiple intelligences theory, is being able to apply one or more of the intelligences in ways that are valued by a community or culture. We possess much intelligence in varying doses. The current multiple Intelligences theory outlines eight intelligences, although Gardner (1993, 1999) continues to explore additional possibilities. They are as follows,

- **Verbal / Linguistic Intelligence:** The ability to use language effectively both orally and in writing to express the thinking and feelings on different ideas to convince others.

- **Logical/Mathematical Intelligence:** The ability to use numbers effectively and reason well with the ability of logical thinking on various mathematical problems.

- **Visual/Spatial Intelligence:** The ability to recognize form, space, colour, line, and shape and to graphically represent visual and spatial ideas for interpreting visual images.

- **Bodily/Kinesthetic Intelligence:** The ability to use the body to express ideas and feelings through the hands-on works and to solve problems.

- **Musical Intelligence:** The ability to recognize and create rhythm, pitch, and melody with which an individual can express the mood. It also can help to analyse the themes.

- **Interpersonal Intelligence:** The ability to understand another person's feelings, motivations, and intentions and to respond effectively.

- **Intrapersonal Intelligence:** The ability to know about and understand oneself and recognise his/her strengths and weaknesses, similarities and differences from others.

- **Naturalist Intelligence:** The ability to recognize and classify plants, minerals, and animals.

The theory of multiple intelligences offers eight ways of teaching and learning styles. In this regard, armed with the knowledge and application of the multiple intelligences, teachers can ensure that they provide enough variety in the activities they use, so that as much of their pupil's learning potential can be tapped as possible (Bas, 2008).

In the context of education and student achievement, multiple intelligence is especially powerful because it helps parents and teachers understand education holistically. Gardner (1994) says multiple intelligences persuades parents and teachers to examine their own ideas and assumptions about achievement and consider various teaching approaches. This suggestion provides a powerful lens to analyse multiple intelligences in the context of elementary student performance. Several studies have proven that, multiple intelligence-based instruction increases student achievement.

Multiple intelligences serve as a framework that helps teacher's make decisions about ways to structure teaching and learning experiences for students. Further more, multiple intelligences help educators foster and cater to students'individual learning needs and preferences and links the classroom with the broader community. Most importantly, multiple intelligence-based instruction is a holistic and inclusive instructional model that helps educators create cross- curricular links and integrate different learning styles and abilities.

In order to create an inclusive classroom environment, the teacher may need to make modifications to their teaching style (Barnes, 2006). Differentiating the way, the curriculum is delivered and assessed caters to students specific needs and strengths, rather than viewing to the class as a single unit. Differentiation involves teachers adjusting the learning environment, teaching style and curriculum content to fulfil our responsibility to reach and teach all of the diverse learner's in our classroom (Rief and Heimburge, 2006).

However, how we prepare teachers matters. They must be given tools and training to achieve our vision for reform. The resources we know how the marginalized, educators, supporting staff and equipment should be shared, so that everyone can benefit. Better data on those left behind will help us to reach them.

Disadvantages often accumulate. We can't address in classroom for one group at a time. Redressing these disadvantages requires funds. These must be equitable and target individual specific needs. We must work together on these tasks.

Conclusion

It is important that the classroom curriculum caters to student's individuality, as this can enhance their motivation to learn by providing an environment that is accessible for them and interests them, while building on students academic and social needs. A choice of activities enables students to identify their personal qualities, preferred learning style and to feel that they are valued for their personal achievement. With the use of strategies to accommodatestudents multiple intelligence in the classroom, teachers are able to differentiate the content and how it is taught to more beneficially cater to student's blend of intelligences and preferred learning style. Across government ministries from central to local authorities with civil societies supporting government schools opening doors to the community.

Inclusion in education requires a change in mindset in society so that Education for All (EFA) means education for everyone without an exclusion. Achieving this is the everyones business including every stakeholder of the society.

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A STUDY ON ACHIEVEMENT IN MATHEMATICS OF IX STANDARD STUDENTS IN RELATION TO THEIR HOME LIFE EXPERIENCE, MATHEMATICAL ATTITUDE AND INTELLIGENCE

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Introduction

In India promoting quality in education has been the focus of almost all the committees constituted at different stages of the development of the Indian secondary education system. Among the various national consultants, discussions and recommendations that gave a direction and focus to our developmental strategies after independence, the National policy on education and the constitutional amendment of 1976 have played on major role. The National policy one ducation of 1968 marked a significant step by stressing on the need for a radical reconstruction of the education system to improve its quality at all stages. Since the adoption of the 1968 policy, there has been a considerable expansion on educational facilities all over the country and at all levels. Education is the deliberate and systematic process of interaction between the matured person and the immature, through instruction, discipline and the harmonious development of the powers of the human being physical, social, intellectual, aesthetic and spiritual according to their essential hierarchy, by their individual and socio economic status **(Mithal, 1978)**.

Mathematics Education

Mathematics has become a fundamental element of present life and an indispensable instrument in most of the disciplines especially in the field of science and technology. The subject is taught as a collection of disjoint branches and as isolated bits of information without giving any thought to the basic structure of mathematics. The twenty first century is going to be an era of science and technology. Therefore it is necessary to prepare the child for this era of technology with a strong base of mathematics education for entry into twentyfirst century.

Values and Goals of Teaching Mathematics

Many authors put the aims and values of mathematics learning into three categories Practical values, Disciplinary value, Cultural Value:

The goals of mathematics learning have been classified in the following categories

a. **Content goals-** which deal basically with the knowledge of the content. This knowledge includes the facts, terminology, classifications and application of mathematics.

b. **Progress goals -** which refer to what the student is able to do with the knowledge student has gained, such as development of computational skills.

c. **Personal–Social goals:** in education, to holistic understanding of his strength and weakness to assist him in the development of positive means for overcoming those weakens social status (**Baurand Geary**, 1976)

Need for the study

Human beings live in a time of extraordinary and accelerating change. New knowledge, tools, and way of doing and communicating mathematics continue to emerge and evolve. Calculators too expensive for common use in the early eighties, now are not only common place and inexpensive but vastly more powerful.

Quantitative information available to limited numbers of people a few years ago is now widely disseminated through popular media outlets.

- Mathematics for life.
- Mathematics as apart of cultural heritage.
- Mathematics for the workplace.
- Mathematics for the scientific and technical community.

Subject wise Percentage of pass among students of X standard in Karnataka state from 2005 – 2009

Year	First Language	Second Language	Third Language	Mathematics	Science	SocialScience
2005	82.37	85.39	90.97	63.38	71.84	79.94
2006	91.47	92.37	97.73	77.53	83.07	93.18
2007	90.80	92.92	98.17	82.93	86.10	93.85
2008	91.67	88.61	95.14	72.77	86.43	88.74
2009	88.99	87.94	93.90	82.21	88.88	91.71

Statement of the problem

Achievement in Mathematics of IX Standard students in relation to their home life experience, mathematical attitude and intelligence. In the present study, the researcher has developed the achievement test in mathematics in consultation with the guide, home life experience questionnaire (Hemalatha and Kumaran, 2000), mathematical attitude questionnaire **(P. Malini and Kumaran, 2002)** and intelligence test Cattell's Culture fair, (Scale2, form A) were used.The researcher used these tools on the students studying in IX standard of Bangalore South District. The simple stratified random sampling technique is used to draw the sample for the study. The data collected have been subjected to the statistical analysis namely descriptive analysis and inferential analysis. The results of statistical analysis have been summarized along with interpretations.

Objectives of the study

To find out whether there is any significant difference in the achievement in mathematics of IX standard student's belonging to different levels of home life experience, mathematical attitude and intelligence.

Scope of the study

As the present study was attempted to investigate the significant difference, main and interaction effect on the achievement in mathematics the dependent variable of the study. The independent variables of the study were home life experience, mathematical attitude and intelligence.The moderate variables are sex, father's education, Father's occupation and family type, type of school. A sample of 500 students studying in IX standard of secondary schools from Bangalore south district were drawn by using techniques of simple stratified random sampling method. Further personal datasheet was designed to collect data on the personal details of the pupil.

Review of Related literature

A review of related literature gives the investigator an awareness of the developments in the related areas inwhich efforts have been made and the areas in which efforts are to be taken. Thus makes the researcher to make an effective

contribution towards the needed areas. An attempt to review there lated literature in the field of the achievement in mathematics has been made in this chapter.

1. Studies related to Achievement in mathematics and Home life experience.
2. Studies related to Achievement in mathematics and Mathematical attitude.
3. Studies related to Achievement in mathematics and Intelligence.
4. Studies related to Achievement in mathematics and Sex.
5. Studies related to Achievement in mathematics and Management of school.

Sanchedz (1992) reported that academic achievement of American-African high school students was a combination of student ability, parents beliefs and parents support for education, a strong belief in education, resulting in a high priority on educational activities and he exercise of parental control provided the student with sufficient time to develop study habits essential to school success.

Zuiker (1998) conducted a study on the effects of selected teacher background variables of mathematics attitude are achievement and ninth grade mathematics students in the Ohio state university the researcher examined and revealed that the most significant predictors and mathematics achievement and attitude in the ninth grade.

Aswal, G. S. (2001) conducted study on intelligence as a correlate of achievement in mathematics across different levels of SES examined the relationships among SES, intelligence, and mathematics achievement in high school students. 200, 10th grade students completed general intelligence tests and reported family SES. Additional collected data included school mathematics grades. Results show significant correlations between intelligence and mathematics achievement.

- From the reviews it is found that, studies of **Katiyar (1979), Sharma and etal (1988), Randhawa Bikkar.S (1991), Shaalvik Einar M and etal (1994), Segars James Edward (1994), Munger Terje and etal (1998)**, and have revealed that there is no significant difference between boys and girls in their achievement in mathematics. Whereas the study of **Manger Terje (1995)** has shown there is a significant difference between achievements in mathematics and gender differences. The studies of **Doolittle Allen.E (1987)** and **Jones Deborach perkiks (1984)** have shown that of boy's performance was more than that of girls in mathematics.

- From the reviews it is found that, private schools are significantly better in achievement in mathematic than the government schools **(Rajinish 1999; Radha Mohan 1998; Cyntia Tocci et al 1991; Amit 1989; Coolittle 1987;)** Thus the Review has provided a strong background for the present study. On the basis of the empirical evidences of the earlier studies, the present study has aimed at investigating difficulties faced by IX standard pupil's achievement in mathematics

Variables of the Study

Dependent variable: Achievement in mathematics refers to the achievement in mathematics of IX standard students belongs to Banaglore south district.

Independent variables

1) Home life experience refers to the students belongs to high, moderate and low home life experience groups.
2) Mathematical attitude refers to the students having high, moderate and low levels of mathematical attitude
3) Intelligence refers to the students having high, moderate and low levels of intelligence.

Moderate variables

1) Sex: refers to Boys and Girls of IX standard.

2) Father's Education refers to the level of education of father such as elementary, secondary, pre-university, graduate, post - graduate,

3) Father's occupation refers to the occupational type of father such as coolie, employed or self Employed.

4) Family type refers to the nuclear family (consists of maximum of 4 persons and Joint family consists of more than 4 persons).

5) Type of school: refers to governing body which includes government, private Aided and private unaided school.

Hypotheses of the Study

The following null hypotheses were formulated to get the relationship between achievement in mathematics of IX standard students, which formed the dependent variable, and the factors of Home life experience, Mathematical attitude and intelligence, which formed the independent variable. The sex, father's Education, father's occupation, family type and type of school are the moderate variables.

- There is no significant difference in the achievement in mathematics of IX standard students belonging to different levels of home life experience.

- There is no significantdifference in the achievement in mathematics of IX standard students belonging to different levels of Mathematical attitude.

- There is no significant difference in the achievement in mathematics of IX standard students belonging to different levels of intelligence.

- There is no significant difference in the achievement in mathematics among IX standard Boys and Girls. A sample is the unit of population which possess all the characters of that population.

All the students studying in IX standard of secondary schools of Bangalore south district constituted the population of the present study. A sample of 500 students studying in IX standard of secondary schools was selected for the study.

The following table presents the particulars of the selection of sample for the present study.

Variables	Sex	Management of school					
	Boys	Girls	Total	Government	Private Aided	Private Unaided	Total
Population	25105	25470	50578	14635	17455	18438	50578
Sample	243	257	500	144	174	182	500

Methodology of the study

The study intends to collect data pertaining to the achievement in mathematics of IX standard student's in relation to their home life experience, Mathematical attitude and intelligence. Hence, descriptive survey method is employed

Tools used for the study

1. Achievement test in mathematics developed by the investigator in consultation with the guide.

2. Home life experience questionnaire **(Hemalatha and Kumaran, 2000)**.

3. Mathematical attitude questionnaire **(P.Maliniand Kumaran, 2002)**
4. Intelligence test Cattell's culturefair **(Scale2, formA)**

Findings of the Study

1. There is a significant difference in the achievement in mathematics of IX standard students belonging to low and high, moderate and high levels of home life experience. However, the low and moderate levels of home life experience was no significant.
2. There is a significant difference in the achievement in mathematics of IX standard students belonging to low and moderate, low and high levels of mathematical attitude. However, the high and moderate levels of mathematical attitude was not significant.
3. There is no significant difference in the achievement in mathematics of IX standard students belonging to low and Moderate, low and high and high and moderate levels of intelligence.
4. Boys and girls of IX standard students do not differ significantly in their achievement in mathematics.

Conclusion

Home life experience and mathematical attitude has main effect on the achievement in mathematics of IX standard students. Intelligence does not affect the achievement in mathematics IX standard students. Boys and girls do not differ in their achievement in mathematics.

Educational Implications of the study

- Provide encouragement for better education through family climate, peer group participation and extracurricula activates and the factors of happy home life experiences for the students and thus increase their academic achievement.
- Create better attitude towards mathematics among the school students and thus increase their academic achievement.
- Irrespective of level of intelligence students can achieve in mathematics, so provide greater attention and more problem solving activities to increase their achievement in mathematics.
- Provide equal opportunity for boys and girls for better achievement in mathematics.
- Private unaided schools and government schools, mathematics teachers should adopt innovative, technological, and practical and activity based problem solving methods which provide congenial environment for the learning of mathematics and thus improve achievement in mathematics.

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ATTITUDE OF TEACHING EMPOWERMENT OF TEACHERS

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Introduction

Education is a gradual process through which individuals acquire general knowledge; skills and information from the teachers that would enable them to develop powers of reasoning and judgment in their everyday experiences. It is integral to preparation for particular forms of social life that is closely linked to individual responsibility and economic wellbeing. It contributes to realization of a variety of different human capacities, encourages development of competencies, capabilities and expands meaning of what is to be human. In this case education should be an empowering process that will enable one to attain a rightful status to claim economic, social, political and cultural spheres as well as being able to fully participate in the community. However, for this to be realized the role of the teacher cannot be over looked as she/he is the main contributor to student learning making their outcome to be widely recognized.

The importance of the quality of teachers should be over emphasized because the strength and success of an educational system depends on them whether they teach in schools, colleges or universities. Actually the quality of a nation depends on the quality of its citizens, quality of citizens depends on the quality of their education and quality of education depends on thequalityof their teachers. Quality education depends on the vision and leadership of the head of the institutions along with his committed team of teachers. A teacher should have thorough understanding about the latest techniques and methods of transaction. He should constantly renew his knowledge, methodology and techniques. The personal and professional qualities of a teacher influence their professional efficiency. More competent and committed teachers are required in the classroom because the best curriculum and the most perfect syllabus remain in effective in the absence of a good teacher. **Irwin (1991)** saw an empowered teacher's one who believes in himself /herself and his /her ability of action, understands the system of domination and dedicates time and energy towards the improvement of best practices in the society, respects others and uses his/her power to protect the uniqueness of individuals.Whether working alone or with each other people, they are firm, practical, and passionate dedicated to the self - realization of students in the classroom,at school, and in the community.

Concept of Teacher Empowerment

Empowerment has been defined as a process where by teachers develop the competence to take charge of their own growth and resolve their own problems. Empowered individuals believe they have the skills and knowledge to act on a situation and improve it. Empowered schools are organizations that create opportunities for competence to developed and displayed.

According to **Zembylas and Papanastasiou (2005)** teacher empowerment is the power that teachers have in participating in the decision-making processes related to school wide learning and teaching processes. **Bolin (1989)** defined teacher empowerment as investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach.

Finally the inclusion of teachers in the decision making processes by way of participative leadership understanding enables teacher empowerment. School leaders may encourage the cooperation of teachers in school reform with an understanding of distributive leadership, thus empowering by enabling them to evaluate their own learning environments.

Dimensions of Teacher Empowerment

Short and **Rinehart** (1992) explained teacher empowerment under six dimensions: The following are the dimensions of teacher education.

- **Decision making:** Teachers involved in making decisions concerning all aspects of the teaching and learning process to include budgets, curriculum, textbooks, scheduling, planning, personnel selection, and goal setting. Providing teachers with a significant role in school decision making is a key element in empowerment. Teachers gain the opportunity to increase control over their work environment. However, for teacher's involvement indecision making to happen, teachers must believe that their involvement is genuine and that their opinion has critical impact in the outcome of the decision.

- **Professional Growth:** Professional growth is teacher's perception that the school in which they work provides them with opportunities to grow and develop professionally, to learn continuously, and to expand one's skills through the work life of the school and teachers should be provided the opportunity for continuous professional growth; teachers feel more empowered when they are knowledgeable about their subject.

- **Status:** Status is the perceptions that they have professional respect and admiration from colleagues and teachers believe that they have colleague support. They feel that others respect their knowledge and expertise.

- **Self - Efficacy:** Self Efficacy is the perceptions that they have the skills and ability to help students learn, are competent in building effective programs for students, and can effect changes in student learning. Self-efficacy develops as an individual acquires self-knowledge and the belief that they are personally competent and has mastered skills necessary to affect desired outcomes. Self-efficacy increases while teachers develop competence. When teachers believe their knowledge of teaching and learning is of value; they will feel more empowered. Teachers will feel more empowered if they have strong skills and abilities.

- **Autonomy:** Autonomy is teachers'beliefs that they can control certain aspects of their work life. This may control over scheduling, curriculum, textbooks, and instructional planning. The hallmark of autonomy is the sense of freedom to make certain decisions. Autonomy is directly related to decision making. It involves having the freedom to make decisions and allows for growth and renewal which is essential to success.

- **Impact:** Impact refers to teacher's perceptions that they have an effect and influence on school life. It needs to have an influence on the teaching and learning process. Teachers need to know that they have value to the organization. Teachers are positively affecting the teaching and learning process. Empowerment indicated that because teachers felt they were not allowed to make a real impact, their feeling of empowerment was rated as neutral.

In the context of educational changes, teacher empowerment is an important tool for carrying out educational reforms at schools. It requires consideration of both administrative and behavioural changes. Empowerment provides a new administrative framework and its outputs create changes in the behaviours of teachers. The outputs of teacher empowerment facilitate the adoption of changes, as well as implementation of new necessities by teachers at schools. Teachers can feel that their work is more meaningful if principals emphasize the importance of the individual roles of teachers, as well as the work they do which supports school objectives during their interactions with other teachers.

Teacher empowerment contributes to sustainability of the professional development of teachers, via the autonomy it supplies to the teachers and the positive impacts it makes on their job satisfaction. Enabling teachers to make their own decisions related to teaching processes within the scope of teacher empowerment also serves their professional development.

Need and Significance of the Study

Teaching is a dynamic and complex phenomenon involving the teachers, pupils and the subject matter. Empowering teachers is the ongoing process of providing the tools, training, resources; encouragement and motivation to perform at the optimum level. Educational organizations should focus on teacher empowerment to improve its quality and its effectiveness. Quality teaching is widely acknowledged to be one of the key factors in achieving successful learning outcomes, by developing the knowledge, skills, attitudes and values that learners need in order to realize their full potential both as individuals and as active members of the workforce and society.

Empowered teachers have enough resources and freedom to provide every student with the education they need. Teachers who have not yet experienced empowerment will be unable to fully personalize their teaching to the needs of every student. The importance of empowerment is also illustrated by its role in increasing teacher motivation, improving problem solving skills, and teaching students of higher education to become empowered, all of which are vital to improving learning outcomes for every student. In this context teachers are critical actors in an educational process. In the post modern context, they have the potential to make a significant contribution to the society. Consequently Empowerment of teachers is very important for building prosperous society. Empowering teachers increases their professional satisfaction; increased professional skill enhances the quality of teaching and the efficiency of educational institutions.

Methodology

The present study was taken up to investigate the teaching empowerment of secondary school teachers and to find whether there is any significant difference in these variables with respect to their gender, stream and length of experience. Descriptive survey method of the study was followed.

Statement of the problem

The present study intends to analyse the level of teaching empowerment of secondary school teachers and also find out the differences between background variables. Hence the present study is entitled as, "*Attitude of Teaching Empowerment of Secondary School Teachers*".

Objectives of the study

1. To assess the level of teaching empowerment of secondary school teachers.
2. To find whether there is any significant difference between male and female secondary school teachers with respect to their teaching empowerment.
3. To find whether there is any significant difference between high and low experienced secondary school teachers with respect to their teaching empowerment.

Hypotheses of the study

1. There is no significant difference between male and female secondary school teachers with respect to their teaching empowerment.
2. There is no significant difference between high and low experienced secondary school teachers with respect to their teaching empowerment.

Variables of the study

Main Variable: Teaching empowerment

Background variables: Gender and length of experience.

Sample of the study

The study was conducted on a sample of 100 secondary school teachers of Shimoga city. The selection of secondary school teachers was done on the basis of stratified simple random sampling method.

The following tool was used to collect the data for the study: Teacher Empowerment Scale (TES):

Teacher Empowerment Scale developed by **Dr. Manju N. D** and **Dr. G. Sheela** (2021) was used in the present study. The scale consists of 63 items and this scale measures teacher empowerment on six dimensions. The six dimensions based on which the items were constructed are: Teachers decision making, professional growth, status, self-efficacy, autonomy and impact. The cronbach's alpha reliability of the scale was 0.951.

Operational Definitions of Key Terms

- **Teacher Empowerment:** Teacher empowerment is a process, which will affect the teacher and would lead more or less automatically to more favourable situations. It refers to the teacher's right to participate in the determination of school goals, policies and practices and to exercise professional judgment about what and how to teach and evaluate. In the present study, the level of empowerment of teachers is represented by the total scores obtained by the teachers on teacher empowerment scale that was developed by **Dr. Manju N D and Dr. Sheela G (2021)**. Teaching empowerment of secondary school teachers is categorized as more empowered, moderately empowered and less empowered.

- **Length of Teaching Experience:** In the present study length of teaching experience means the total number of years of experience in teaching from the beginning of a teacher's career (irrespective of the institutions where they worked) till the date of the teachers filling the tools. In the present study, teachers are categorized into two groups on their teaching experience viz.,

- **Above ten years of Experience:** Teachers working for ten years and above were considered as those with above ten years of experience.

- **Below ten years of Experience:** Teachers having below ten years of experience were considered as those with below ten years of experience.

Procedure for Data Collection

Data for the study was collected by administering the participant empowerment scale to the selected sample by the investigator. The obtained data with respect to different back ground variables were tabulated and subjected to statistical analysis employing appropriate statistical techniques.

Statistical Techniques used for Analysis of Data:

The obtained data was analyzed using percentage analysis and t-test. Analysis and interpretations of the results. The analysis of data interpretation and discussion of the results are presented below:

Objective 1: To assess the level of teaching empowerment of secondary school teachers.

Analysis related to objective 1 is presented in table no.1

Table No. 1: Table showing the percentage of secondary school teachers with respect to their different levels of Teaching Empowerment.

Levels of Teaching Empowerment	Frequency	Percentage
More Empowered	20	20
Moderately Empowered	70	70
Less Empowered	10	10
Total	100	100

Table no.1 reveals that majority of teachers that is 70% of secondary school teachers have moderately empowered in teaching. 10% of the secondary school teachers were found to have less empowerment in their teaching. Only 20% of teachers were found have more empowered in teaching. This may be due to the reason that lack of decision making opportunities, lack of professional satisfaction, less opportunities for their professional growth, lack of autonomy and motivation in their job.

Hypothesis 1: There is no significant difference between male and female secondary school teachers with respect to their teaching empowerment.

t-test was calculated to test the hypothesis 1. The results are presented in table no. 2

Table No 2: summary table of t-test of Teaching Empowerment of male and female secondary school teachers.

Teaching Empowerment	Gender	N	Mean	S. D	t-value	Level of significance
Male	40	216.92	19.65	1.46	98	NS **NS-Not Significant**
Female	60	220.58	23.36			

Table no 2 shows that the obtained t-value of 1.46 is less than the tabled t-value of 1.98 at 0.05 level of significance for degrees of 98. Therefore the null hypothesis there is no significant difference between male and female secondary school teachers with respect to their teaching empowerment is accepted and it is concluded that there is no significant difference between male and female secondary school teachers with respect to their teaching empowerment.

Hypothesis 2: There is no significant difference between high and low experienced teachers with respect to their teaching empowerment. t-test was calculated to test the hypothesis 2. The results are presented in table no. 3

Table No 3: summary table of t- test of Teaching Empowerment of high and low experienced secondary school teachers.

Teaching Empowerment	Gender	N	Mean	S. D	„t" value	Df	Level of significance
Above five years of experience	43	187.58	29.65	1.61	98	NS	
Below five years of experience	67	196.48	35.63				

Table no. 3 reveals that the obtained t-value of 1.61 is less than the tabled t-value of 1.98 at 0.05 level of significance for degrees of 98. There fore the null hypothesis there is no significant difference between above five years of experienced and below five years of experienced secondary school teachers with respect to their teaching empowerment is accepted and it is concluded that there is no significant difference between above five years of experienced and below five years of experienced secondary school teachers with respect to their teaching empowerment.

Findings of the study

1. It was found that 70% of secondary school teachers have moderately empowered and 20% of teachers were found to have less empowerment. Only 10% of the secondary school teachers were found have more empowerment in their teaching.

2. No significant difference was found in teaching empowerment of male and female secondary school teachers.

3. No significant difference was found in teaching empowerment of above five years of experienced and below five years of experienced secondary school teachers.

Educational Implications of the Study

1. The study identified that majority of the secondary school teachers were found to have moderately empowered in teaching. Since the destiny of India is being shaped in the classroom, as rightly pointed by Kothari, the teachers are the future destiny makers of our nation. If can easily understand others feelings which help him/her to predict future behaviour according to situation. Enhancement in teaching empowerment of the teachers can bring improvement in academic performance of students. It is pertinent to say that if teachers, principals, policy makers, parents and well-wishers of the society want to enhance academic performance of the students, then they should think to improve their teaching empowerment through various ways in the school campus. Hence, participation of teachers in training courses, seminars and conferences which can be helpful for following the latest developments in the field of education should be encouraged. Thus, professional development canalso be included in school culture as avalue.

2. Teaching is the mother of all professions and teachers are responsible for creating productive and efficient citizens with proper perspective who contribute in pacing the advancements in all the fields. Teacher is the most important factor for the success of any educational programme. For an effective teaching performance, a teacher should be well aware and has a deep knowledge of subject. The higher authority should analyse the different dimensions of teaching empowerment such as decision making, professional growth, status of teaching profession, self-efficacy of teachers, Autonomy of their profession and impact of their job and should be allowed to teachers make autonomous decisions about educational issues. Innovative method should be motivated and find a place in the teaching learning strategies. The infrastructure of government schools should be improved. The frequent transfer may be avoided. Student teacher ratio may be fixed as 1:40 which helps for effective interactions and enhance teaching empowerment.

3. School principals/head masters should organize decision-making meetings regularly in order to include teachers in decision-making processes. They should know the interests and skills of the teachers and allocate responsibilities to them in line with their interests and skills. Head of the institution should not abstain from sharing their responsibilities with teachers and should build close relationships with teachers to gain their trust. Bureaucracy may be felt less in organizational communication processes in this way as well. Social activities and sharing meetings which can create a collectivism spirit at school should be organized to ensure teachers are working as a team.

Conclusion

The education system depends on the future teachers. Teacher education is believed to be the only hope to make the society better. Teachers are the persons who could develop and mould the students as good citizen and make them socially and emotionally matured and to hold the responsibility on their shoulders for developing their nation. Hence we need to empower teachers and providing experiences for teachers to grow and become more committed to the school mission, giving the opportunity to lead their work successfully.

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MULTIPLE INTELLIGENCE: ENLIGHTENMENT TO HIGHER EDUCATION

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Introduction

Multiple intelligences refersto a theory describing the different ways students learn and acquire information. These multiple intelligences range from the use of words, numbers, pictures and music, to the importance of social interactions, introspection, physical movement and being in tune with nature. The theory posits that an understanding of which types of intelligence a student may possess can help teachers adjust learning styles, and suggest certain career paths for learners. The theory has come under criticism from both psychologists and educators, where many believe that the eight intelligences represent innate talents and abilities. Cognitive psychologists have further stated that there is no empirical evidence to support the validity of this theory.

Meaning

Multiple intelligences refer to a theory describing the different ways students learn and acquire information. These multiple intelligences range from the use of words, numbers, pictures and music, to the importance of social interactions, introspection, physical movement and being in tune with nature.

Multiple intelligences is a theory first posited by Harvard developmental psychologist **Howard Gardner in 1983** that suggests human intelligence can be differentiated into eight modalities: visual-spatial, verbal-linguistic, musical-rhythmic, logical-mathematical, interpersonal, intrapersonal, naturalistic and bodily-kinesthetic. In contrast to other notions of learning capabilities (for example, the concept of a single IQ), the idea behind the theory of multiple intelligences is that people learn in a variety of different ways.

Types of intelligence

Visual/Spatial Intelligence: Ability to perceive the visual. These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies.

Verbal / Linguistic Intelligence: Ability to use words and language. These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures.

Logical / Mathematical Intelligence: Ability to use reason, logic and numbers. These learners think conceptually in logical and numerical patterns making connections between pieces of information. Always curious about the world around them, these learners ask lots of questions and like to do experiments.

Bodily / Kinesthetic Intelligence: Ability to control body movements and handle objects skillfully. These learners express themselves through movement. They have a good sense of balance and eye-hand co-ordination. (E.g. ball play, balancing beams). Through interacting with the space around them, they are able to remember and process information.

Musical / Rhythmic Intelligence: Ability to produce and appreciate music. These musically inclined learners think in sounds, rhythms and patterns. They immediately respond to music either appreciating or criticizing what they hear. Many of these learners are extremely sensitive to environmental sounds.

Interpersonal Intelligence: Ability to relate and understand others. These learners try to see things from others point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organizers, although they sometimes resort to manipulation. Generally they try to maintain peace in group settings and encourage co-operation. They use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, bodylanguage) to open communication channels with others.

Intrapersonal Intelligence: Ability to self-reflect and be aware of one's inner state of being. These learners try to understand their innerfeelings, dreams, relationships with others, and strengths and weaknesses.

Additional / Naturalistic intelligences: Since Howard Gardner's original listing of the intelligences in Frames of Mind (1983) there has been a great deal of discussion as to other possible candidates for inclusion (or candidates for exclusion). Subsequent research and reflection by Howard Gardner and his colleagues have resulted in three particular possibilities: a naturalist intelligence, aspiritual intelligence and an existential intelligence.

Everyone presents the unique operation method that, with proper encouragement and guidance, the intelligence could achieve certain standards. For this reason, multiple intelligences allow each student finding out the sky and reaching the goal of adaptive development. The emergence of knowledge-based economy in past years reveals the importance of human capital of a nation. In face of increasing employment population domestically, understanding the abilityfor the right job in the right place is an extremely important issue for individuals or enterprises. The development of multiple intelligences used to focus on kindergartens and elementary schools as educational experts and officials considered that the development of student's multiple intelligences should be cultivated from childhood and slowly promoted to other levels. For high and elementary school students, multiple intelligences could help teachers better understand students from the intelligence distribution of students. For instance, multiple intelligences could be utilized for digging out gifted students and further providing them with suitable development opportunities to make the growth. Besides, multiple intelligences could be used for supporting students with problems and adopting more suitable methods for their learning.

Conclusion

Colleges and universities should often make more efforts to help students to form a sense of accomplishment and self- confidence. Gardner's theory of multiple intelligences pointed out that although not all students have a gift for verbal expression or mathematics, they may be excellent in music, spatial relationships or interpersonal knowledge. The establishment of guiding method and the efforts of evaluating students learning will encourage many college students to actively participate in learning activities, establish good relationships with teachers, and show their own talents, which should be the fundamental objective of the development of higher education

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PSYCHOLOGICAL PERSPECTIVES OF EDUCATION IN NURTURING THE TALENTS OF 21st CENTURY LEARNERS

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Introduction

Teacher education refers to the policies and procedures designed to equip prospective teacher with the knowledge, attitudes, behaviours and skills.They require performing their tasks effectively in the classrooms, schools and wider community. 21st century learner might also be called the net generation or digital natives and those who born after the realisation of the personal computer or a person who is always interested in using new and innovating types of technology, who feel comfortable with technology and don't get intimidated when new technologyis presented. 21st century teacher means the teacher who teaches with today's tools and technologies. It means utilizing everything that is important in today's world so that students will be able to leave and prosper in today's economy as well as having the ability to guide student and to prepare them for the future.

Perspective of 21st century

As information and communication technology (ICT's) permeate our societies and communities, the role of the individual learning is highlighted. Globalization and produced out-comes and processes which make the learning of new skills and competencies of paramount importance. Today it is no longer enough to have the same living and working skills one had a decade or few years ago. Learning to learn, problem solving, critical understanding and anticipatory learning. These are few of the core skills and competences needed for all at a time. When many of trades and jobs to be performed are little known as now.As the demands of new knowledge and skills emerge lifelong learning is required to meet the needs.

21st century learner's skills

Critical thinking, Communication skills, creativity, problem solving, perseverance, collaboration, information literacy, technology skills and digital literacy, media literacy, Global awareness, self-direction, social skills, civic literacy, social responsibility, innovation and thinking skills.

Psychological perspectives in 21st century

There are different ways of thinking about human behaviour. Psychologists utilize avariety of perspectives when studying how people think, feel, and behave. Some researchers focus on one specific school of thought, such as the biological perspective, while others take a more eclectic approach that incorporates multiple points of view.There is no single perspective that is better than another; eachsimply emphasizesdifferent aspects of humanbehaviour.

Major perspectives in modern psychology

1. **The Psychodynamic Perspective:** The psychodynamic perspective originated with the work of Sigmund Freud. This view of psychology and human behaviour emphasizes the role of the unconscious mind, early childhood experiences, and interpersonal relationships to explain human behaviour, as well as to treat mental illnesses. While the psychodynamic perspective is not as dominant today, it continues to be auseful psycho therapeutic tool.

2. **The Behavioural Perspective:** Behavioural psychology focuses on learned behaviours. It was founded on the work of psychologists such as **Edward Thorndike and John B. Watson.** Behaviourism dominated psychology in the early twentieth century but began to lose its hold during the 1950s. Today, the behavioural perspective is still concerned with how behaviours are learned and reinforced. Behavioural principles are often applied in mental health settings, where the rapists and counsellors use these techniques to explain and treat avariety of illnesses.

3. **The Cognitive Perspective:** During the 1960s, a new perspective known as cognitive psychology emerged. This area of psychology focuses on mental processes like memory, thinking, problem-solving, language, and decision making. Influenced by psychologists such as **Jean Piaget and Albert Bandura**, the cognitive perspective has grown tremendously in recent decades. Cognitive psychologists often utilize an information-processing model that is comparing the human mind to a computer to conceptualize how information is acquired, processed, stored, and utilized.

4. **The Biological Perspective:** The study of physiology played a major role in the development of psychology as a separate science.Today, the perspective is known as biological psychology (also called biopsychology or physiological psychology). The point of view emphasizes the physical and biological bases of behaviour. Researchers with a biological perspective on psychology might look at how genetics influence behaviour or how damage to specific areas of the brain affect personality. The nervous system, genetics, the brain, the immune system, and the endocrine system are just a few subjects of interest to biological psychologists. Over the last few decades, the perspective has grown significantly with advances in our ability to explore and understand the human brain and nervous system. Magnetic resonance imaging (MRI) and positron emission tomography (PET) scans give researchers tools to observe the brain under avariety of conditions.Scientists can now look at the effects of brain damage, drugs, and disease in ways that were not possible in the past.

5. **The Cross-Cultural Perspective:** Cross-cultural psychology is a fairly new perspective that has grown significantly in the last twenty years. Psychologists and researchers in this school of thought look at human behaviour across different cultures.

6. **The Evolutionary Perspective:** Evolutionary psychology focuses on the study of how the theory of evolution can explain physiological processes. Psychologists who take this perspective apply the basic principles of evolution (like natural selection) to psychological phenomena.The evolutionary perspective suggests that these mental processes exist because they serve an evolutionary purpose-meaning that they aid in human survival and reproduction.

7. **The Humanistic Perspective:** In the 1950s, a school of thought known as humanistic psychology arrived. It was greatly influenced by the work of prominent humanists such as **Carl Rogers and Abraham Maslow**. The humanistic perspective emphasizes the role of motivation in thought and behaviour. Concepts such as self-actualization are essential. Psychologists with a humanist perspective focus on what drives humans to grow, change, and develop their personal potential.

Conclusion

Utilizing everything that is important in today's world so that students will be able to leave and prosper in today's economy as well as having the ability to guide student and to prepare them for the future. Psychological perspectives focus on the environmental detarminent of human behaviour. From this perspective human behaviour is under the control of the environmental stimuli that precede behavior and the consequences that follow it.

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SECTION 3: PHILOSOPHICAL PERSPECTIVES OF EDUCATION
PHILOSOPHICAL PERSPECTIVE OF EDUCATION

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Introduction

Philosophy means the love of wisdom. It is a dedicated pursuit of wisdom through a systematic inquiry into the nature and meaning of the universe and of human life. Philosophy of education is the study of key philosophical ideas that have influenced educational thought and developments in the world. This chapter introduces philosophical perspectives on education by discussing five major educational thoughts or philosophies (idealism, realism, pragmatism, existentialism and postmodernism) and five main educational theories (perennialism, essentialism, progressivism, Reconstructionism, and critical theory). Key concepts and educational implications are highlighted for each of the educational philosophies and theories. Educational philosophies originate from general philosophical systems and are comprehensive and in-depth, while educational theories are specific and formulated to serve the educational needs in the curriculum, teaching and learning. Educational philosophies refer to complete bodies of thought that present a world view of which education is a part, while educational theories focus on education itself and on schools (Ornsteinand Levine, 2003).

Table 2.1 shows the connection between the five educational philosophies and five educational theories:

Links between Education Philosophies and Education Theories

Educational Philosophy	Educational Theory
• Idealism	• Perennialism(rootedin Idealismand Realism)
• Essentialism(rootedin Idealismand Realism)	• Realism
• Pragmatism	• Progressivism(rootedin Pragmatism)
• Reconstructionism(rootedin Pragmatism)	• Existentialism
• Critical theory(rooted in Postmodernism andExistentialism)	• Postmodernism

Philosophies of education

1) **Idealism:** The educational philosophy of idealism is one of the oldest educational philosophies, going back to Socrates and Plato in ancient Greece. Other proponents include **Rene Decartes, George Berkeley, Immanuel Kant, Georg W. F. Hegel and Henry David Thoreau.**

2) Idealism teaches that ideas are the only true reality, and that truth and values are absolute and universal. Idealists argue that the aim of education is to develop the intellectual capacity of the students by helping them to appreciate broad and enduring ideas and principles.

The school is seen as an intellectual institution for students to explore and discover truth. The emphasis is on cognitive development, not vocational training. In terms of curriculum, subjects should be taught with an

emphasis on abstract principles, holistic learning and interdisciplinary approach. Teaching and learning should be done in stages with the purpose of preparing students to see the ideas that underpin reality. This means that at the elementary level, students should learn basic skills such as the 3 R -reading, writing, and arithmetic, acquire desired habits of mind such as thepassion to learn, open-mindedness and perseverance. From the secondary level onwards, the curriculum should focus on subjects that introduce enduring concepts to students. Great works in philosophy, history, literature, politics and culture are especially valued. While mathematics and science should be taught, the aim is to help students grasp the abstract mathematical principles and scientific theories so that students can understand the ideas that underlie the various disciplines. Believing that everyone should know reality through a study of true ideas, the Idealists advocate that everyone should attend school. However, the emphasis on the intellectual development of students means that not everyone is capable of achieving the intellectual standards set by the idealists. One criticism of idealism is that it promotes intellectual elitism where only a gifted minority of intellectuals are valued in society **(Ornstein and Levine, 2003)**. This in turn may lead to aneglect of the student's emotional and social needs.

For the Idealists, the teacher is one who is respected for his or her knowledge of the absolute and universal ideas. He or she is able to teach the keyconcepts and principles from the classics, patiently guide the students in their search for truth, and skilfully promote thinking in the students. While the teacher mayuse a variety of teaching methods such as lectures, small group discussion and project work, the goal is to encourage the students to understand the ideas and think for themselves, and not merely regurgitate the information in order to pass the exams. The Socratic Method is especially suitable for the purpose of stimulating the learner's awareness of ideas with the teacher asking leading questions. Teachers should also set good examples by being knowledgeable, modeling the spirit of inquiry and living out the desirable moral qualities. As an example of an idealist lesson, consider how a primary school teacher could introduce the concept of gravity in a science lesson on gravity to his or her students in the classroom. The teacher could get students to explore the principle of gravity by studying Newton's experiments on gravity along with examples of different instances of gravity at work. The aim would be to encourage the students to reflect on how the principle of gravity works rather than drilling them with test questions from worksheets. Another example would be a history class in a secondary school on the principle of change and continuity in historical events. The focus of such a lesson would not be on the memorisation of historical facts, but on grasping the enduring themes in history. By getting students to read about great civilisations in the ancient world of India, Southeast Asia and China, the teacher could lead them to explore how the principle of change and continuity is reflected in these civilisations.

3) **Realism:** Like idealism, Realism has a long history dating back to Aristotle in ancient Greece. The other well-known proponents include Thomas Aquinas, Francis Bacon, Alfred North Whitehead, and Bertrand Russell.The realists posit that reality is found in the physical world that we live in, and that knowledge is gained through reason and experience. Knowledge obtained from scientific research and discovery is particularly useful and such knowledge isinstrumental for us to survive and succeed in life. Schools are seen as academic institutions to develop the student's abilities in reasoning, observation and experimentation.

The function of schools is to train and prepare professionals and technicians in a society where professionalism and technical skills are highly prized **(Ozmon and Craver, 2003)**. The curriculum is systematic, organised and classified under different subject-matter disciplines such as languages, mathematics, and science.

While all students at the elementary level should learn the basic skills of reading, writing, arithmetic, and moral values, they should subsequently specialise in various areas of study. Higher ability students should be given a liberal education in the arts and sciences, while weaker students should be channelled to vocational training. Preferring theory to practice, Realists rate the study of theoretical subjects in liberal education higher than practical subjects in technical- vocational training **(Ornstein and Levine, 2003**). Realists believe in using quantifiable yard sticks in assessment. These include various types of diagnostic, competency and achievement tests for both students and teachers. While Realism has been credited with promoting a down-to- earth form of education that prepares students for a knowledge-based economy, it has been criticised for valuing cognitive development at the expense of other forms of development in students. For example, the feelings and emotions of students are often ignored and undeveloped under the realist model, leading to students being subservient to the curriculum or to narrowly defined standards of excellence **(Ozmon and Craver, 2003)**.

The Realists see teachers as experts in the various disciplines. Such a teacher knows the subject thoroughly, is skillful in explaining the content to the students and in assessing the student's understanding. Such a teacher does not teach whatthe students are interested in, but what is essential to develop their reasoning powers so that they can gain knowledge of the world of nature. Materials should be presented in an orderly and organised manner, and content is based on facts, reason and practical use. Clearly defined criteria in the various subject matter are taught to students, and they are formally assessed in standardised achievement tests. For example, a mathematics teacher in a primary school will teach about multiplication by explaining the rule and providing examples with the help of pictures or manipulatives. He or she then gets the students to complete some exercises, and goes through the answers with them. A test is set at the end to appraise the student's understanding of multiplication.

4) **Pragmatism:** Also known as Experimentalism, Pragmatism was introduced by writers such as **Charles S. Peirce, William James, George Herbert Mead and John Dewey**. While idealists see reality as residing in true ideas, and realists view reality in terms of the world of nature, pragmatists argue that reality is always changing and is dependent on what we observe and experience. Knowledge claims and even values are not permanent and absolute, but are tentative and subject to revision. Rather than searching for universal ideas, it is more pragmatic to focus on using knowledge to help us achieve our desired outcomes. In the context of education, schools should help students to grow. Through activities, problems, resolutions to the problems, and a network of social relationships, students will grow by learning more effective, meaningful and satisfying ways to deal with a changing reality and to direct the course of their own lives **(Gutek, 2004)**. To achieve the educational goal of growth, schools should not be just academic institutions; they are social institutions to prepare students for democratic living. As a miniature community, the school offers opportunities for teachers and students to engage in active learning, experiment with new ways of thinking and doing, solve problems, and build social consensus. Rather than stressing knowledge of traditions and cultural heritage, the pragmatists prefer content and activities that are relevant to the student's interests, needs and problems. The curriculum should be inter-disciplinary, integrated and action-oriented, rather than divided into specialised and theoretical subjects. However, the weakness of a pragmatic form of education is that it may deprecate the acquisition of knowledge and water down the curriculum since there is no in-depth exploration of specific disciplines **(Ozmon and Craver, 2003)**. Some Educators are also uncomfortable with the pragmatic claim that all knowledge claims and values are tentative and changeable. They are concerned that this might lead to a relativistic and situational approach to life problems **(ibid.)**.

The ideal teacher for the Pragmatists is one who helps the students to grow by empowering them with the knowledge, skills and dispositions to make intelligent decisions in life. Such a teacher is not confined to the textbook or a fixed body of knowledge. He or she is able to introduce topics that students are interested in and can relate to in their lives. Rather than being a dispenser of knowledge, the teacher is a resource person and facilitator to guide the students in active learning. The teacher provides a conducive learning environment, encourages openness and collaboration among the students, scaffolds the students learning, and guides the students in applying their knowledge to their problems. For example, asocial studies teacher in a secondary school could encourage students to do a project on the problem of racial riots in Singapore. Students would adopt a cross-disciplinary approach where they research into the historical, geographical, social, cultural and economic factors involved in the racial riots that took place in Singapore. Their investigations could include literature review, interviews, surveys and other experimental approaches to the topic. The teacher serves as a facilitator by alerting those to relevant resources, providing suggestions on the project, and giving feedback on their work.

1) Existentialism: As the name implies, Existentialism is concerned with issues relating to one's existence. Its key ideas originate from existential philosophers such as **Soren Kierkegaard, F. W. Nietzche, Martin Buber, Karl Jaspers, and Jean- Paul Sartre**. Existentialists reject universal and absolute ideas and hold that reality is constructed by the individual. The knowledge that one needs to pursue is the knowledge about the human condition and the personal choices one makes **(Ornstein and Levine, 2003)**. To this end, schools should recognise that every student is a free, unique, and sentient being with personal fears, hopes and aspirations. Existentialist's arecritical of schoolsthat overlook and suppress this individuality in students and view students as a collective and passive whole to serve the needs of society. Rather than dehumanising them, schools should provide a broad education with many options for student's to explore, reflect on and articulate their convictions. There is no fixed curriculum for the Existentialists; the content and pedagogy is determined by the needs and preference of the students However, the humanities and arts are especially useful in drawing the student's attention to the issues, challenges, dilemmas and problems that human beings face. They also provide an avenue for students to express their choices in creative ways such as through drama, drawing andcreative writing. By focusing on the individual experiences, however, Existentialism has been criticised for neglecting the needs of community and society, leading to selfishness and egoism **(Ozmon and Craver, 2003)**.

The existentialist teacher is one who respects the individual freedom and choice of the student. Open-minded and reflective, the teacher creates a learning environment where both teachers and students are free to reflect, ask questions and engage in philosophical dialogue about issues and moral choices in life. Real-life examples of struggles faced by individuals could be introduced through a variety of means such as literature, films and music. The teacher does not prescribe answers to the problems, recognising instead that the responses vary from individual to individual, and are contingent on particular contexts, life situations and institutional constraints. In terms of assessment, the Existentialists eschew standardised testing, viewing it as a rigid, in accurate and tyrannical method that restricts the interpersonal relationship between teacher and students, and among the students **(Gutek, 2004)**. Instead, the teacher should adopt authentic assessment where students are free to set their own assessment, and produce creative assignments such as creative writing, paintings or a portfolio. An example of an existentialist lesson is a moral education lesson in a secondary school where the teacher shows the film Life is Beautiful, about a family that was imprisoned by the Nazis during the Holocaust. In order to protect his young son, the father constructed an elaborate lie to keep the truth from his son. After watching the film, the teacher could let the students reflect on the choices made by the father in lying to his

young son, and the issues, dilemmas and consequences highlighted in the film. The learning process could be in the form of individual reflection, journaling, group discussion or role-play. Discussing the moral dilemma involved in lying students are encouraged to maketheir own moral stand and be responsible for their own actions.

2) Postmodernism: Unlike the other educational philosophies, Postmodernism is not a single system of philosophy but is more a perspective or viewpoint. Proponents of postmodernism include **Michel Foucault, Jacques Derrida, Henry A. Giroux, Peter McLaren, and Cleo Cherryholmes Bowers**. A convenient way of understanding postmodernism is to identify what it is opposed to. Postmodernism opposes the enlightenment claims to reason, objectivity and universality. The enlightenment, which took place in the 18th century and introduced the age of reason, promoted the idea that objective and universal knowledge about the world could be gained through the scientific method. Postmodernists argue that the enlightenment version of reason is not a universal truth: it is merely one rationale or narrative constructed by the rising middle class of that time to reflect and entrench its male-dominated, Eurocentric cultural point of view **(Gutek, 2004).** Rejecting the existence of objective and eternal knowledge, they assert that all claims to knowledge are constructed by those in power to establish and perpetuate their control over the oppressed and exploited. The latter group includes those who are marginalised due to race, gender, or class. Postmodernists are critical of schools that teach the students that there is officially established and authoritative knowledge they need to accept and learn from the curriculum.

The aim of education is empowerment and transformation to engage the students to reject the dominantor master narratives in favour of a variety of narratives, develop their own identities and transform society by emancipating the marginalized groups from oppression. An interdisciplinary approach is favoured where the curriculum breaks away from the traditional division of subjects, and focuses on particular issues and problems with knowledge from various disciplines Critics of postmodernism argue that its rejection of universal knowledge, truth and values opens the door for cultural and situational relativism, and also devalues academic and ethical standards in education **(Gutek, 2004)**.

Role of teachers: For the postmodernists, is not simply to teach a body of knowledge but to help students understand how curricular knowledge is used to serve ideological and political interests in different ways **(Ozmon and Craver, 2003)**. Teachers should provide a student-centred learning environment, employing a curriculum that begins with the concrete personal identities, histories and ordinary experiences of the students and then proceeds to more abstract meanings of culture, history and politics **(ibid.)**. No single narrative based on a specific source should be taught as the foundation of ideas, beliefs and values. Instead, a variety of narratives should be used for the students to see the plurality of voices from those in power and those who are marginalised. Through this approach, students are able to recognise the different constructions of reason and knowledge in specific historical contexts and learn to reflect on, reinterpret, reformulate and construct their own identities and histories.

Chinese government that present contrasting accounts of World War II in Asia. The teacher could explore with the students the different versions of histories, and how the identities and experiences of the Chinese people are interpreted differently due to different historical and social conditions. In particular, the teacher could introduce the students to discourses from oppressed groups whose voices are not commonly represented in historical accounts, such as the oppressed and poor civilians and comfort women during World War 2.

Five Main theories of Education

Perennialism: As mentioned earlier, educational theories are specific and focused on educational components such as curriculum, teaching and learning. Educational theories are rooted in one or more educational philosophies. The first educational theory is perennialism, which is rooted in Idealism and Realism. Leading proponents include **Robert Hutchins and Mortimer Adler**. The influence of Idealism is seen in the perennialists advocating that the aim of education is to help students know and internalize ideas and values which are universal and lasting. The focus is on knowledge that is perennial ideas which has endured through time and space. Its realist influence is seen in its emphasis on cultivating the student's reason and developing their intellectual powers. The role of schools, for the perennialists, is to train a group of intellectual elite. They are expected to be grounded in theclassics and the traditions of the community, and charged with passing this on to a new generation of learners (**Ellis, Cogan and Howey, 1991**). The great books and the classics of art, music and literature are especially important as they are seen as capturing the essence of the human search for what is true, good and beautiful (**Gutek, 2004**). The perennialists also favour a subject-matter-based curriculum where the students are incrementally taught the skills and inculcated with the disposition to appreciate the classics. The teaching materials, learning activities, and pedagogy are not dependent on the students'interests, but on what is necessary to enhance their intellectual capacity. As perennialists believe that all students should receive a liberal education, they are against streaming where some students receive purely vocational and technical training.

Implications for teachers: A good teacher, for the perennialists, is one who is liberally educated, knowledgeable, and intellectually and morally exemplary. Students at the elementary level should be taught basic skills in literacy and numeracy, before proceeding to study subjects such as literature, history, science and mathematics. Students should also understand the underlying ideas and enduring human concerns in all the subjects in an integrated manner. A perennialist teacher is able to develop the student's rationality by teaching from great works of Western civilisation using appropriate pedagogical methods. He or she maintains high academic standards and is skilful in drawing out truths which are timeless and permanent in the subject-matter. For example, a literature teacher in a secondaryschool should be well-versed in the works of Shakespeare and able to teach the text by highlighting the enduring themes of love, passion and conflict in the characters. Such a teacher would be able to demonstrate his or her love for literature, and would be passionate about sharing his or her views on these issues that concern all human beings throughout history.

1. **Essentialism:** The second educational theory, essentialism, shares a number of similarities with perennialism. It originated from William C. Bagley and is also rooted in Idealism and Realism. Like perennialism, it emphasises the importance of teaching essential and enduring knowledge accumulated through the ages and encapsulated in the great works of art, music and literature. As mentioned, a central feature of Idealismis the emphasis on universal and permanent ideas. The function of schools for the essentialists is to transmit cultural and historical heritage to students, with the appropriate skills, attitudes and values (**Ellis, Cogan and Howey, 1991**). Its Realist influence is seen in the essentialist accent on the mastery of facts and concepts in order for the students to understand the surrounding physical world. The curriculum is similar to the perennialists in being subject-centred. The essentialists oppose interdisciplinary studies such as language arts and social studies as they prefer differentiated and specialised subjects developed and organised by experts (**Gutek, 2004**). The curriculum is determined by the traditions and heritage that the students need to master, rather than the interests of the students. The essential skills and subjects will also prepare them for advanced education, the world of work, and effective social and political participation (**Gutek, 2004**).

The essentialist teacher, like the perennialist teacher, is an expert in his or her subject field and an exemplar of intellectual pursuit and moral character. Such a teacher is also able to maintain discipline, order and control in the classroom, and teach the subject in a systematic and coherent way, with a focus on the essential facts to be learnt. The teacher sets high academic standards for his or her students, and is adept at setting appropriate standardised tests to assess the student's competence. Students in elementary schools are given a good grounding in reading, writing and arithmetic and subsequently an in depth study of core subjects such as the languages, humanities, sciences and mathematics. Discipline is a key characteristic of essentialism students are expected to learn discipline, civility and respect for legitimate authority so that they can function effectively as members of civilised society **(Ornstein and Levine, 2003)**.

The students are expected to meet high academic standards and are assessed through various competency tests. An example of an essentialist lesson is a science lesson where the teacher is able to explain a scientific concept logically, conduct an experiment to illustrate the scientific principle, identify the essential truth involved, and assessthe students with appropriate test questions. While perennialism and essentialism are similar, there are some differences between them. While perennialists see wisdom originating from human rationality, essentialists see it coming from tested human experience **(Ornstein and Levine, 2003)**. The primary purpose of education for the perennialists is the absorption of ideas, with the teacher being an example of values and ideals. The essentialists, on the other hand, highlight the importance of the absorption and mastery of facts and skills and the teacher's role as a mental disciplinarian and moral leader **(Ellis, Cogan and Howey, 1991)**.

1. **Reconstructionism:** Like progressivism, Reconstructionism or social Reconstructionism is rooted in pragmatism. In fact, it grew out of theprogressivemovement in education as there constructivists were dissatisfied with certain aspects of progressivism. Its proponents include **George S. Counts and Theodore Brameld**. Its Pragmatist root is seen in itsconception of schools as social agencies rather than mere academic institutions.

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2. **Progressivism:** Progressivism is an American educational philosophy used to meet the needs and challenges in education in the late 19th and early 20th century. Its proponents include **Charles S. Peirce, William James, and JohnDewey**. It is a distinctively American thought in its emphasis on preparing students for active participation in a liberal democratic system. Progressivists wanted to offer an alternative approach to education as they found the prevailing schooling at that time to be too teacher-centred and rigid, with the students having to study organised body of subjects that they had no interest in under an authoritarian system. They hold that there are no universal and unchanging knowledge and values to be passed down through the generations, since knowledge and values are dependent on human experiences which are contingent.

The belief that reality is always changing and that knowledge and values are relative shows the influence of Pragmatism. Its Pragmatist roots are also reflected in the progressives emphasis on schools being social agencies to provide the skills and attitudes for students to participate in a democracy. Students need the wherewithal to interact with an environment that is constantly changing. Problem- solving skills are especially crucial for the individuals to confront their personal and social problems. Rather than learning from a fixed curriculum, students should acquire communication skills, mathematical processes and scientific methods of inquiry **(Ellis, Cogan and Howey, 1991)**. The curriculum should be interdisciplinary since problems by nature are multi-dimensional and involve answers from a variety of subject-matter.

The progressive teacher is like a Pragmatist teacher: he or she is a facilitator and guide to help the students in their Problem-solving. The teacher is effective in using a repertoire of learning activities such as problem-solving, field trips, creative artistic expressions and projects to get students to work on activities based on their shared experience **(Ornstein and Levine, 2003)**. Such a teacher plans the curriculum based on the student's interests and needs rather than on great works or classics, and creates a flexible, student-centred and creative learning environment with a stress on collaboration rather than competition. Attention is given not only to the student's academic learning, but to the holistic development of the whole child.

Emotionally, physically, socially and intellectually **(Gutek, 2004)**. An example is an English language teacher in a primary school who guides his or her students in a group project on environmental protection. The teacher could introduce the project topic by using films, newspaper articles and songs on the environment, or even invite speakers from environmental groups to the school. The students are encouraged to take the initiative in researching into the topic and presenting the project in creative ways, with the teacher acting as a resource facilitator. A democratic system is maintained throughout with the students working collaboratively in groups, sharing ideas, and resolving differences through dialogue and guidance from the teacher.

3. **Reconstructionism:** Like progressivism, Reconstructionism or social Reconstructionism is rooted in pragmatism. In fact, it grew out of theprogressivemovement in education as there constructivists were dissatisfied with certain aspects of progressivism. Its proponents include **George S. Counts and Theodore Brameld**. Its Pragmatist root is seen in itsconception of schools as social agencies rather than mere academic institutions.They are critical of traditional

schooling with predetermined curriculum and instruction that reinforces the status quo. Instead, Reconstructionists and progressives are united in believing that students should be empowered to solve personal and social problems. But the Reconstructionists want schools to do more to solve the problems that plague the world today. In his 1932 book, can the Schools Build a New Social Order? **George S**. Counts argues that schools should be the centres for the reconstruction of society and the creation of a new social order. This can be achieved only when students are aware of global social, economic and political problems such as poverty, warfare, famine and terrorism, are equipped with the necessary skills to solve these problems, and are convicted to create a new world order. By fostering ideals through curricular, administrative and instructional practices, schools will serve as models for the rest of society by adopting these ideals **(Ozmon and Craver, 2003)**. A Reconstructionist programme of education critically examines controversial issues, cultivates a planning attitude in teachers and students, and enlists them in social, educational, political and economic change as means of total cultural renewal **(Ornstein and Levine, 2003)**. Reconstructivists favour multicultural education, believing that students need to go beyond their inherited culture to construct a larger sense of identity and purpose. Reconstructionist teachers are similar to progressivist teachers in their goal to nurture students who are concerned with personal and global problems, educated and ready to change society. A multidisciplinary and interdisciplinary curriculum is adopted with the teacher referring to various disciplines such as history, politics, economics and science. The teacher should be a social activist who is internationally oriented and humanitarian in his or her outlook, and confident in engaging students in action projects of all kinds **(Ozmon and Craver, 2003)**. Such a teacher not only motivates the students to investigate pressing and controversial issues and problems and provide alternatives to them; he or she also encourages their students to be actively involved in community projects. For example, a teacher teaching the topic of terrorism in a citizenship education lesson could adopt a Reconstructionist approach.The teacher could discuss the threat and problem of terrorism in Southeast Asia. Drawing on historical, religious, cultural, social, economic and political perspectives, the teacher could explain the origin and motivations of terrorist groups such as Jemaah Islamiyah (JI). This awareness would lead the students to discuss possible ways for countries in Southeast Asia to tackle the problem of terrorism. Students are also encouraged to carry out social projects such as inviting experts on terrorism to give talks in schools, and producing brochures to educate the public on terrorism.

4. Critical Theory: Critical theory is rooted in Existentialism and Postmodernism, with influences also from Marxism. Leading critical theorists include **Henry A. Giroux, Peter L. McLaren, Ivan Illich and Paulo Freire**. Critical theory is critical in the sense that it aims to analyse social and educational conditions in schools and society in order to surface exploitative power relationships, and introduce reforms that will produce equality, fairness andjustice **(Gutek, 2004)**. Critical theoryis predicated on the Marxist premise that human history was a struggle for economic and social control, and that educational institutions are used by powerful groups to control those who lack power **(Ornstein and Levine,2003)**. This conflict over control of curriculum and teaching, and the need to elevate the status of marginalised groups, echo the concerns of post modernism. Critical theorists share the same belief as the Reconstructionists in arguing that schools should be centres of social change. Its Existentialist influence is evident in its emphasis on the students'own experiences, history, identities and struggles. Drawing from existentialism and postmodernism, critical theorists oppose the transmission of a fixed body of traditional knowledge, ideas and values, believing them to be the views of those in power. They are also skeptical of the hidden curriculum which refers to the values, behaviour and attitudes conveyed to and imposed on students through the milieu and practices of the school in a capitalist consumer-oriented society. Instead,

they advocate a flexible and multidisciplinary curriculum which is based on the students'own experiences. Such a curriculum includes the viewpoints of all groups, especially neglected groups such as the oppressed poor, women, Africans, Asians, gays and lesbians.

A good teacher, for the critical theorists, is one who does not reinforce the traditional way of teaching and learning from a prescribed curriculum. Instead, he or she selects the teaching materials and corresponding pedagogy and activities with the student's life stories as the starting point. A plurality of voices is encouraged with students from different ethnic, language, class and gender groups offering their perspectives. The teacher is able to guide the students in exploring various constructions of knowledge from varied perspectives. He or she also assists the students in achieving their own identity and working towards greater equality and justice for all. Critical theorists see the role of teachers as effecting changes for fellow teachers. **Giroux and McLaren (1989)** identify the following agenda for teacher empowerment in critical theory (p. xxiii, quoted in Ornstein and Levine, 2003, p. 119):

1. Fighting for genuine school reform that will give teachers power over teaching and learning

2. Engaging in collaborative research with other teachers to reconceptualise curriculum and instruction

3. Studying the culturally diverse peoples in the communities whose children the schools educate

4. Organizing community centres for collaborative action with community members

5. Engaging in critical dialogues with students about the realities of politics, economics and culture giving more power in schools to teachers

6. Involving schools in attempts to solve society's major problems such as racial or gender discrimination, drug abuse, teenage pregnancy, illiteracy, poverty, and inadequate health care.

An example of a lesson based on critical theory is a lesson on social cohesion in a multi-ethnic country such as Singapore. The teacher could encourage students of different races (e.g. Chinese, Malay, Indian and Eurasian) or different religions (e.g. Buddhism, Taoism, Christianity, Islam and Hinduism) to share what it means to be a member of that race or religion. The focus is not on the superficial aspects of a race or religion, but on the lived experiences of the students in a setting that is non-judgemental and empathetic. Students from a minority race or religion should be given the opportunity to share about their personal, family and community experiences and surface any form of concerns and problems they face. Through the discussions and dialogues, students would be able to see the similarities and differences among themselves, and create their own reflections and representations regarding grace or religion.

Conclusion

This chapter introduced five major educational thoughts or philosophies (Idealism, Realism, Pragmatism, Existentialism, and Postmodernism) and five main educational theories (perennialism, essentialism, progressivism, Reconstructionism, and critical theory) the salient points and practical implications of these philosophies and theories were also discussed. An inquiry into the philosophical foundations of education is essential for educators to be clear about their personal educational philosophy. For teachers, one's views regarding the aim of education, the functions of school, the role of teachers, the role of students, the purpose of teaching and learning and the nature of interaction between teachers and students are dependent on the teacher's own educational philosophy and thought. For school principals and other school leaders, their vision and mission for the school or department, the type of curriculum, teaching materials, pedagogy, and the choice of enrichment activities for the staff and students are also linked to their educational philosophy and theory. One good exercise for the educator is to reflect on and write down his or her

educational philosophy based on one or a combination of educational philosophies presented in this chapter. This will help clarify the educator's conviction, values and direction in the teaching profession, there by sustaining his or her passion to teach and lead.

Knowledge of the various educational philosophies and theories can also help educators analyse and solve current educational issues, challenges and problems. Readers would recognise that this is basically the educational philosophy of Essentialism, with an emphasis on a set of essential skills, knowledge and values taught and assessed through standardised tests. In the case of Singapore, the educational philosophy of realismhas beenadopted since the1960s when Singapore became independent in 1965. Schools in Singapore are seen as academic institutions entrusted with the function of equipping students with the requisite skills and knowledge for the world of work and life based on a subject-matter curriculum. The education system is also highly stratified, with higher ability students streamed into a liberal education in the arts and sciences, and weaker students channelled to vocational training. However, the recent call for schools to teach less, learn more under the thinking Schools, Learning Nation vision launched in 1997 appears to signal a shift towards a pragmatist approach in teaching and learning in Singapore.With more changes and reforms in the educational landscape, both in Singapore and other parts of the world, teachers and school leaders can expect more educational issues and challenges. An awareness of the philosophical perspectives on education will go along way towards helping educators understand these issues and challenges, and respond to them reflectively and meaningfully.

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READING REFLECTION IN TEACHING

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Introduction

Reflective practice in teaching is arguably one of the most important sources of personal professional development and improvement. Effective teachers are first to admit that no matter how good a lesson is, their practice can always be improved. Teacher reflection is important because it's a process that helps teachers to collect, record, and analyse everything that happened in the lesson. It allows teachers to move from just experiencing, into understanding. If they don't question themselves about what their experiences mean and think actively about them, research has shown that they won't make any changes and therefore improve.When teachers collect information regarding activities in their classrooms and take the time to analyse them from a distance, they can identify more than just what worked and what didn't. They will be able to look at the underlying principles and beliefs that define the way that they work. This kind of self-awareness is a powerfully for a teacher, especially when so much of what and how they teach can change in the moment.

Reading is one of the most important aspects of education. It is the foundation of for all other knowledge to be absorbed. Language learning goes by LSRW (Listening, Speaking, Reading and Writing) so, after the proper development of the skill of listening and speaking reading and writing follows. Study habit plays an important role in grasping, understanding and recording and retention of the text. Also one should have the skill of writing methodically one should record the text read by recalling it. This in most important and necessity for a classroom teacher to develop reflection and to develop this in students also. Mere reading and writing is not reflection. But it goes beyond. From reading should get an insight or learning new deduction should be the outcome. Reflective thinking means think back on thoughts, experiences, gain new knowledge, insights, so just recall is not reflection. The documentation of reflection of ideas experience thoughts in writing is reflective writing records your thought and emotions without fail. NCFTE has emphasized reflection on teaching should be made compulsory in teacher education. Teacher education focus on

1. Reflection on learning experiences or activities.
2. Reflection on teaching or practice teaching lesson.

The concept of reflection in teaching and many of they have forgotten the concept of reflection. Hence it needed to insist in student teachers to apply in their teaching. Reflective practice is learning through and from experience towards gaining new insights of self and practice. It requires teachers to look at what they do in the classroom, and think about why they do it and if it works a process of self-observation and self-evaluation. Often described as apersonal tool that teachers can use to observe and evaluate the way they behave in their classrooms, reflective practice can be both a private process as well as one that they discuss with colleagues and/or leaders. Many teachers already think about their teaching and talk to colleagues about it too. However, without adequate time and structure spent on or discussing what has happened, these conversations don't actually help teachers to change their practice for the better. Reflective teaching in schools is a more systematic process of collecting, recording and analysing a teacher's thoughts and observations, as well as those of their students, and then going on to making changes. It's not a once and one approach to CPD, but a cyclical process that needs to occur regularly if it is to have an impact. Although critical reflection plays an important role in teacher education, over time our busy work lives tend to take over and we can easily forget to take a step back, look at our practice from a different perspective and identify areas of improvement to better support our pupil's learning experience.

Reflective practice in teaching is arguably one of the most important sources of personal professional development and improvement. Effective teachers are first to admit that no matter how good a lesson is, their practice can always be improved. Teacher reflection is important because it's a process that helps teachers to collect, record, and analyse everything that happened in the lesson. It allows teachers to move from just experiencing, into understanding. If they don't question themselves about what their experiences mean and think actively about them, research has shown that they won't make any changes and therefore improve. When teachers collect information regarding activities in their classrooms and take the time to analyse them from a distance, they can identify more than just what worked and what didn't. They will be able to look at the underlying principles and beliefs that define the way that they work. This kind of self-awareness is a powerfully for a teacher, especially when so much of what and how they teach can change in the moment.

The effect of Reflective Teaching in schools

Encouraging reflective practice in schools, not only benefits individual teachers but the school as a whole. Developing a culture of reflective practice improves schools by creating a strong foundation for continuously improving teaching and learning. It sends the message that learning is important for both students and teachers, and that everyone is committed to supporting it.

Reflecting practice creates an environment of collaboration as teachers question and adapts both their own practice and that of their colleagues. Teachers can team-up, drawing on expertise and offer each other support. This helps to develop good practice across the school, resulting in a more productive working environment. But reflective practice in teaching is not just important for teachers and schools.

Advantages of being a reflective teacher

- **Professional growth:** Firstly and most importantly, reflective practice in education is the key to improvement. If teachers don't think about, analyse and evaluate their professional practice they cannot improve.

- **Keeping up-to-date and innovative:** Self-reflection allows teachers to create and experiment with new ideas and approaches to gain maximum success for their learning and development.

- **Understanding learners:** Reflective practice encourages teachers to understand their learners and their abilities and needs. Reflection helps teachers to put themselves in their student's shoes, which is something many skilled teachers do.

- **Developing reflective learners:** Reflective teachers are more likely to develop reflective learners. If teachers Practice reflection they can more effectively encourage learners to reflect on, analyse, evaluate and improve their own learning. These are key skills in developing them to become independent learners, highlighting the important role of teachers as reflective practioners.

- **Humility:** It requires checking your ego and operating with a high degree of humility. Admitting mistakes and developing a plan to overcome challenges are integral to teach effectively. When we reflect we must be honest. At least honest with ourselves about our choices, our success, our mistakes, and our growth. Meaning that self-reflection acts as a constant reminder to teachers to stayhumble and continue working hard to achieve results.

The first and most important step of reflective practice is to gather information about what happens in the class room, so it can be unpicked and analysed. Here are some different ways of doing this.

- **Teacher diary/journal:** After each lesson teachers can write in a notebook about what happened, noting their own reactions and feelings as well as those of the students. However, because it relies on a teacher's ability to recall things in as much detail as possible, not to mention a certain discipline in taking the time to do it on a regular basis, it's not as thorough or reliable as other methods.

- **Peer observation:** Teachers can invite colleagues to come into their class to collect information about their lessons and offer feedback.This may be with a simple observation task or through note-taking and could relate back to the area the teacher has identified they want to reflect upon. The problem here is that the teacher and observer may not agree on wha theysawor experienced, causing confusion and conflict.

- **Videoing practice:** A video recording of teacher's lessons is valuable because it provides an unaltered and unbiased vantage point for how effective their lesson was from both a teacher and student perspective. A video also acts asan additional set of eyes to catch disruptive behaviour that they may not have spotted at the time.

- **Encouraging reflective discussions:** Reading reflection in teaching discussions should be encouraged so that it is possible to bring quality in teaching.

Conclusion

Reading reflection in teaching is an effective way of improving teacher's teaching. Reading reflections are powerful intervention for improving ones teaching. The importance of reflection for teachers in terms of its contribution to effective teaching. The reflection is an essential part of teacher's professional development because it calls teachers for ongoing exercise of their intellect, responsibility and professionalism. It promotes deliberative action in planning and implementing instruction and ongoing engagement with theory and supports growth in professional knowledge and learning as reflective teachers become more aware of their own actions, more skilled in the use of evidence, more knowledgeable both in teaching and about teaching and more able to identify and analyse the consequences of their actions. By gaining a better understanding of and a high level of self-awareness of their own individual teaching styles through reflective practice, teachers can improve their effectiveness in teaching.

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ಶಿಕ್ಷಣದ ತಾತ್ವಿಕ ದೃಷ್ಟಿಕೋನ

ಶ್ರೀಮತಿ ವೀಣಾ ಶಿವಲಿಂಗಪ್ಪ, ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕಿ
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ಪೀಠಿಕೆ

ಸಾಮಾನ್ಯವಾಗಿ ತತ್ವಶಾಸ್ತ್ರದ ಉಗಮವು ಮಾನವನಷ್ಟೇ ಹಳೆಯದು. ಒಬ್ಬ ವ್ಯಕ್ತಿಯ ನಂಬಿಕೆಗಳು ಮತ್ತು ಅವನ ನಿಶ್ಚಿತ ಅಭಿಪ್ರಾಯಗಳು, ಅವನ ತತ್ವವೆನಿಸುತ್ತವೆ. ಈ ದೃಷ್ಟಿಯಲ್ಲಿ ಪ್ರತಿಯೊಬ್ಬನಿಗೂ ಅವನದೇ ಆದ ತತ್ವವಿರುತ್ತದೆ. ಅದನ್ನು ಅವನು ಪರಿಗಣನೆಗೆ ತೆಗೆದುಕೊಳ್ಳದಿದ್ದರೂ ಅದು ಇದ್ದುದ್ದೆ. "ನಿನ್ನ ಚಿಂತನೆಯಂತೆ ನೀನು". "ನಿನ್ನ ಏಳಿಗೆಗೆ ನೀನೇ ಶಿಲ್ಪಿ", "ಸರಳ ಜೀವನ ಉದಾತ್ತ ಚಿಂತನೆ", ಮುಂತಾದ ತತ್ವಗಳ ಮೂಲಕ ಎಲ್ಲರ ಶ್ರೇಯಸ್ಸನ್ನು ಬಯಸುವುದೇ ತತ್ವಶಾಸ್ತ್ರದ ಗುರಿಯಾಗಿದೆ. ಭಾರತವು ಉನ್ನತ ತತ್ವಶಾಸ್ತ್ರದ ಇತಿಹಾಸವನ್ನು ಹೊಂದಿದೆ. ಮಾನವನ ಇತಿಹಾಸದಷ್ಟೇ ಪ್ರಾಚೀನವಾದ ತತ್ವಶಾಸ್ತ್ರವು ಅವನ ವಿಕಸನದೊಂದಿಗೆ ಹಂತ ಹಂತವಾಗಿ ಬದಲಾಗುತ್ತ ಬೆಳೆದು ಬಂದಿದೆ. ಪ್ರತಿಯೊಬ್ಬರಿಗೂ ತಮ್ಮದೇ ಆದ ಆಸೆ, ಆಕಾಂಕ್ಷೆಗಳು, ರೀತಿ–ನೀತಿಗಳು, ಭಾಷೆ, ಭಾವನೆಗಳು, ಕಲ್ಪನೆ, ವಿಚಾರಧಾರೆಗಳು ಇರುತ್ತವೆ. ಹೀಗೆ ಪ್ರತಿಯೊಬ್ಬರು ತಮ್ಮ ಅನಿಸಿಕೆ, ಅನುಭವಗಳನ್ನು ತಿಳಿಸುತ್ತಾ ತನ್ನತನವನ್ನು ಅರಿಯುವುದೇ "ತತ್ವಶಾಸ್ತ್ರ" ಅಥವಾ "ತತ್ವಜ್ಞಾನ" ಅಥವಾ "ದರ್ಶನಶಾಸ್ತ್ರ".

ತತ್ವಶಾಸ್ತ್ರದ ಅರ್ಥ ಮತ್ತು ವ್ಯಾಖ್ಯಾನಗಳು

'ತತ್ವಶಾಸ್ತ್ರ' ಎಂಬ ಪದವು ಆಂಗ್ಲ ಭಾಷೆಯ ಫಿಲೋಸೋಫಿ (Philosophy) ಎಂಬ ಪದಕ್ಕೆ ಸಮಾನವಾಗಿದೆ. ಈ ಪದವು ಗ್ರೀಕ್ ಭಾಷೆಯ 'ಫಿಲೋಸ್' (Philos) ಮತ್ತು ಸೋಫಿಯಾ (Sophia) ಎಂಬ ಎರಡು ಪದಗಳಿಂದ ಕೂಡಿದೆ. 'ಫಿಲೋಸ್' ಎಂದರೆ 'ಪ್ರೇಮ', 'ಆನುರಾಗ', 'ಪ್ರೀತಿ' ಇತ್ಯಾದಿ ಅರ್ಥಗಳನ್ನು ಹೊಂದಿದೆ. ಅದೇ ರೀತಿಯಾಗಿ 'ಸೋಫಿಯಾ' ಎಂದರೆ 'ವಿದ್ಯೆ', 'ಜ್ಞಾನ' 'ಬುದ್ಧಿವಂತಿಕೆ' ಇತ್ಯಾದಿ ಅರ್ಥಗಳನ್ನು ಹೊಂದಿದೆ. ಈ ಪದಗಳ ಅರ್ಥ 'ಜ್ಞಾನವನ್ನು ಪ್ರೀತಿಸುವುದು' ಎಂದಾಗುತ್ತದೆ. ಆದರೆ ತತ್ವಶಾಸ್ತ್ರವನ್ನು ಬೇರೆ ಬೇರೆ ದೃಷ್ಟಿಕೋನದಿಂದ ನೋಡಬಹುದಾಗಿದೆ. ತತ್ವಶಾಸ್ತ್ರವನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳಲು ಪ್ರಮುಖವಾದ ಪಂಚ ಮಾರ್ಗಗಳಿವೆ. ಅವುಗಳೆಂದರೆ,

1) ತತ್ವಶಾಸ್ತ್ರವು ವಿಶ್ವ ಮತ್ತು ಜೀವನದ ಬಗ್ಗೆ ವೈಯಕ್ತಿಕ ಭಾವ ಭಂಗಿಯನ್ನುಳ್ಳದ್ದಾಗಿದೆ.

2) ತತ್ವಶಾಸ್ತ್ರವು ಪ್ರತಿಫಲಿತ ಆಲೋಚನಾ ವಿಧಾನ ಮತ್ತು ವಿವೇಚನಾಯುಕ್ತವಾದ ಸಂಶೋಧನೆಯಿಂದ ಕೂಡಿದೆ.

3) ತತ್ವಶಾಸ್ತ್ರವು ಅಖಂಡತೆಯ ಒಂದು ದೃಷ್ಟಿ ಸ್ವರೂಪವನ್ನು ಪಡೆಯುವ ಒಂದು ಪ್ರಯತ್ನವೆನಿಸಿದೆ.

4) ತತ್ವಶಾಸ್ತ್ರವು ತರ್ಕಬದ್ಧವಾಗಿ ಭಾಷೆ ವಿಶ್ಲೇಷಣೆ, ಶಬ್ದ ಮತ್ತು ಅವುಗಳ ಕಲ್ಪನೆಯ ಅರ್ಥವನ್ನು ವಿವರಿಸುವಂಥದ್ದು.

5) ತತ್ವಶಾಸ್ತ್ರ ಅಸಂಖ್ಯಾ ರೀತಿಯ ಸಮಸ್ಯೆಗಳನ್ನೊಳಗೊಂಡಿದ್ದು ಮತ್ತು ಆ ಸಮಸ್ಯೆಗಳಿಗೆ ಪರಿಹಾರವನ್ನೊದಗಿಸಬಲ್ಲ ಸಿದ್ಧಾಂತಗಳಿಂದ ಕೂಡಿದೆ.

ತತ್ವಶಾಸ್ತ್ರದ ಪ್ರಯೋಜನಗಳು :

1) ತೀರ್ಮಾನ ಕೈಗೊಳ್ಳುವುದು ಮತ್ತು ತನ್ನ ತೀರ್ಮಾನಕ್ಕೆ ತಕ್ಕಂತೆ ಕಾರ್ಯವೆಸಗುವುದು ಆದ್ಯ ಕರ್ತವ್ಯ. ಈ ರೀತಿ ಒಬ್ಬ ವ್ಯಕ್ತಿ ತೀರ್ಮಾನಗಳನ್ನು ಕೈಗೊಳ್ಳಬೇಕಾದರೆ ಮತ್ತು ಹೊಂದಾಣಿಕೆಯ ಜೀವನ ನಡೆಸಬೇಕಾದರೆ ಅವನು ವಸ್ತು ಮತ್ತು ವಿಷಯಗಳ ಮೌಲ್ಯ ಮತ್ತು ಅರ್ಥವನ್ನು ಕಂಡುಕೊಳ್ಳಬೇಕು. ಈ ರೀತಿಯ ಜೀವನದ ಗುರಿಗಳನ್ನು ಮತ್ತು ಅಂತಸ್ತುಗಳನ್ನು ಹುಡುಕುವುದೇ ತತ್ವಶಾಸ್ತ್ರದ ಕಾರ್ಯವಾಗಿದೆ.

2) ನಾವು ಗುರಿಗಳನ್ನು ಸಾಧಿಸುವಲ್ಲಿ ಆಂತರಿಕ ಹತೋಟಿಗೊಳಪಟ್ಟಾಗ ನಾವು ನಿಜವಾಗಿಯಾ ಸ್ವತಂತ್ರರು.

3) ತತ್ವಶಾಸ್ತ್ರವು ವಿಷಯಗಳನ್ನು ಪ್ರತಿಬಿಂಬಿಸುವ ಅಭ್ಯಾಸಗಳನ್ನು ರೂಪಿಸುವ ರಾಜಮಾರ್ಗವಾಗಿದೆ.

ತತ್ವಶಾಸ್ತ್ರದ ಪ್ರಮುಖ ಕ್ಷೇತ್ರಗಳು

ತತ್ವಶಾಸ್ತ್ರ ವಿಸ್ತಾರವು ಬಹಳ ವ್ಯಾಪಕವಾಗಿದೆ. ಸಾಂಪ್ರದಾಯಿಕವಾಗಿ ತತ್ವಶಾಸ್ತ್ರವನ್ನು ಮೂರು ಪ್ರಮುಖ ಶಾಖೆಗಳನ್ನಾಗಿ ವಿಂಗಡಿಸಲಾಗಿದೆ.

1) **ಆಧ್ಯಾತ್ಮ ಶಾಸ್ತ್ರ (Meta Physics):** ಆಧ್ಯಾತ್ಮಶಾಸ್ತ್ರ ತತ್ವಶಾಸ್ತ್ರದ ಒಂದು ಶಾಖೆಯಾಗಿದ್ದು, ಇದು ನೈಜತೆಯ ಸ್ವರೂಪವನ್ನು ವಿವರಿಸುತ್ತದೆ. ಇದು ಅಸ್ತಿತ್ವದ ವಿಜ್ಞಾನವಾಗಿದೆ. ಸೃಷ್ಟಿ ಹಾಗೂ ದೇವರ ಬಗ್ಗೆ ಇರುವ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರ ಹುಡುಕುವ ಪ್ರಯತ್ನ ಮಾಡುತ್ತದೆ. ಆಧ್ಯಾತ್ಮ ಶಾಸ್ತ್ರವು ಘಟಕಾಂಶಗಳಿಂದ ಕೂಡಿದೆ. ಅವುಗಳೇನೆಂದರೆ, ಪರಮಾರ್ಥ ವಿದ್ಯೆ, ಸತ್ತ್ವವಿದ್ಯೆ, ಸೃಷ್ಟಿವಿದ್ಯೆ, ಸೃಷ್ಟಿಶಾಸ್ತ್ರ, ಆತ್ಮ ತತ್ವಶಾಸ್ತ್ರ, ಅಂತಿಮ ಗತಿಶಾಸ್ತ್ರ.

2) **ಜ್ಞಾನಮೀಮಾಂಸೆ (Epistemology):** ಇದು ತತ್ವಶಾಸ್ತ್ರದ ಎರಡನೆಯ ಪ್ರಮುಖ ಶಾಖೆಯಾಗಿದೆ. ಜ್ಞಾನದ ತತ್ವಗಳನ್ನು ಕುರಿತು ಅಧ್ಯಯನವನ್ನು ಮಾಡುವುದೇ ಜ್ಞಾನಮೀಮಾಂಸೆ. ಇದು ಜ್ಞಾನದ ಸಂರಚನೆ, ವಿಧಾನಗಳು ಹಾಗೂ ಸಮಂಜಸತೆಯ ವಿಷಯಗಳೊಂದಿಗೆ ವ್ಯವಹರಿಸುವುದಾಗಿದೆ.

3) **ಮೌಲ್ಯಮೀಮಾಂಸೆ (Axiology):** ಇದು ತತ್ವಶಾಸ್ತ್ರದ ಮೂರನೆಯ ಪ್ರಮುಖ ಶಾಖೆಯಾಗಿದೆ. ಇದು ಮೌಲ್ಯಗಳ ಸಿದ್ಧಾಂತವನ್ನು ಚರ್ಚಿಸುವುದು. ಇದರಲ್ಲಿ ಮೌಲ್ಯದ ಸ್ವರೂಪ, ಪ್ರಕಾರಗಳು ಹಾಗೂ ಸಮಸ್ಯೆಯನ್ನು ಅಧ್ಯಯನ ಮಾಡಲಾಗುವುದು. ಮೌಲ್ಯ ಸಿದ್ಧಾಂತವು ತರ್ಕಶಾಸ್ತ್ರ, ನೀತಿಶಾಸ್ತ್ರ ಹಾಗೂ ರಸಾಭಿಜ್ಞಾನಶಾಸ್ತ್ರ ಎಂಬ ಮೂರು ಕ್ಷೇತ್ರಗಳನ್ನು ಒಳಗೊಂಡಿದೆ.

ತತ್ವಶಾಸ್ತ್ರದ ಪಂಥಗಳು

1) **ಆದರ್ಶವಾದ (Idealism):** ತತ್ವಶಾಸ್ತ್ರದ ಪಂಥಗಳಲ್ಲಿ ಮೊದಲನೆಯದು ಹಾಗೂ ಅತೀ ಪ್ರಾಚೀನವಾದ ತತ್ವಶಾಸ್ತ್ರವೆಂದು ಆದರ್ಶವಾದವನ್ನು ಪರಿಗಣಿಸಲಾಗಿದೆ. ಆದರ್ಶವಾದವು ಜೀವನದ ಆಧ್ಯಾತ್ಮಿಕ ಮೌಲ್ಯಗಳಿಗೆ ಮಹತ್ವ ನೀಡುವುದು. ಇದು ವೈಚಾರಿಕತೆಗೆ ಹಾಗೂ ಧ್ಯೇಯಗಳಿಗೆ ಮಹತ್ವ ನೀಡುತ್ತದೆ. ಆದರ್ಶವಾದವೆಂದರೆ, ವಿಚಾರಗಳ ಪರಮಶ್ರೇಷ್ಠತೆಯನ್ನು ಪ್ರತಿಪಾದಿಸುವ ಒಂದು ವಾದವಾಗಿದೆ.

ಆದರ್ಶವಾದ ಶಿಕ್ಷಣಕ್ಕೆ ನಿರ್ದಿಷ್ಟವಾದ ಹಾಗೂ ಶ್ರೇಷ್ಠ ಆದರ್ಶಗಳನ್ನು ಆದರ್ಶವಾದಿಗಳು ರಚಿಸಿದ್ದಾರೆ. ಆದರ್ಶವಾದದ ಪ್ರಕಾರ ಶಿಕ್ಷಣದ ಗುರಿಗಳು ಎಂದರೆ ಆತ್ಮ ಸಾಕ್ಷಾತ್ಕಾರ, ನೈತಿಕ ಹಾಗೂ ಆಧ್ಯಾತ್ಮಿಕ ವಿಕಾಸ, ಪವಿತ್ರ ಜೀವನಕ್ಕೆ ಸಿದ್ಧತೆ, ಸ್ರಾವರ್ತಿಕ ಶಿಕ್ಷಣ. ಆದರ್ಶವಾದ ಸಾಂಪ್ರದಾಯಿಕ ವಿಧಾನಗಳನ್ನು ಒಳಗೊಂಡಿದ್ದು, 'ಸ್ವಯಂಶಿಸ್ತಿನ ಪರಿಕಲ್ಪನೆಗೆ ಒತ್ತನ್ನು ನೀಡಲಾಗಿದೆ. ಆದರ್ಶವಾದಿಗಳು ಶಿಕ್ಷಕನಿಗೆ ಅತ್ಯುನ್ನತ ಸ್ಥಾನವನ್ನು ನೀಡಿದ್ದಾರೆ.

2) **ನಿಸರ್ಗವಾದ (Naturalism):** ನಿಸರ್ಗವಾದವು ನಿಸರ್ಗದಲ್ಲಿ ನಂಬಿಕೆಯನ್ನಿಟ್ಟುಕೊಂಡಿದೆ. ಇದೊಂದು ಸುಸ್ಪಷ್ಟವಾದ ತತ್ವಶಾಸ್ತ್ರ, ನಿಸರ್ಗವಾದಿಗಳ ಪ್ರಕಾರ ಭೌತಿಕ ಜಗತ್ತು ವಾಸ್ತವಿಕವಾದದ್ದು, ನಿಸರ್ಗವಾದಿಗಳ ಅಭಿಪ್ರಾಯದಲ್ಲಿ ವೈಜ್ಞಾನಿಕ ಜ್ಞಾನವೇ ಅಂತಿಮವಾದದ್ದು. ನಿಸರ್ಗವಾದವು ಶೈಕ್ಷಣಿಕ ಆದರ್ಶವಾಗಿ 18ನೇ ಶತಮಾನದಲ್ಲಿ ಬೆಳೆದುಬಂದಿದೆ. ನಿಸರ್ಗವಾದಿಗಳ ಪ್ರಕಾರ ಶಿಕ್ಷಣದ ಕಾರ್ಯ ಕೇವಲ ಪುಸ್ತಕಗಳನ್ನು ಓದಿಸುವುದಲ್ಲ, ನಿಸರ್ಗಕ್ಕೆ ಅನುಗುಣವಾಗಿ ಮಗುವನ್ನು ನಡೆಸುವುದು, ಮಗು ಕೇಂದ್ರಿತ ಶಿಕ್ಷಣಕ್ಕೆ ಒತ್ತು ನೀಡುವುದು. ಶಿಕ್ಷಣವು ಒಂದು ಸ್ವಾಭಾವಿಕ ಕ್ರಿಯೆ ಎಂದು ಭಾವಿಸಲಾಗಿತ್ತು.

3) **ವ್ಯವಹಾರವಾದ (Pragmatism):** ವ್ಯವಹಾರವಾದ ಎಂದರೆ, ಎಲ್ಲದರಲ್ಲಿಯೂ ವ್ಯವಹಾರ ದೃಷ್ಟಿ ಹಾಗೂ ಉಪಯುಕ್ತತೆ ಪ್ರಧನವಾಗಿರುವ ತತ್ವ ಈ ವಾದವು ವಾಸ್ತವಿಕತೆಗೆ ಹಾಗೂ ನೈಜತೆಗೆ ಹೆಚ್ಚು ಮಹತ್ವ ಕೊಡುತ್ತದೆ. ಜೊತೆಗೆ ಇದು ಸಂಪೂರ್ಣವಾಗಿ ಮಾನವೀಯ ದೃಷ್ಟಿಕೋನ ಹೊಂದಿದೆ. ವ್ಯವಹಾರವಾದದ ಪ್ರಕಾರ ಸಾಮಾಜಿಕ ಕಾರ್ಯವೇ ಪ್ರಮುಖ ಉದೇಶ. ಇವರ ಪ್ರಕಾರ ಶಿಕ್ಷಣವು ಒಂದು ಸಾಮಾಜಿಕ ಪ್ರಕ್ರಿಯೆ ಶಿಕ್ಷಣವು ಮಗುವಿಗೆ ನೈಜವಾದ ಜೀವನದ ಅನುಭವವನ್ನು ಒದಗಿಸಬೇಕು. ಸಾಮಾಜಿಕ ಹಾಗೂ ಭೌತಿಕ ವಾತಾವರಣಕ್ಕೆ ಹೆಚ್ಚು ಮಹತ್ವ ನೀಡಲಾಯಿತು.

4) **ವಾಸ್ತವವಾದ (Realism):** ವಾಸ್ತವವಾದವು ವೈಜ್ಞಾನಿಕ ದೃಷ್ಟಿಯಿಂದ ಪೋಷಿತವಾಗಿ ಬೆಳೆದಿರುವುದು. ಈ ಶಿಕ್ಷಣವಾದದ ವಿಶೇಷತೆ ವಿದ್ಯಾರ್ಥಿಯ ಪ್ರವೃತ್ತಿ, ಅಭಿರುಚಿ, ಆಪೇಕ್ಷೆಗಳು, ಸಾಮರ್ಥ್ಯಗಳಿಗೆ ತಕ್ಕಂತೆ ಬೋಧನಾ ಕ್ರಮ ರೂಪುಗೊಳ್ಳಬೇಕು. ವಿದ್ಯಾರ್ಥಿಯು ಆಸಕ್ತಿಯಿಂದ ಜ್ಞಾನಾರ್ಜನೆ ಮಾಡುವಂತಹ ರೀತಿಯಲ್ಲಿ ಬೋಧನಾ ಚಟುವಟಿಕೆಗಳನ್ನು ರೂಪಿಸುವುದು ಶಿಕ್ಷಣದ ಕಾರ್ಯ. ವಾಸ್ತವವಾದವು ಶಿಕ್ಷಣ ಕ್ರಮವನ್ನು ವೈಜ್ಞಾನಿಕ ರೀತಿಯಲ್ಲಿ ವಿಮರ್ಶಿಸುವಂತೆ ಪ್ರಭಾವ ಬೀರಬೇಕು ಎನ್ನುತ್ತದೆ.

5) **ಶಿಕ್ಷಣ ತತ್ವಶಾಸ್ತ್ರ (Education Philosophy):** ಶಿಕ್ಷಣ ತತ್ವಶಾಸ್ತ್ರವನ್ನು ಊಹಿಸಿಕೊಳ್ಳದೇ, ಶಿಕ್ಷಣಕ್ಕೆ ವ್ಯಾಖ್ಯಾನ ನೀಡಲು ಸಾಧ್ಯವಾಗುವುದಿಲ್ಲ. ಈ ಒಂದು ಅಂಶವೇ ಶಿಕ್ಷಣಕ್ಕೂ ತತ್ವಶಾಸ್ತ್ರಕ್ಕೂ ಇರುವ ನಿಕಟ ಸಂಬಂಧವನ್ನು ಸೂಚಿಸಲು ಆಧಾರವೆನಿಸುತ್ತದೆ. ಶಿಕ್ಷಣ ತತ್ವಶಾಸ್ತ್ರ ಎಂದರೆ ತತ್ವಶಾಸ್ತ್ರ ವಿಧಾನ, ಅನುಭವ ಹಾಗೂ ದೃಷ್ಟಿಕೋನವನ್ನು ಅನುಭಾವಿಕ ಹಾಗೂ ಪ್ರಾಯೋಗಿಕ ಕ್ಷೇತ್ರವಾದ ಶಿಕ್ಷಣಶಾಸ್ತ್ರಕ್ಕೆ ಅನ್ವಯಿಸುವುದು

ಎಂದಾಗುತ್ತದೆ. ಶಿಕ್ಷಣ ತತ್ವಶಾಸ್ತ್ರದ ವ್ಯಾಪ್ತಿಯು ವಿಸ್ತಾರವಾದುದು. ಶಿಕ್ಷಣದ ಎಲ್ಲಾ ಕ್ಷೇತ್ರಗಳಲ್ಲಿ ತತ್ವಶಾಸ್ತ್ರದ ಪ್ರಭಾವ ಇದೆ. ತತ್ವಶಾಸ್ತ್ರದ ಸಹಾಯವಿಲ್ಲದೇ ಶಿಕ್ಷಣವನ್ನು ಉಲ್ಲೇಖಿಸಲು ಸಾಧ್ಯವಾಗುವುದಿಲ್ಲ. ಶಿಕ್ಷಣ ತತ್ವಶಾಸ್ತ್ರವು ಶೈಕ್ಷಣಿಕ ಮತ್ತು ತಾತ್ವಿಕ ಅಂಶಗಳೆರಡನ್ನು ಸಮಯೋಚಿತವಾಗಿ ಒಂದೇ ನೆಲಗಟ್ಟಿನಲ್ಲಿ ಸಾಗಿಸಿಕೊಂಡು ಹೋಗುತ್ತದೆ. ಶಿಕ್ಷಣ ತತ್ವದರ್ಶನದಲ್ಲಿ ಮಹಾನ್ ದಾರ್ಶನಿಕರ ಜೀವನತತ್ವಗಳು, ನೀತಿನಿಯಮಗಳು, ಕೊಡುಗೆಗಳನ್ನು ಅಭ್ಯಸಿಸಲಾಗುತ್ತದೆ. ಶೈಕ್ಷಣಿಕ ಪ್ರಯೋಗಗಳ ಕಾರ್ಯವ್ಯಾಪ್ತಿಯನ್ನು ನಿರೂಪಿಸಿ ಬಳಕೆಗೆ ತರುವುದಾಗಿದೆ. ಶಿಕ್ಷಣಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲಾ ಅಂಶಗಳನ್ನು ಒಳಗೊಂಡಿರುವುದರಿಂದ ಶಿಕ್ಷಣ ತತ್ವಶಾಸ್ತ್ರದ ವ್ಯಾಪ್ತಿಯು ವಿಸ್ತಾರವಾಗಿದೆ.

ಶಿಕ್ಷಣ ತತ್ವಶಾಸ್ತ್ರದ ಕಾರ್ಯಗಳು

ಶಿಕ್ಷಣ ತತ್ವಶಾಸ್ತ್ರದ ಕಾರ್ಯಗಳನ್ನು ಇಂತಿಷ್ಟೇ ಎಂದು ನಿಗದಿಪಡಿಸಲು ಸಾಧ್ಯವಿರುವುದಿಲ್ಲ. ಶಿಕ್ಷಣ ಕ್ಷೇತ್ರಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲಾ ಕಾರ್ಯಗಳನ್ನು ನಿರ್ವಹಿಸುತ್ತದೆಯಾದರೂ ಕೆಲವು ನಿರ್ದಿಷ್ಟ ಕಾರ್ಯಗಳು ಈ ಕೆಳಗಿನಂತಿವೆ.

- ಶಿಕ್ಷಣದ ಅರ್ಥ ಮತ್ತು ವ್ಯಾಖ್ಯೆಗಳನ್ನು ನಿರ್ಧರಿಸುವುದು.
- ಶಿಕ್ಷಣದ ಗುರಿ, ಉದ್ದೇಶಗಳು ಹಾಗೂ ಕಾರ್ಯಗಳನ್ನು ನಿರ್ಧರಿಸುವುದು.
- ಪಠ್ಯಕ್ರಮ ರಚನೆಗೆ ಸಹಾಯ ಮಾಡುವುದು.
- ಬೋಧನಾ ಕೌಶಲ್ಯಗಳನ್ನು ಮತ್ತು ಬೋಧನಾ ವಿಧಾನಗಳನ್ನು ಪ್ರತಿಪಾದಿಸುವುದು.
- ಶೈಕ್ಷಣಿಕ ತತ್ವ, ವಿಧಿವಿಧಾನಗಳನ್ನು ಪ್ರತಿಪಾದಿಸುವುದು.
- ಶಿಕ್ಷಕರಿಗೆ ವೃತ್ತಿ ಕೌಶಲ್ಯಗಳನ್ನು ಅಭಿವೃದ್ಧಿ ಪಡಿಸುವುದು.
- ಜೀವನ – ಶಿಕ್ಷಣ ಇವೆರಡರ ನಡುವಿನ ಸಂಬಂಧವನ್ನು ವಿಶ್ಲೇಷಿಸುವುದು.
- ಬೋಧನಾ ಸಂದರ್ಭದಲ್ಲಿ ಉದ್ಭವಿಸುವ ಸಮಸ್ಯೆಗಳನ್ನು ತತ್ವಶಾಸ್ತ್ರದ ಮೂಲಕ ಪರಿಹರಿಸುವುದು.
- ಮಾನವನ ವೈಯಕ್ತಿಕ ಹಾಗೂ ಸಾಮಾಜಿಕ ಜೀವನಕ್ಕೆ ಸಂಬಂಧವನ್ನು ಕಲ್ಪಿಸುವುದು.
- ಜೀವನದ ಮೌಲ್ಯಗಳ ಬಗ್ಗೆ ಅರಿವನ್ನು ಉಂಟು ಮಾಡುವಲ್ಲಿ ಸೂಕ್ತ ಬೋಧನಾ ವಿಧಾನವನ್ನು ನಿರ್ದೇಶಿಸುವುದು.
- ಜೀವನ ಸಿದ್ಧಾಂತಗಳನ್ನು ಅಳಡಿಸಿಕೊಂಡು ಮೌಲ್ಯಾಧಾರಿತ ಜೀವನ ಸಾಗಿಸಲು ಅನುವು ಮಾಡಿಕೊಡುವುದು.
- ಶಿಕ್ಷಣದ ಬಗ್ಗೆ ಯೋಗ್ಯ ತಿಳುವಳಿಕೆ ನೀಡಿ ಉತ್ತಮ ಮನೋಭಾವನೆ ಹೊಂದುವಂತೆ ಮಾಡುವುದು.
- ಇತರೆ ಕಲಿಕಾ ವಿಷಯಗಳಿಗೂ ಹಾಗೂ ಶಿಕ್ಷಣಕ್ಕೂ ಇರುವ ಸಂಬಂಧವನ್ನು ತಿಳಿಯಪಡಿಸುವುದು.
- ಶೈಕ್ಷಣಿಕ ಸಮಸ್ಯೆಗಳನ್ನು ನಿವಾರಿಸುವುದು.
- ಶಿಕ್ಷಣದ ಮಹತ್ವ ಮನವರಿಕೆ ಮಾಡಿಕೊಟ್ಟು ಪ್ರತಿಯೊಬ್ಬರು ಶಿಕ್ಷಣ ಪಡೆಯುವ ಪರಿಸರವನ್ನು ನಿರ್ಮಾಣ ಮಾಡುವುದು.

ಶಿಕ್ಷಕನಿಗೆ ಶೈಕ್ಷಣಿಕ ತತ್ವಶಾಸ್ತ್ರ ಜ್ಞಾನದ ಅವಶ್ಯಕತೆ

ಒಬ್ಬ ಆದರ್ಶ ಶಿಕ್ಷಕನಾಗಿ ರೂಪುಗೊಳ್ಳಬೇಕಾದರೆ, ಅವನಿಗೆ ಶೈಕ್ಷಣಿಕ ತತ್ವಶಾಸ್ತ್ರದ ಅರಿವು ಇರಬೇಕು. ತರಗತಿಯ ಒಳಗೆ ಹಾಗೂ ಹೊರಗೆ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಶಿಕ್ಷಕ ಕಾರ್ಯ ನಿರ್ವಹಿಸಲು ಶೈಕ್ಷಣಿಕ ತತ್ವಶಾಸ್ತ್ರವು ಮಾರ್ಗದರ್ಶನ ನೀಡುತ್ತದೆ. ಶಿಕ್ಷಕನು ತತ್ವಶಾಸ್ತ್ರದ ಬುನಾದಿಯ ಮೇಲೆ ಶಿಕ್ಷಣ ಎಂಬ ಸೌಧವನ್ನು ಕಟ್ಟಬೇಕಿರುವುದರಿಂದ ತತ್ವಶಾಸ್ತ್ರದ ಅರಿವಿಲ್ಲದಿದ್ದರೆ ಶಿಕ್ಷಕ ಶಿಕ್ಷಣ ಕಾರ್ಯಗಳನ್ನು ಪರಿಪೂರ್ಣಗೊಳಿಸಲು ಸಾಧ್ಯವಿಲ್ಲ. ಈ ಕೆಳಗಿನ ಅಂಶಗಳನ್ನು ಅವಲೋಕಿಸುವುದರಿಂದ ಶಿಕ್ಷಕನಿಗೆ ತತ್ವಶಾಸ್ತ್ರದ ಅರಿವು ಅತ್ಯಗತ್ಯ ಎಂಬುವುದು ತಿಳಿದು ಬರುತ್ತದೆ.

- ತತ್ವಶಾಸ್ತ್ರ ಶಿಕ್ಷಣದ – ಗುರಿ, ಉದ್ದೇಶ, ಬೋಧನಾ ವಿಧಾನಗಳು ಪಠ್ಯಕ್ರಮ ಇತ್ಯಾದಿಗಳನ್ನು ನಿರ್ಧರಿಸಲು ಸಹಾಯ ಮಾಡುತ್ತದೆ. ಆದ್ದರಿಂದ ತಾತ್ವಿಕ ಹಿನ್ನೆಲೆ ತಿಳಿಯಲು ತತ್ವಶಾಸ್ತ್ರದ ಜ್ಞಾನ ಅಗತ್ಯ.

- ತತ್ವಶಾಸ್ತ್ರದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಶಿಕ್ಷಕನಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ತಮ್ಮನ್ನು ಕಾಡುವ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರವನ್ನು ಕಂಡುಕೊಳ್ಳುವ ಜಿಜ್ಞಾಸು ಪ್ರವೃತ್ತಿಯನ್ನು ಬೆಳೆಸಲು ಸಹಾಯ ಮಾಡುತ್ತದೆ.

- ಎಲ್ಲಾ ಶ್ರೇಷ್ಠ ಶಿಕ್ಷಕರು ಶ್ರೇಷ್ಠ ತತ್ವಜ್ಞಾನಿಗಳಾಗಿದ್ದಾರೆ. ಉದಾ: ಡಾ. ರಾಧಾಕೃಷ್ಣನ್, ಸಾಕ್ರೆಟಿಸ್, ರೂಸೋ ಇತ್ಯಾದಿ.

- ಶಿಕ್ಷಕ ಒಬ್ಬ ಆದರ್ಶ ಶಿಕ್ಷಕನಾಗಿ ರೂಪುಗೊಳ್ಳಲು ಅವರಿಗೆ ತತ್ವಶಾಸ್ತ್ರದ ಪರಿಚಯ ನೆರವಾಗುತ್ತದೆ.

- ತತ್ವಶಾಸ್ತ್ರ ದಾರಿ ತೋರುತ್ತದೆ. ಶಿಕ್ಷಣ ಆ ದಾರಿಯಲ್ಲಿ ನಡೆಯುತ್ತದೆ. ಆದ್ದರಿಂದ ದಾರಿ ತೋರುವವನ ಪರಿಚಯವೇ ನಡೆಯುವವನಿಗೆ ಇಲ್ಲದಿದ್ದರೆ ಹೇಗೆ?

- ತತ್ವಶಾಸ್ತ್ರ ಸಮರಸದ ದೃಷ್ಟಿಕೋನವನ್ನು ಬೆಳೆಸುತ್ತದೆ. ಆದ್ದರಿಂದ ಶಿಕ್ಷಕನಿಗೆ ತತ್ವಶಾಸ್ತ್ರದ ಜ್ಞಾನ ಅತ್ಯಗತ್ಯ.

- ಶಿಕ್ಷಣದ ಎಲ್ಲಾ ಸಮಸ್ಯೆಗಳು ಅಂತಿಮವಾಗಿ ತತ್ವಶಾಸ್ತ್ರದ ಸಮಸ್ಯೆಗಳೇ ಆಗಿರುತ್ತವೆ. ಆದ್ದರಿಂದ ತನಗೆ ದೂರಾಗುವ ಸಮಸ್ಯೆಗಳ ಬಗ್ಗೆ ಸರಿಯಾದ ವಿಶ್ಲೇಷಣೆ ನಡೆಸಲು ಶಿಕ್ಷಕನಿಗೆ ತತ್ವಶಾಸ್ತ್ರದ ಹಿನ್ನೆಲೆ ಸಹಾಯಮಾಡುತ್ತದೆ.

- ತತ್ವಶಾಸ್ತ್ರದ ಪರಿಚಯ ಶಿಕ್ಷಕನ ಒಳನೋಟ ಆಳವೂ, ವಿಶಾಲವೂ ಆಗುವಂತೆ ಮಾಡುತ್ತದೆ.

ಉಪಸಂಹಾರ

ಶಿಕ್ಷಣ ಮತ್ತು ತತ್ವಶಾಸ್ತ್ರವು ನಿಕಟ ಸಂಬಂಧವನ್ನು ಹೊಂದಿದೆ. ತತ್ವಶಾಸ್ತ್ರವನ್ನು ಬಿಟ್ಟು ಶಿಕ್ಷಣಕ್ಕೆ ವ್ಯಾಖ್ಯಾನ ನೀಡಲು ಸಾಧ್ಯವಿಲ್ಲ. ಜಾನ್ಡ್ಯೂಯಿ ವಿವರಿಸುವಂತೆ ತತ್ವಶಾಸ್ತ್ರವು ಶಿಕ್ಷಣದ ಒಂದು ಸಾಮಾನ್ಯ ಸಿದ್ಧಾಂತ ಅಥವಾ ತತ್ವ ಎಂಬ ಮಾತನ್ನು ಗಮನಿಸಬೇಕಾಗುತ್ತದೆ. ತತ್ವಶಾಸ್ತ್ರವು ಊಹೆಗಳನ್ನು ಸೃಷ್ಟಿಸುತ್ತದೆ. ಶಿಕ್ಷಣಶಾಸ್ತ್ರವು ಆ ಊಹೆಗಳನ್ನು ಪ್ರಾಯೋಗಿಕವಾಗಿ ದೃಢಪಡಿಸುತ್ತದೆ. ತತ್ವಶಾಸ್ತ್ರದ ವಿಧಾನ ಮತ್ತು ದೃಷ್ಟಿಕೋನವನ್ನು ಅನುಭಾವಿಕ ಕ್ಷೇತ್ರವಾದ ಶಿಕ್ಷಣಕ್ಕೆ ಅನ್ವಯಿಸುವುದರಿಂದ ಶಿಕ್ಷಣದ ಮೇಲೆ ತತ್ವಶಾಸ್ತ್ರದ ಪ್ರಭಾವ ವಿಸ್ತಾರವಾಗಿದೆ ಎಂಬ ಅಂಶವು ತಿಳಿದು ಬರುತ್ತದೆ. ತತ್ವಶಾಸ್ತ್ರ ಶೈಕ್ಷಣಿಕ ಸಿದ್ಧಾಂತಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ್ದು, ಶೈಕ್ಷಣಿಕ ಸಿದ್ಧಾಂತಗಳ ಚರ್ಚೆಯಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಪದ ಮತ್ತು ಅರ್ಥಗಳ ಬಗ್ಗೆ ಕುತೂಹಲ ಉಂಟಾದಾಗ, ಅವುಗಳನ್ನು ಚರ್ಚೆಯ ಮೂಲಕ ಎಲ್ಲರಿಗೂ ಒಪ್ಪಿತವಾಗುವಂತಹ ಅಂಶಗಳನ್ನು ಪ್ರಕಟಿಸಲು ತತ್ವಶಾಸ್ತ್ರವು ಅನುವು ಮಾಡಿಕೊಡುತ್ತದೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಎಲ್ಲಾ ಶಿಕ್ಷಣ ತಜ್ಞರು ತತ್ವಶಾಸ್ತ್ರದೆಡೆಗೆ ತಮ್ಮ ದೃಷ್ಟಿಯನ್ನು ಹರಿಸಬೇಕಾಗುತ್ತದೆ.

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ROLE OF TEACHER TO SUSTAIN MORAL PHILOSOPHY FOR QUALITY OF EDUCATION

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Introduction

Education enhances one's knowledge. Education tells a being how to believe and how to take decision. According to Swami Vivekananda, Education is the manifestation of the device perfection, already existing in man. Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means; its goal is to make an individual perfect. Every society gives importance to education because it is apanacea for all evils. It is the key to solve the various problems of life.

Role modeling is thought to be an integral component of remedial education. We identify populace as role models when they motivate and persuade people working with them to increase new skills and attain their potential. Students learn from continuous inspection of the ways their teacher handle hard and demanding situations and how they contract with ethical and right issues.

One of the characteristics of a successful teacher is that these teachers feel privileged and honored to be a part of their student's lives. Teachers relate to their students by finding out what they are interested in and then knowledge more about those benefit. This way, they can be more concerned with their class and plan lesson plans and reading material pertinent and stimulating to their students. Listening to students goes a long way in building trust and mutual respect. The teachers that do listen receive valuable insight into the lives of their students. Students are more likely to ask for added support when stressed with reading or other subjects if they are in a surroundings where they know their teacher will take them critically.

To support the highest probable standards of quality, a teacher needs to be reliable in his/her actions. Now, a teacher's performance are guided by many dissimilar things like federal and state laws and local school board policies. In addition, teachers do have a code of ethics, too. If a teacher expects his/her students to live up to standards, and then he/she must model this behaviour, as well. Being consistent in subsequent the needs placed on a teacher ensures that the teacher will exhibit high excellence behaviour. Also, when a teacher is consistent in addressing student behaviour, and he/she is exhibiting high quality behaviour. Students observe when a teacher acts favourably towards a definite students. Students observe inequality when it exists, and any dissimilarity lowers a teacher's ability to enforce standards of superiority.

Therefore, a teacher needs to act the same way no matter the situation. And, he/she needs to act ethically and in accordance with laws, policy, and best practices. By modelling this behavior, a teacher is setting the example for those around him/her. High quality in oneself inspires high quality in others.

In the present digital era, there is wide chance to make awareness of the moral values and ethics values among students. It is right time to take necessary action to inculcate moral and ethical values in their curriculum and have a practice of formal and informal discussion on daily routine in all aspects from personal to career.

The teacher is the main role to inculcate moral and ethical values among the children. Hence the teacher should aware about the concept of moral philosophy.

Moral Philosophy

Moral philosophy is the branch of philosophy that contemplates what is right and wrong. It explores the scenery of morality and examines how people should live their lives in relation to others. The moral philosophy has three branches namely

- Meta-ethic's, investigates big picture questions such as, morality, justice and truth and how can we justify my beliefs as better than conflicting belief sheld by others?

- Another branch of moral philosophy is normative ethics. It answers the question of what we ought to do. Normative ethics. Focuses on providing a framework for deciding what is right and wrong. Three common frame works are deontology, utilitarianism, and virtue ethics.

- The last branch is applied ethics. It addresses specific, practical issues of moral importance such as war and capital punishment. Applied ethics also tackles specific moral challenges that people face daily, such as whether they should lie to help a friend or co-worker.

Role of Teachers to Ethical Behaviour among students

The **Radha krishnan Commission** (1948-49) highlighted the significance and the need to unite spiritual training in the curriculum of educational institutions. The **Mudaliar Commission** (1952-53) stressed out that student's character and the behaviour would depend on religious and moral instruction. The **Ramamurthy Committee** (1990) reviewed that the vital quality of education is, it must develop a set of values like love, compassion, social order based on truth and non-violence and integrating the science with spirituality.

A teacher's sole responsibility is to impart knowledge in the classroom and imparting knowledge or facilitating learning is only one responsibility of teachers. In an age, where the parents are increasingly shirking their responsibilities in bringing up children, it is also the teacher responsibility is to assist in developing the desirable characteristics or moral values of children. When children are born, they have no general sense of what is right and wrong. Good, loving parents will teach a child the difference between right and wrong and develop other desirable characteristics such as good manners and honesty. But what if parents do not teach their children? Can we say, therefore, that kids are bad because they have no desirable characteristics? No, we cannot. It is the responsibility of the teacher to inculcate desirable characteristics into the education of students. If the teacher fails to even try to do this, he or she is a bad teacher. The characteristics of superior teaching include the responsibilities of a teacher. Besides being a source of knowledge and truth and facilitator of learning, a good teacher works continually to foster the desirable characteristics of learners.

Duties and Responsibilities of a teacher to develop moral values

- **Honesty and Integrity:** Honesty and integrity are very significant in life. In the classroom, students must be taught not to cheat on tests, not to copy classmate's homework, and not to tell lies to the teacher and others. A teacher can guide kids to be honest by setting a good example in class. The teacher should always be honest in his dealings with the class.

A shrewd teacher will also read and tell his class stories about honesty and dishonesty, and how dishonesty is never really rewarded.

- **Enthusiasm for Learning:** Every teacher wants his students to love school and be eager to study. Nothing is worse than having an unhappy child who does not want to learn and come into the classroom. In making enthusias moravidity for learning, a teacher must be a good quality motivator. The teacher can do this by making a very interesting classroom setting, and by using textbooks and other audio-visual materials which are fun to hear, read and study.

- **Ambition and Hard Work:** Thomas Edison once supposed that genius is 10% inspiration and 90% perspiration. Anyone who wants to attain a goal has to set his or her mind to it and work at it. Ambition and hard work must begin in schools and classrooms. Students must not be allowed to be lazy, and they should be required to complete all assignments on time. Pupils should also work up to their abilities. A good teacher will get his students ambitiously working hard by offering them rewards. These rewards would include comments such as excellent or nicely done on tests and assignments. They also would include recognition for being number one in the class or getting the highest grade on a test. A teacher can do this by announcing the highest achieving student in class or by posting their names on the classroom bulletin board, for example, as being the student of the month.

- **Curiosity and Asking Questions:** Curiosity is a desirable characteristic that is missing from many students. There are just too many pupils who accept everything they hear or read and don't question its veracity. Many students have never learned how to ask questions to find out more about a topic they are studying. A good wise teacher will run a student centred classroom and teach inductively. A Socratic method should be used to lead students to ask questions to get their answers.

- **Being Responsible:** Student responsibility is one of the mainly important desirable characteristics. Being responsible and held accountable for one's actions is a necessary behaviour for all members of society. There is no improved place than the classroom to learn to be accountable. Students must be responsible and held accountable for bringing their books and school supplies to class, turning in course work on time, making up missed course work and being on time to class.

- **Etiquette and Manners:** Every teacher welcomes a good student who is well-mannered and well-behaved. In Thailand, all students are taught from kindergarten to respect their teachers **Paul Richard Kuehn (2021)**. Await indicates the level of respect for another person and is an acknowledgement of seniority. A person should bow their head with their palms pressed together to indicate respect. All students should be polite to their teachers and classmates in school. There should also be no turbulence such as talking out loud in class or students getting out of their seats without the teacher's permission. Once again, teachers set an example by being polite to students and other teachers. If a student's manners are bad, a teacher must take the student aside and rectify the deficiency in his or her manners.

- **Self-Esteem:** If a scholar is going to care about others and show good manners, he or she should have self-esteem. Students must learn to love themselves and take pride in their manifestation and clothing.

They must feel good about themselves and have self-confidence. Here the teacher can play a big part in developing a student's self-esteem. The teacher can do this by showing anxiety and love for the student and by giving the student concentration and every chance to achieve something.

- **Co-operation with Others:** Working with others is an indispensable part of classroom life. In development a good learning environment, it is worth while for pupils to join in discussion groups and work together on projects. A teacher sets an instance by showing children how to work together on a class project. Students could also watch a teacher working closely with another teacher in team teaching.

- **Being Kind and Helpful:** There is not one teacher who does not like a student who is kind and helpful to the teacher and other classmates. Students can exhibit this by doing classroom tasks such as erasing the board for the teacher or helping him or her pass out books and papers. A kind and helpful student will also instructor weaker students in the class. A teacher sets an example by being kind and obliging to his or her students.

Conclusion

An extremely important issue in the development of ethical education, moral and ethical values is the teacher himself. The teacher's attitude towards profession, teaching and learning, the attitude towards students and other subjects in the educational practice greatly influences the building of the student's ethical profile. Therefore, the teacher should first of all know his/her profession well and constantly recover it. Teachers needed constant professional development throughout the participation in seminars, trainings, courses, and projects that will provide them with the necessary information, knowledge and skills and enable them to compete pedagogically in the field of intercultural and multicultural education, democratic education, inclusive education, ethical education and global education.

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TEACHER - A NATION BUILDER: PERSPECTIVE AND ROLE

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Introduction

Destiny of the nation is designed in the class room and not in the parliament, this we believe, is no mere rhetoric. In a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people. On the quality, and the number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction the principal objective of which is to raise the standard of living of our people **(Kothari Commission 1964-66)** and essential values are to be inculcated to develop the right attitude.

Perspective of Teacher

The quality of its citizens depends not exclusively but in critical measures upon the quality of their education. The quality of their education depends, more than on other single factor, upon the quality of their teachers. So Indian Education Commission (1964-66) rightly remarked. The destiny of India is being shaped in her classroom‖.Similarly Chhattopadhyaya Commission, 1985 says No country can go beyond the level of her teachers. Teacher was accepted as next to God in ancient India. In the west, (s) he is called as the architect of nation, maker of man, the maker of history. It is said that God has created man after his own image, but teacher fashions child after his own image. According to Hindu epics, thechild receives second birth at the hands of the teacher. He turns the child from animalistic to specialized human form. Books may teach a child, but the teacher educates. Cicero said 2000 years ago what greater or better gift we can offer the republic than to teach and instruct our youth - Humayun.

Kabir says Teachers are literally the arbiters of a nation's destiny. The **Secondary Education Commission (1952- 53)** also points out Every teacher and educationist of experience knows that even the best curriculum and themost perfect syllabus remains dead unless quickened into by the right methods of teaching and right kind of teachers. **Dr. APJ Abdul Kalam** opines a student spends 25,000 hours in the campus. The school must have the best of teachers, who have the ability to teach, love teaching and build moral qualities.

The teacher can be rightly called a nation builder. No other personality can have an influence more profound than that of a teacher. The teachers, through their perseverance, love and sacrifice has shown us the character, personality of the teacher's love and affection, his character, his competence and his moral commitment. A popular teacher becomes a model for his students. The student's try to follow their teacher in his manners, customs, etiquette, style of conversation and his get up. Teacher is a representative of the society who inculcates moral precepts. In the development of a country, great attention has to be paid to education and learning, as well as morals and nobody is more suited to assist in this process than the humble teacher. With teachers, both knowledge and moral would suffer.

Teacher is a maker of man. He is the foundation of all education and thus of the whole civilization of the mankind. No nation's reconstruction is possible without the cooperation of teacher **(John Adams 2005)**. The quality, competence and character of teachers should be the most significant factors influencing the quality of education and its contribution to National development **(Education Commission 1964-66)**.

How can the nation ensure that its teachers make a difference for their students with a corrupt and decadent class of teachers? They can harm a nation more seriously than a class of corrupt and perverted judiciary, army, police, bureaucracy, politicians or technocrats. A corrupt and incompetent teacher is not only a bad individual, but also the harbinger of a corrupt and incompetent generation. A nation with corrupt teachers is a nation at risk and every coming day announces the advent of its approaching destruction.

Role of Teacher

Teacher, have to play a crucial role in the building up of the character of the next generation. It is a fact that a civilization cannot rise out of a skeleton of mere ideals and abstract concepts. Civilization finds a concrete shape in the practical behavior of a nation, based on their principles and concepts. Once the practical aspect is gone, the civilization also appears gone and can only be studied through its remnants preserved in museums and chronicles. This necessitates the provision of a learning atmosphere throbbing with life in our educational institutions through the presence of the teacher, with a view to infuse confidence in our students and to enable them to be proud of their culture, to respect their national character and national emblems, and to ornament themselves with societal conduct and morals. They should stand firm on the centuries old foundations of their cultural tradition and at the same time should establish standards of excellence in their academic performances.

The role of the teacher is a multi-faceted one comprising academic, pedagogical and social roles. Academic roles comprise teaching, counseling and supervisory roles while pedagogical roles include instructional, evaluation and facilitating roles. As a facilitator of learning, the teacher is involved in motivating pupils to learn, maintaining control in the classroom and the school in general, and creating a non threatening environment for learning to take place. Social roles of the teacher includes among others socializing roles which is preparing pupils to participate in the way of life of the society; others include reference roles, detective roles, parent surrogate (or substitute parent) confidents and affectionate roles.In order to playthe roles mentioned above the teacher should have to have the qualities which are professional, rightly emphasized by the task force on code of professionalism in 1986. They are

- Conducting himin accordance with the idealof the professionalism.
- Compatibility between his percept and practice.
- Internalizing the national ideals and values,whatheseekstoinculcate among the students.
- Maintaining calmness being patient,communicative by temperament and amicable by disposition.

Among all the roles, the social role takes the prominence in shaping and preparing pupils to participate in way of life of the society. The life in the present day context demands, that kind of education, similar to the one expected by **Abraham Lincoln** in one of his letters to the principal of his son.i.e.

- Teach him to learn to lose and also to enjoy learning.
- Teach him that it is far more honorable to fail than to cheat.
- Teach him to have faith in his own idea when everyone tells him his is wrong.
- To be gentle with gentle, tough with tough.
- Teach him to listen to all men but filter them on a screen of truth.
- Withstand him firmly intimes of crisis.
- Teach him to sell his brawn and brain but never put a price tag on his heart and soul.
- Treat him gently, but do not cuddle him because only the test of fire makes the fine steel.

Conclusion

The essence of the teacher as a nation builder cannot be over emphasized. As the president of America said in, teach for America Week, after parents impact on a child comes from the man or woman at the front of the classroom. Good teachers need to be themselves constantly seeking knowledge of good character, have high motivation, and be creative, innovative and effective in the teaching strategies. The good deeds of teachers are great because of them the students will grow to become knowledgeable people who will be of use to the society, religion and our nation.

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SECTION 4: SOCIOLOGICAL PERSPECTIVES OF EDUCATION

NURTURING THE TALENTS OF TEACHERS THROUGH LIFE SKILLS EDUCATION

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Introduction

Teachers require a variety of skill sets for creating lesson plans, instructing students, working with administrators and interacting with parents. While some of these skills and qualities like patience and leadership are inherent to individuals, you can developmost of them through practice and training. Teachers use their skills to create a conducive learning environment that facilitates the development of their students. While formal training and education prepare a teacher for their job role, on the job training is crucial for their personal development. Teachers may also perform a range of administrative tasks as part of their job. They often have to facilitate smooth communication between the school and its students, the school and parents and sometimes, even between students and parents. To perform these tasks in an academic environment, we will need a combination of hard and soft skills.

Life skills

Every person wants to live a fruitful life on this earth. For that, they must be very skilful. Life Skills are those capacities that help human being in working well in the society where they live. **World Health Organization (1993)** has explained life skills as, the capabilities for adjustable and confident attitude that empower persons to accord excellently with requirement and threats of our daily life. UNICEF explains life skills as Anattitude switchor attitude improvement way developed to label a stability of these fields: intelligence, behaviour, and artistry. WHO identified a different set of life skills. They are self-conscious, sympathy, free thinking, interpersonal skills, finding solution for problems, management of stress and emotions, effective communication, decision making, and creative thinking.

When a person is exposed to these desired skills and practice, they can develop the ability to solve psychological, physiological, and social problems. Hence, inculcation of basic life skills is the fundamental effort which has to be launched for supporting the attitude of our students along with the teachers. Children's behaviour must be modified by acquiring these life skills. Teachers are most responsible for inculcating life skills among their students. We have to understand well about life skills and also their implementation. Life skills administer self-acceptance, managing plans for accepting the past, controlling the present, and generating the future.

Need of life skills for teachers

Life skills education is very important especially for teachers who prepared the young minds. This will enable teachers to translate knowledge, attitude and values for handling real life situations to the children helping them decide what to do, when to do and how to do it with ease. This was also an approach towards integrated self-empowerment. It would help teachers enhance quality of education through innovation, creativity and equip children become more analytical in approach, recognize there relationship between knowledge and power.

Life skills Education is crucial for the development of healthy child and teenage growth. Life skills Education provides to fundamental teaching, non-discrimination of gender, freedom, good patriot, childcare and security, equal opportunity and effectiveness of educational system, the encouragement of continuous learning, standard of life and furthering of peace. It shows that the development of mental health might be improved through life skills.

Important life skills of a teacher

- **Critical thinking skills:** With strong critical thinking skills, teachers are able to consider the best interests of their students while also working within the institution's goals and standards. Teachers of primary and secondary schools must also remain aware of parent's expectations for learning and discipline and ensure that the classroom has a safe and nurturing environment. We can develop critical thinking by practicing Self-awareness at all times. Acknowledge your biases, preferences, strengths and weaknesses to understand your own thought processs better. Try to evaluate situations objectively before making decisions or taking actions.

- **Patience:** Teachers of all levels should know their classrooms will represent a variety of cultural backgrounds, learning styles and intellectual abilities. Dedicated students will likely contribute more to class discussion and be more easy going, but many students present other challenges like conflicts and disruptions. Teachers should be able to keep their cool in such situations while maintaining a balance between their own expectations and the student's unique personalities. Patience is a character trait that is inherently found in individuals. However, we can develop patience by identifying possibilities for impulsive behavior and monitoring them consciously.

- **Communication skills:** Teachers should ideally be good at physical, verbal and written communication.Strong verbal communication means that teachers make their lesson materials and expectations clear while presenting concepts in a way that students can understand. When teachers stand tall in the classroom, smile often and make eye contact with their students, they seem confident and kind, which will likely lead to more student engagement in the course. We can improve our communication skills by reading and writing regularly. We can also improve the effectiveness of your physical communication by being mindful of your posture and mannerisms.

- **Organizational skills:** To be effective, teachers must be able to manage their study materials and students assignments well. A well-organized classroom should have all the necessary tools like books and technology in places where they do not distract students. Practice organization while you prepare for a lesson. Create a structure for storing and using your study materials effectively. It is good practice to maintain binders and folders for different students where you can store all their study materials, assignments and progress reports. Prepare a calendar and plan out how you will fit your to-do list items into each day.

- **Creative thinking abilities**: Teachers of younger students might learn to incorporate performances (like singing, drawing or mimicry) into their classroom to stimulate learning. Secondary or higher-secondary educators teaching older students may use media like films, music and the internet to illustrate ideas and concepts in detail. Practice an artistic hobby regularly, regardless of your expertise. Consider using brain storming activities in the classroom and appreciate unconventional and innovative ideas. Consume creative content for inspiration and share appropriate take aways with your students.

- **Leadership skills**: Teachers need to practice leadership skills inside and outside the classroom. To show strong leadership skills, you may accept additional duties like coaching a sports team or directing a student club, like chess, quizzing or drama. Teachers with strong leadership abilities may be more likely to advance to senior positions like principal. To show case your leadership abilities, you can volunteer to take on responsibilities that lie outside your day-to-day work. We can evolve our skills and competence by occasionally stepping out of our comfort zone.

- **Capacity for teamwork:** Similar to leadership, team work helps teachers interact kindly and effectively with other School personnel. Teachers frequently have meetings to come up with the best curriculum and classroom practices for students. In these meetings, teachers with strong team work abilities can accept input from others, even if they have differing opinions. For successful teamwork in the workplace, it is essential for all involved parties to share a common goal and channel their collective efforts towards it. It helps to be open-minded, to be able to handle differences in a mature way. You should be well aware of hierarchies and the nature of the work to function effectively with in a team.

- **Time management skills:** Teaching is a job that extends outside the classroom. Teachers need evenings and weekends to plan lessons, grade papers and occasionally shop for classroom materials. To maintain a healthy work- life balance and we will need to develop good time management skills. Some strategies may include setting a side certain hours of the day for relaxation, exercise or other personal activities. Create a schedule for your tasks and adhere to it strictly. With time, optimize your work processes to find more free time for yourself, after your work. Priorities tasks and set deadlines. More importantly, break down complex tasks into smaller segments and handle individual segments at a time.

- **Conflict resolution skills**: Part of a teacher's responsibilities includes being able to manage disagreements and conflicts in a classroom.Teachers of younger children might encounter conflicts over sharing resources like books, games or toys. A teacher with well-developed conflict resolution abilities will display patience and active listening to consider each viewpoint and come to a compromise. Approach every conflict as an opportunity to take away some positive learning. Ensure that discussions do not escalate into arguments.Teach students to cultivate mutual respect for their peers, even in times of conflict.

Conclusion

If we want to live life successfully, then we need to understand the importance of life skills and it is also very important to implement it in our life. It polishes the ability of teachers to adapt to all kinds of circumstances and succeed in every aspect of teaching. Lack of life skills in the lives of new generations needs to be taken care of as it is importantin life. Due to absence of life skills, not only personal lives but professional lives and careers get affected. By training life skills, teachers can develop self confidence in them. It makes them cooperative and communicative. It prepares them to take quick action in any unfavourable circumstances.

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OPINION OF TEACHER EDUCATORS ABOUT ONLINE TEACHING DURING COVID-19

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Introduction

We all have witnessed the miserable status of education during COVID-19, due to lockdown. It was the challenge on the part of the teachers to face the situation with double the zeal and determination to combat the situation. Majority of the teachers, were even not aware of technology usage like, computers, synchronous online teaching platforms, Power point presentations, browsing, teaching-learning apps etc. It was really an unprecedent situation for all the teachers to uplift themselves with each other's support to face the new challenges that come in the way of their learning, teaching and assessment. This was the period, which really paved way to know the commitment of teachers towards teaching profession, those who succeeded in doing so, sustained and those who do not, became the dropouts from the teaching profession. During this course of confrontation, for the first time, researcher felt that in India the concept of online teaching came into existence to the larger extent. Wherein teachers put their self to conduct online teaching. At the very beginning they stumbled, then they crawled and even few took leaping steps in educating themselves and their colleagues in streaming the technology for their teaching. Even the teacher educators became a part of it by preparing themselves and prospective teachers towards educating for online teaching.

Need of the study

Teaching profession is the noblest profession among all other profession, as it produces the faculty for all other profession, viz., A doctor, an engineer, an artist, a biochemist, a finance lead, a scientist, a politician. Such is the importance of teaching profession. As we know that most of the teachers are made, only a few are born teachers. Those who are made, and who need to be made, with passion should undergo rigorous teacher education programme offered by teacher education institutions at different levels. The teacher educators play an instrumental role in making the nation, by preparing the teachers, who intern involve in preparing prospective citizens. As it is rightly mentioned in **Kothari Education Commission (1964)**, that Destiny of a nation is shaped by its classroom. Hence, teachers are at their fingers and toes to execute their responsibilities to the utmost priority. The teacher educators, who are given the sacred task of preparing such teachers, need to stand with the dynamicity of the society. They combat the adverse situation of COVID-19, by standardizing and instrumenting themselves in the process of using technology for their teaching-learning process. The present study focuses on how much they have evolved themselves as a flourishing personality of the society, who can take up the challenge of preparing teachers to the present needs of the society. Hence the present study.

Objectives of the study

The review of related literature helped the researcher to formulate the following objectives for the present study. To know the,

1. Passion of teacher educators towards online teaching
2. Awareness towards different online tools and applications
3. Preparation for online teaching
4. Involvement in online teaching

Reviews: A study conducted by **Mishra, L, Gupta, T and Shree A** on Online teaching-learning in higher education during lockdown period of COVID-19 pandemic revealed that WhatsApp was used as the online teaching mode by the teachers at the beginning of the lockdown period, but later on after receiving enough training to use different synchronous online teaching platform, they started using Zoom, Google Meet, YouTube and even they were benefited by the orientation programmes and workshops to get a long with the online teaching-learning mode.

A descriptive study at tertiary level on the strategies in online speaking classroom in the time of COVID-19 was conducted by **Zelvia Liska Afriani and Valisneria Utami**, whose findings revealed that the English teachers used several teaching-speaking skills integrated with social media and mobile phone applications to be accessed easily. The strategies are lecturing, role-play, online group discussion, simulation, and drilling. They are blended with WhatsApp Group, Google Classroom, Zoom, and Instagram.

Ramona Maile Cutri, Jyanjo Mena and Erin Feinauer Whiting gave the findings of their study on Faculty Readiness for Online Crisis Teaching: Transitioning to Online Teaching during the COVID-19 pandemic. Their study revealed that the mistakes committed by the teacher educators in the process of attempting to take up online teaching reduced gradually due to their positive attitude.

Trevor Mutton in his article Teacher Education And COVID-19: Responses and oportunities for new pedagogical initiatives has mentioned at the end that both the teachers and teacher educators need to prove themselves as models for their students in upgrading themselves to adapt themselves to the changing demand of education. **(Hammerness, Darling-Hammond and Bransford, 2005)**.

Dashora J, Chandrakumar K and Saxena K in their research on the topic the scenario of online education in India: The new normal have mentioned that most of the teachers lack in technical knowledge, hence unable to conduct online classes and they have concluded that in adequate digital knowledge of students and parents is responsible for interruption and even a single method cannot be a wholesome method to carry online teaching. Therefore, review of the above research communicates that teachers and teacher educators should have a passion to keep themselves fit to their profession of teaching by keeping a breast with new developments by their sustainable learning. But as there were not many studies carried out on online teaching by the teacher educators, the researcher felt the need of this research study.

Methodology of the study

The researcher used survey method by using close ended opinionnaire to study the opinion of the teacher educators towards online teaching during COVID-19. This study is delimited to the Teacher Educators (B.Ed.) of Tumkur University.

Population and Sample: There are 16 teacher education institutions affiliated to Tumkur University for the academic year 2021. A total of 197 teacher educators works in these institutions, out of which 30 teacher educators responded to the present study. This study consisted of both male and female faculty with different years of teaching experience.

Instrument: The opinionnaire for the survey was developed by the researcher following the steps of
- Extensive review of the relevant literature
- Item development
- Revision by two content experts' and two language experts.

The opinionnaire was in English language having 25 items representing various dimensions like passion towards online teaching, awareness towards different online tools and applications, the preparation of teacher educators, and involvement in online teaching. Each item had 4 alternatives; respondents were expected to choose the one that they think was correct.

Data Collection

The opinionnaire was converted into an electronic format using Google form and distributed to the target population through Tumkur University teacher educators WhatsApp group and even e-mailed. At the beginning of the online survey, the respondents were briefed about the purpose of the study and were requested to respond with utmost honesty. Each respondent was given only one chance to respond to the opinionnaire. The tool was opened for data collection for about a month, after which it was closed.

Data Analysis

Data thus collected was analysed by using percentage analysis.

Discussions and Suggestions:

Passion towards online teaching:

It is evident from the data analysis that, 46.7% teacher educators preferred self-help, 80% of teacher educators are of the opinion that a teacher should upgrade for online teaching, 73.3% teacher educators felt of careful selection and active participation in online events, 80% teacher educators were benefitted by attending workshops, webinars, orientations, and training programs during COVID-19 , 80% of teacher educators preferred to upgrade ICT knowledge for online teaching for the purpose of enhancing teaching effectiveness, majority of the teacher educators (76.7%) felt happy about online teaching during COVID-19, 66.7% respondents preferred to use maximum resources in online teaching, Majority of the teacher educators (66.7%) preferred effectiveness as the criteria to be considered while selecting online resources, 46.7% respondents enjoyed online teaching throughout COVID-19 period.

Hence, majority of teacher educators of Tumkur University, had passion towards online teaching,which is reflected in their opinion of upgrading themselves, and enjoying throughout the COVID-19 situation to enhance their teaching efficiency by attending professional development programmes.

Awareness towards different online tools and applications

53.3% teacher educators preferred Laptop, 43.3 % preferred Mobile Phone as the most effective device for online teaching during COVID-19, 53.3% considered google Meet and 46.7% considered Zoom as the best synchronous online platform, most supportive teaching online application was Google Classroom for 43.3% teacher educators, WhatsApp for 36.7%, 40% teacher educators preferred using online resources, 26.7% preferred to give assignment on each topic,23.3% respondents preferred to prepare quizzes on each topic to add variety in online teaching. Majority of teacher educators used ppt (86.7%), YouTube resources (66.7%), Google Classrooms (80%), related websites (80%) and learning apps (86.7%) in online teaching.

Hence, teacher educators of Tumkur University were aware of various online teaching platforms, online tools and applications tobe used in online teaching during COVID-19.

Preparation of teacher educators

It is observed that most respondents are of the opinion that the prerequisite for online teaching is to plan and prepare slides in advance by 63.3% teacher educators, 76.7% respondents are of the opinion that a teacher with sound knowledge of ICT should share knowledge by helping colleagues/students, 43.3% teacher educators are of the opinion. That a teacher can learn by sharing knowledge among colleagues, and same percentage of teacher educators felt like attending online courses to learn, according to 56.7% teacher educators, a good online teacher is one who encourages interactive learning, 73.3% teacher educators felt of preparing their own teaching materials.

Majority of the teacher educators (76.7%) preferred to use a variety of online learning resources to help students to develop interest in online teaching. Hence, it is evident that the teacher educators of Tumkur University are on the path of preparing themselves for online teaching.

Involvement in Online Teaching

It is observed that that there is diversified opinion for the reason to create interactive environment in online teaching by teachers. 46.7% respondents emphasised on teaching effective as a reason and 26.7% gave importance for the evaluation of the students understanding, 86.7% inclined to interact with students through discussion group in the social media. 63.3% teacher educators preferred to include relevant audio/video files in teaching to enrich their online presentation, 26.7% preferred to use ppt. Majority of the teacher educators (83.3%) encouraged active students participation in online classrooms for the purpose of making learning effective. Equal percentage of teacher educators (40%) preferred to follow the schedule and to be flexible in timings.

Hence, teacher educators were focussed on enhancing teaching effectiveness by interacting with the students both in onlineclass as well as on social media, and to give due consideration for their interest in learning.

Conclusion and Suggestions

Online teaching-learning mode of instruction was initiated at Tumkur University with the instructions received from UGC and MHRD under the government of India. By the introduction to the online teaching for the first time, the teacher educators of Tumkur University felt it very difficult at the beginning to cope up with the altogether a different environment in the field of teaching. Online courses played an instrumental role in guiding afew of the teacher educators to develop an awareness and knowledge of online teaching tools to be used for the day-to-day transaction with the students, in terms of accomplishing the task assigned to them. After conducting the study, the researcher felt of giving following suggestions

- To sustain the passion of upgrading themselves to combat the new trends in the teaching field.
- To have an interactive environment for the students to focus their attention on learning, and there by make teaching effective.
- To select the workshops/webinars/orientation programmes necessary to upgrade their online teaching competencies.
- To explore new avenues of online teaching tools.
- To follow the scheduled time, but to give activities to be conducted off screen, so that they can relax from the screen exposer and have bodily movements, this will again fit them to attend the online classes with complete enthusiasm.

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EMERGING ISSUES IN EDUCATION RELATES TO SOCIOLOGY

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Introduction

Education is a significant sub-system of society. As a sub-system, it is firmly associated with the society of which it is a section and furthermore associated with other sub-systems in the society. A system of education mirrors the objectives of the bigger society and this impacts its association. In modern industrial social orders, education is firmly associated with economic system. The economic system of industrial society needs literate and skilled labour, different experts, and technically trained individuals in various fields, who thus enable society to achieve more elevated amounts of industrialization and modernization. The activity of preparing these individuals is assigned to the system of education. Education is likewise related to the system of stratification. In modem industrial society, education turns into a way to achieve social mobility. The assorted varieties of occupations result in expansion of education, including new criteria for status separation. In this way another system of stratification creates, which considers the educational achievements of people in society. In this manner individuals become aware of educational opportunities accessible to them. Also, recognize that the system of education has its internal chain of importance.

Meaning of Educational Sociology

Sociology of education might be characterized as the scientific examination of the social procedures and social examples associated with the educational system. Brook over and Gottlieb think about that this accepts education is a combination of social acts and that sociology is an investigation of human interaction. Educational procedure goes on in a formal just as in casual circumstances. Sociological investigation of the human interaction in education may include the two circumstances and might prompt the development of scientific generalisations of human relations in the educational system. The sociologyof education is theinvestigation of how public foundations and individual encounters influence education and its results. It is most concerned with the public schooling systems of modern industrial societies, including the expansion of higher further, adult and proceeding with education.

Functions of Education in Society

Acquisition of knowledge and development of the personality of an individual is never again dared to be the primary function of education. Functions are assumed to happen without directed exertion. From the sociological perspective, education has the accompanying functions.

Assimilation and transmission of culture/traditions: This should be done intentionally and specifically on the grounds that traditions should be chosen for transmission just as omission relying upon their esteem and desirability in the present democratic set-up. For instance, one needs to engender the idea of **Sarva Dharma Samabhav** signifying all dharmas (certainties) are equivalent to or agreeable with one another. Lately this announcement has been taken as signifying all religions are the equivalent that all religions are only unique ways to god or a similar spiritual goal. It accentuates moral duties in society that individuals ought to have towards one another. In the meantime education ought to encourage individuals to get rid of the custom of youngster marriage, untouchability and so on.

- Acquisition/clarification of individual qualities
- Self-acknowledgment/self-reflection: consciousness of one's capacities and goals

- Self-esteem/self-adequacy
- Thinking creatively
- Cultural thankfulness: workmanship, music, humanities
- Developing a feeling of prosperity: mental and physical wellbeing
- Acquisition/clarification of qualities related to the physical condition
- Respect: giving and getting recognition as human creatures
- Capacity/ability to carry on with a satisfying life

Development of new social patterns: Today the world is changing extremely quick because of development of technology and correspondence. So along side safe guarding of customary qualities, new qualities, social patterns should be developed where:

- Citizens established in their own cultures but open to different cultures are produced.
- Knowledge is progressed so that economic development runs connected at the hip with dependable management of the physical and human condition.
- Citizens who comprehend their social duties are produced.
- Citizen's who can evaluate information and foresee future results are developed in short who can partake in basic leadership
- Ensure capacity/ability to win a living: profession education
- Developmental and physical abilities: motor, thinking and correspondence, social, stylish
- Produce citizens who can adapt, change as indicated by social condition,
- Produce citizens, who can contribute towards the progress of society,
- Produce citizens, who will lived emocratically,
- Train people to adapt to change or get ready for change, better still start change in the society,
- Develop people, who are available to other people and mutual comprehension and the estimations of peace,
- Promote knowledge of moral practices and ethical norms worthy by society/culture
- Develop capacity/ability to recognize and evaluate distinctive perspectives
- Develop comprehension of human relations and inspirations

Education and Globalisation

Globalization has profoundly affected educational systems in developed and developing countries, with huge numbers of its consequences being unanticipated. Contemporary societies are in a period of profound changes, where the national space-time has been lost, step by step, since the 1970s. The primacy in relation to the developing importance of space time globally and locally has prompted the emergency of national social contracts, which formed the basis of the modern development of focal states.

As **Dale (2001)** contends, most evident effects of globalisation in educational policies result from the rearrangement of states priorities in winding up progressively focused, in particular in order to attract speculations of transnational companies to their nations. It is additionally contended that trans-nationalization of education is a type of low-intensity globalization **(Santos, 2001; Teodoro, 2003)** half way on the grounds that substantial statistical research ventures have a backhanded effect on national education policies and furthermore on account of the relationship established between universal associations and the formulation of these policies.

Then again, **Meyer (1997)** out that there is a World-Wide Common Culture that sees the development of national educational systems as based on the basis of universal models of education, state and country. This implies foundations of country state and state themselves are formed by guidelines, ideologies and universal normal qualities. Not with standing, **Ball (2003)** has noticed that arrangement among developed countries with economic (and educational) policies of the World Trade Organisation, the International Monetary Fund, the countries to naturalise their economies and to utilise an American or a First World model in the association of schooling. The sociology of education in Central and Southern Africa has tended to the conflict between the vestiges of colonial approaches to education and those that esteem the contributions of nearby cultures and practices.Researchers recognise that in a globalising world kids in African schools must be focused, yet additionally should not lose their cultural heritage. Else, they will probably just esteem what originates in the nations of their previous colonizers **(Awasom, 2009).**

Social Control and Educational Sociology

Social control, be it visible or invisible, explicit or implicit, exerted through such social establishments as religion, law, drug and education,keeps up social request to the extent that it gives a strong basis to social development and progress. For an education system to satisfy the social control function by means of its socialization-selection task during an era of exceptional social change, school educational module, guidance and assessment need to change in like manner. Given these, relations among education and social control require restored discussions. Steady with the issue of social control is the need to reconfigure ideas, for example, citizenship and social solidarity in light of globalizationand trans-state residency. Such issues have been tended to in work by **Green et al. (2006), Kivisto and Faist (2007), Faist and Kivisto (2008), Bloemraad et al. (2008), Mugge (2012) and most as of late by Saha (2013)**. **Saha** has contended that citizenship education does not try to produce careless congruity to the social, political and metro standards of society, yet rather the ability of citizens to take part in an open and informed discussion about relevant national and global issues. Social control as a sociological idea is definitely not a domineering and constraining force on human conduct, yet an open and dynamic procedure whereby change happens in an ordered and socially integrated way. In light of worries about the relationship among education, globalization, accountability citizenship and social control, the Sociology of Education Research Committee (RC04) of the International Sociological Association has dedicated a series of conferences to the between connection among social control, education, globalization and accountability.

Conclusion

Sociology of Education is an all India report on field ponders embraced in eight conditions of India so as to discover the role of education in society, and what role it could play in realizing social change. In this way, the emphasis was to see education as an instrument of social change. Regularly education is relied upon to perform two to some degree opposing Junctions: to guarantee continuity of tradition and to initiate change be that as it may, actually you discover a combination of old and new existing together in social life. This is on the grounds that social change does not mean a total break with the past, and some change is constantly initiated or presented. Presently, while utilizing education as an instrument of social change, the policy makers needed to choose what parts of cultural life they wished to proceed and what perspectives to change. This was the main all-India report about the three significant members inside the education system. The information is voluminous and the statistical analysis is handled with efficiency. The individuals from the coordinating board were in charge of the design of this investigation. In that sense it very well maybe said that this examination was a test for them and they were effective in finishing the investigation.

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ಶಿಕ್ಷಕ ವೃತ್ತಿ ಎಲ್ಲಾ ವೃತ್ತಿಗಳಂತಲ್ಲ. ಇಂಜಿನೀಯರ್, ವೈದ್ಯ, ವಕೀಲ, ಆರಕ್ಷಕ ಇವರುಗಳ ವೃತ್ತಿಯನ್ನು ಸೇವೆ ಎಂದು ಕರೆಯುತ್ತೇವೆ. ಆದರೆ ಅವರು ಮಾಡುವ ವೃತ್ತಿಯನ್ನು ಸೇವೆ ಎಂದು ಪರಿಗಣಿಸಲಾಗುವುದೇ? ಏಕೆಂದರೆ, ಅವರುಗಳ ಸೇವೆ ಉಚಿತವಾಗಿರುವುದಿಲ್ಲ ಹಾಗೂ ಅವರು ನೀಡುವ ಸೇವೆಯ ಗುಣಮಟ್ಟ ನಾವು ನೀಡುವ ಹಣವನ್ನು ಅವಲಂಭಿಸಿರುತ್ತದೆ. ಆದರೆ ಶಿಕ್ಷಕ ವೃತ್ತಿ ಹಾಗಲ್ಲ. ಶಿಕ್ಷಕರು ತಮ್ಮ ಜ್ಞಾನವನ್ನು ಉಚಿತವಾಗಿ ಮುಕ್ತವಾಗಿ ಎಲ್ಲಾ ಕಾಲದಲ್ಲೂ ಎಲ್ಲರಿಗೂ ಹಂಚಿಕೊಳ್ಳುತ್ತಾರೆ. ಅವರ ಸೇವೆ ಸಂಬಳವನ್ನು ಆಧರಿಸಿರುವುದಿಲ್ಲ. ಎಲ್ಲಾ ಮಕ್ಕಳಿಗೂ ಒಂದೇ ತೆರನಾಗಿ ನಿರ್ವಂಚನೆಯಿಂದ ಕಲಿಸುತ್ತಾರೆ. ಹೀಗಾಗಿ ಶಿಕ್ಷಕ ವೃತ್ತಿಯನ್ನು ನಿಜಾರ್ಥದಲ್ಲಿ ಸೇವೆ ಎಂದು ಪರಿಗಣಿಸಬಹುದಾಗಿದೆ. ಇತರ ವೃತ್ತಿಗಳಲ್ಲಿನ ವೃತ್ತಿದಾರರು ನೆನಪಾಗುವುದು ಸಮಸ್ಯೆ ಉದ್ಭವಿಸಿದಾಗ ಮಾತ್ರ. ಅವರಾದರೋ ಸಮಸ್ಯೆ ಇರುವವರಿಗೆ ಮಾತ್ರ ಪರಿಹಾರ ಇಲ್ಲವೇ ಚಿಕಿತ್ಸೆ ನೀಡುತ್ತಾರೆ. ಆರೋಗ್ಯವಂತರಾರೂ ವೈದ್ಯರ ಬಳಿ ಹೋಗುವುದಿಲ್ಲ. ನಿರಪರಾಧಿಗಳಾರೂ ಪೊಲೀಸರ ಬಳಿ ಹೋಗುವುದೇ ಇಲ್ಲ. ಇನ್ನು ವ್ಯಾಜ್ಯವೇ ಇಲ್ಲದವರು ವಕೀಲರ ಬಳಿ ಏಕೆ ಹೋಗುತ್ತಾರೆ? ಆದರೆ ಯಾವ ಸಮಸ್ಯೆಗಳೂ ಇಲ್ಲದವರು ಶಿಕ್ಷಕರ ಬಳಿ ಬರುತ್ತಾರೆ. ಶಿಕ್ಷಕರು ಜೀವನದಲ್ಲಿ ಯಾವ ಸಮಸ್ಯೆಗಳೂ ಬಾರದಂತೆ ಬದುಕುವ ಕಲೆಯನ್ನು ಮಕ್ಕಳಿಗೆ ಹೇಳಿಕೊಡುತ್ತಾರೆ.ಜೊತೆಗೆ ಸಮಸ್ಯೆಗಳು ಸಂಭವಿಸಿದರೆ ಯಾವ ರೀತಿ ಪರಿಹರಿಸಿಕೊಳ್ಳಬೇಕೆಂಬ ಅರಿವನ್ನು ಮೂಡಿಸುತ್ತಾರೆ. `Prevention is better than cure' ಎನ್ನುವ ಮಾತು ಶಿಕ್ಷಕ ವೃತ್ತಿಗೆ ಅನ್ವಯಿಸುವಂತಹದ್ದು. ಈ ಕಾರಣಗಳಿಂದಾಗಿ ಶಿಕ್ಷಕ ವೃತ್ತಿ ಇತರ ವೃತ್ತಿಗಳಿಗಿಂತ ಪವಿತ್ರವಾದುದು ಹಾಗೂ ಶ್ರೇಷ್ಠವಾದುದು ಎಂಬದನ್ನು ಲೋಕವು ಮಾನ್ಯ ಮಾಡಿದೆ. ಇತರ ವೃತ್ತಿಗಳಲ್ಲಿನ ವೃತ್ತಿದಾರರ ಸೇವೆ ತೃಪ್ತಿದಾಯಕವಾಗಿದ್ದರೆ ಅವರ ಸೇವೆಯನ್ನು ಜನರು ಪಡೆಯುತ್ತಾರೆ. ಇಲ್ಲವಾದರೆ ತಮಗೆ ಇಷ್ಟವಾಗುವ, ತೃಪ್ತಿ ನೀಡುವ ವೃತ್ತಿದಾರರನ್ನೇ ಹುಡುಕಿಕೊಂಡು ಹೋಗುತ್ತಾರೆ. ವೈದ್ಯರ ಚಿಕಿತ್ಸೆ ಫಲ ನೀಡದಿದ್ದರೆ ರೋಗಿ ಬೇರೆ ವೈದ್ಯರನ್ನು ಹುಡುಕಿಕೊಂಡು ಹೋಗುವುದಿಲ್ಲವೇ!? ಅದೇ ರೀತಿ ವಕೀಲರು, ಇಂಜಿನಿಯರುಗಳು ನೀಡುವ ಸೇವೆ ಉತ್ತಮವಾಗಿಲ್ಲದಿದ್ದರೆ ಅವರನ್ನು ಬಿಟ್ಟು ಅವರಿಗಿಂತ ಉತ್ತಮವಾದವರನ್ನು ಹುಡುಕಿಕೊಂಡು ಹೋಗುವ ಸ್ವಾತಂತ್ರ್ಯ ಜನರಿಗೆ ಇರುತ್ತದೆ. ಆದರೆ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಶಿಕ್ಷಕರ ಬೋಧನೆ ಇಷ್ಟವಾಗದಿದ್ದರೆ, ಇಲ್ಲವೆ ಉತ್ತಮವಾಗಿಲ್ಲದಿದ್ದರೆ ಅವರನ್ನು ಬದಲಾಯಿಸಿಕೊಳ್ಳುವ ಸ್ವಾತಂತ್ರ್ಯವಿರುವುದಿಲ್ಲ. ಶಿಕ್ಷಕರ ಬೋಧನೆ ಎಷ್ಟೇ ಕೆಟ್ಟದಾಗಿದ್ದರೂ ಅದನ್ನು ಹಲವು ವರ್ಷ ಸಹಿಸಿಕೊಳ್ಳಲೇ ಬೇಕಾಗುತ್ತದೆ. ಅದು ವಿದ್ಯಾರ್ಥಿಗಳ ಪ್ರಾರಬ್ಧ. ಹೀಗಾಗಿ ಶಿಕ್ಷಕರು ಬಹು ಜವಾಬ್ದಾರಿಯಿಂದ, ಹೊಣೆಗಾರಿಕೆಯಿಂದ ತಮ್ಮ ವೃತ್ತಿಯನ್ನು ನಿರ್ವಹಿಸಬೇಕಾಗುತ್ತದೆ. ನೀವು ಗಮನಿಸಿರಬಹುದು, ಶಾಲಾ ಕಾಲೇಜುಗಳಲ್ಲಿ ಕೆಲವು ಅಧ್ಯಾಪಕರು ಮಕ್ಕಳನ್ನು, ಸಹೋದ್ಯೋಗಿಗಳನ್ನು, ಮುಖ್ಯೋಪಾಧ್ಯಾಯರನ್ನು, ಪೋಷಕರನ್ನು, ಸರ್ಕಾರವನ್ನು, ವ್ಯವಸ್ಥೆಯನ್ನು ದೂಷಿಸುತ್ತಲೇ ಇರುತ್ತಾರೆ. ತಾವು ಮಾತ್ರ ಸರಿ ಎಂಬುದಾಗಿ ಭಾವಿಸಿರುತ್ತಾರೆ. ಪಾಠದ ವಿಚಾರಗಳನ್ನು ಬಿಟ್ಟು ಉಳಿದೆಲ್ಲಾ ವಿಚಾರಗಳನ್ನು ಬಹಳ ಸೊಗಸಾಗಿ ಮಾತನಾಡುತ್ತಾರೆ. ಇಂಥವರು ಎಲ್ಲೆಡೆ ಇರುತ್ತಾರೆ. ಇವರ ಮಾತುಗಳನ್ನು ಕೇಳಿದರೆ ನಮ್ಮ ವೃತ್ತಿಗೆ ಗೆದ್ದಲು ಹತ್ತಿದಂತೆಯೇ. ನಿಧಾನವಾಗಿ ನಮ್ಮ ಉತ್ಸಾಹ, ಕ್ರಿಯಾಶೀಲತೆ, ಶ್ರದ್ಧೆ ಎಲ್ಲವೂ ಮಣ್ಣು ತಿಂದ ಗೆದ್ದಲಿನಂತೆ ಕರಗುತ್ತಾ ಹೋಗುತ್ತವೆ. ಹೀಗಾಗಿ ಅಂತಹ ಶಿಕ್ಷಕರ ಮಾತುಗಳಿಗೆ ಕಿವಿಗೊಡಬಾರದು. ಶಿಕ್ಷಕರನ್ನು ಹಾಗೂ ಅವರು ಮಾಡುವ ಕೆಲಸಗಳನ್ನು ನಾಲ್ಕು ವರ್ಗಗಳಾಗಿ ಈ ಕೆಳಗಿನಂತೆ ವಿಭಾಗಿಸಬಹುದು.

ಸಣ್ಣ ಪುಟ್ಟ ಕೆಲಸ ಮಾಡುವ ಶಿಕ್ಷಕರು : ಇವರು ತಮಗೆ ವಹಿಸಿದ ಎಲ್ಲಾ ಸಣ್ಣಪುಟ್ಟ ಕೆಲಸಗಳನ್ನು ಚಾಚೂ ತಪ್ಪದೆ ಮಾಡುತ್ತಾರೆ. ಆದರೆ ಮನಸ್ಸು ಮಾತ್ರ ಇರುವುದಿಲ್ಲ. ಇತರು ಹೇಳುವ ಕೆಲಸವನ್ನು ಬಿಟ್ಟು ಹೆಚ್ಚಿನದೊಂದೂ ಕೆಲಸ ಮಾಡುವುದಿಲ್ಲ. ಎಲ್ಲವೂ ಯಾಂತ್ರಿಕ ಹಾಗೂ ಕೃತಕ. ಕಷ್ಟದ ಕೆಲಸ ಜವಾಬ್ದಾರಿಯ ಕೆಲಸ ಇವರಿಗೆ ಆಗದು. ಎಷ್ಟು ಬೇಕೋ ಅಷ್ಟನ್ನು ಮಾತ್ರ ಮಾಡುತ್ತಾರೆ. ಒಂದು ಚೂರು ಹೆಚ್ಚೂ ಇಲ್ಲ; ಕಡಿಮೆಯೂ ಇಲ್ಲ. ದಿನಗೂಲಿ ನೌಕರರಂತೆ. ಸ್ವಂತಿಕೆ ಎಂಬುದೇ ಇರುವುದಿಲ್ಲ. ಆದರೆ ಮಾಡುವ ಕೆಲಸದಲ್ಲಿ ಕಿಂಚಿತ್ತೂ ಲೋಪವಿರುವುದಿಲ್ಲ. ಏಕೆಂದರೆ ಅದೇ ಕೆಲಸವನ್ನು ಮತ್ತೆ ಮತ್ತೆ ಮಾಡಿರುವ ಅಭ್ಯಾಸ ಅವರಿಗಿರುತ್ತದೆ.

ಕರ್ತವ್ಯ ನಿರ್ವಹಣೆಯ ಶಿಕ್ಷಕರು: ಇವರು ನಿಯಮಗಳಿಗೆ ಬದ್ಧರಾಗಿ ಕೆಲಸ ಮಾಡುವವರು. ಶಾಲೆಗೆ ಸಮಯಕ್ಕೆ ಸರಿಯಾಗಿ ಬರಬೇಕು ಬರುತ್ತಾರೆ, ಪಾಠ ಮಾಡಬೇಕು ಮಾಡುತ್ತಾರೆ. ಮೇಲಿನವರ ಆದೇಶವಿಲ್ಲದೆ ಯಾವ ಕೆಲಸವನ್ನೂ ಇವರು ಮಾಡುವುದಿಲ್ಲ. ಏನಾದರೂ ಹೆಚ್ಚಿನ ಕೆಲಸ ಹೇಳಿದರೆ ಆದೇಶವಿದೆಯೇ? ನಿಯಮವಿದೆಯೇ? ಎಂದು ಪ್ರಶ್ನಿಸುತ್ತಾರೆ. ಒಂದು ರೀತಿ ಸೈನಿಕರು ಅಥವಾ ಪೋಲೀಸ್ ಅಧಿಕಾರಿಗಳಂತೆ ಆದೇಶಕ್ಕನುಗುಣವಾಗಿ ಪ್ರಾಮಾಣಿಕತೆಯಿಂದ ಕರ್ತವ್ಯ ನಿರ್ವಹಿಸುತ್ತಾರೆ.

ಕಲಾತ್ಮಕ ಶಿಕ್ಷಕರು: ಇವರು ಕವಿ, ಕಲಾವಿದ, ಪ್ರೇಮಿಗಳಂತೆ ಭಾವ ಜೀವಿಗಳು. ಕವಿಗೆ ಕವಿತೆ ಬರೆಯಲು ಸಮಯ ಸಂದರ್ಭ ಎಂಬುದಿರುವುದಿಲ್ಲ. ಹಾಗೆಯೇ ಪ್ರೇಮಿಗಳ ಕಲಾವಿದರೂ ಕೂಡ. ಇವರು ಯಾರ ಮೆಚ್ಚುಗೆಗಾಗಿಯೂ ಅಲ್ಲ; ಆತ್ಮತೃಪ್ತಿಗೆ ಕೆಲಸ ಮಾಡುತ್ತಾರೆ. ಅಂತರ್ಮುಖಿಗಳಾಗಿ ತೃಪ್ತಿ ಸಿಗುವವರೆಗೆ ಕೆಲಸ ಮಾಡುತ್ತಾರೆ. ಅಂತೆಯೇ ಈ ವರ್ಗದ ಶಿಕ್ಷಕರು. ಇವರು ಆಂತರಿಕ ಪ್ರೇರಣೆಯಿಂದ ಕಲಿಸುತ್ತಾರೆ. ಬೋಧನೆಯಲ್ಲಿ ಸಂತೋಷ ಕಾಣುತ್ತಾರೆ. ಆದರೆ ಹೊಣೆಗಾರಿಕೆ ಇರುವುದಿಲ್ಲ. ಕಲಿಸುವುದು ನನ್ನ ಧರ್ಮ; ಕಲಿಯುವುದು ಬಿಡುವುದು ಅವರ ಕರ್ಮ ಎಂಬ ಮನೋಧೋರಣೆಯವರು. ಮನಸ್ಸಿಗೆ ಬಂದರೆ ಮಾತ್ರ ಕೆಲಸ ಮಾಡುತ್ತಾರೆ ಇಲ್ಲದಿದ್ದರೆ ಇಲ್ಲ.

ಈ ರೀತಿಯ ವರ್ತನೆ ಕೆಲವೊಮ್ಮೆ ವ್ಯತಿರಿಕ್ತ ಪರಿಣಾಮ ಬೀರುವುದುಂಟು. **ಲಿಯೋನಾರ್ಡೋ ಡಾವಿಂಚ** ಹೇಳುತ್ತಾರೆ 'A true art is never finished' ಅಂತೆಯೇ ಈ ವರ್ಗದ ಶಿಕ್ಷಕರು. ಕೆಲಸಗಳು ಪೂರ್ಣಗೊಳ್ಳಬಹುದು, ಪೂರ್ಣಗೊಳ್ಳದೆಯೂ ಇರಬಹುದು. ಅದೆಷ್ಟು ಕವಿತೆಗಳು, ಚಿತ್ರಶಿಲ್ಪಗಳು ಅಪೂರ್ಣವಾಗಿಯೇ ಇತಿಹಾಸದಲ್ಲಿ ಉಳಿದಿಲ್ಲ.

ವೃತ್ತಿಪರ ಶಿಕ್ಷಕರು: ಇವರು ಬದ್ಧತೆ ಇರುವ, ಹೊಣೆಗಾರಿಕೆಯುಳ್ಳ, ಉತ್ತರದಾಯಿತ್ವ ಮನೋಭಾವ ಹೊಂದಿದವರಾಗಿರುತ್ತಾರೆ. ಸದಾ ಹೊಸತನಕ್ಕೆ ತುಡಿಯುವ, ಕ್ರಿಯಾಶೀಲ ರಚನಾತ್ಮಕ ಕಾರ್ಯಗಳಲ್ಲಿ ತಮ್ಮನ್ನು ತಾವು ತೊಡಗಿಸಿಕೊಂಡಿರುತ್ತಾರೆ. ಮಕ್ಕಳ ಕಲಿಕೆಯ ಬಗ್ಗೆ ಅಪಾರ ಕಾಳಜಿ ಹೊಂದಿರುತ್ತಾರೆ. ವ್ಯವಸ್ಥೆಯ ಬದಲಾವಣೆಗೆ ಹಂಬಲ ಹೊಂದಿದವರಾಗಿರುತ್ತಾರೆ. ವಿಶಾಲ, ಮುಕ್ತ ಮನೋಭಾವದವರಾಗಿರುತ್ತಾರೆ. ತಾಳ್ಮೆ, ಸಹನೆಯಿಂದ ವರ್ತಿಸುತ್ತಾರೆ. ಪ್ರತಿ ಕಾರ್ಯ ಚಟುವಟಿಕೆಗಳ ಬಗ್ಗೆ ಪೂರ್ವಾಪರ ಚಿಂತನೆಯುಳ್ಳವರಾಗಿರುತ್ತಾರೆ. ಬರಿ ಗೆಲುವನ್ನಷ್ಟೇ ಅಲ್ಲ ಸೋಲನ್ನೂ ಸಮಚಿತ್ತದಿಂದ ಸ್ವೀಕರಿಸುವ ಸ್ಥಿತಪ್ರಜ್ಞರಾಗಿರುತ್ತಾರೆ. ಸೋಲಿನ ವಿಫಲತೆಯ ಕಾರಣಗಳನ್ನು ಹುಡುಕಿ ಸುಧಾರಣೆಗೆ ಪ್ರಮಿಸುತ್ತಾರೆ. ಕೈಗೊಂಡ ಕಾರ್ಯಗಳ ಬಗ್ಗೆ ಆತ್ಮಾವಲೋಕನ, ಸ್ವಯಂ ವಿಮರ್ಶೆ, ಸ್ವಮೌಲ್ಯಮಾಪನ ಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ. ತಮ್ಮ ಕಾರ್ಯದ ಪರಿಣಾಮಗಳ ಬಗ್ಗೆ ದೂರದೃಷ್ಟಿ ಉಳ್ಳವರಾಗಿರುತ್ತಾರೆ. ಇವರು ನಿಜಾರ್ಥದಲ್ಲಿ ಸರ್ವಶ್ರೇಷ್ಠ ಶಿಕ್ಷಕರು.

ಈ ಮೇಲಿನ ವರ್ಗೀಕರಣ ಶಾಶ್ವತವಲ್ಲ. ಶಿಕ್ಷಕ ವೃತ್ತಿಯನ್ನು ಒಪ್ಪಿಕೊಂಡ ಮೇಲೆ ಅಪ್ಪಿಕೊಳ್ಳಬೇಕು. ವೃತ್ತಿಯಿಂದ ವೃತ್ತಿಪರತೆಯ ಕಡೆಗೆ ಚಲಿಸಬೇಕು. ವೃತ್ತಿಪರ ಶಿಕ್ಷಕ ಮೇಲಿನ ನಾಲ್ಕೂ ಹಂತದ ಕೆಲಸಗಳನ್ನು ಸಂದರ್ಭಾನುಸಾರ ನಿರ್ವಹಿಸುತ್ತಾನೆ. ಇದನ್ನೇ ಉತ್ಥಾನದ ಕಡೆಗೆ ಚಲಿಸುವುದು ಎನ್ನುವುದು.

ವೃತ್ತಿಪರ ಶಿಕ್ಷಕನಾಗುವುದು ಹೇಗೆ?

ವೃತ್ತಿಪರ ಶಿಕ್ಷಕನಾಗಲು ಬಹಳಷ್ಟು ಕಷ್ಟಪಡಬೇಕಾಗಿಲ್ಲ. ಎರಡು ಮುಖ್ಯ ವಿಚಾರಗಳನ್ನು ಶ್ರದ್ಧೆಯಿಂದ ರೂಢಿಸಿಕೊಂಡರೆ ಸಾಕು.

ಅವುಗಳೆಂದರೆ, ವಿಷಯ ಸಂಬಂಧಗಳ ಅರಿವು ಮತ್ತು ಪ್ರಭುತ್ವ: ಜ್ಞಾನ ಅಖಂಡವಾದುದು ಅದನ್ನು ನಮ್ಮ ಅನುಕೂಲಕ್ಕೆ ವಿವಿಧ ಶಾಖೆಗಳನ್ನಾಗಿ ಮಾಡಿಕೊಂಡಿದ್ದೇವೆ. ಶಿಕ್ಷಕರಾದವರು ವಿವಿಧ ಜ್ಞಾನ ಶಾಖೆಗಳ ನಡುವೆ ಇರುವ ಸಂಬಂಧವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳಬೇಕು. ಯಾವುದೇ ಒಂದು ವಿಷಯದ ಸುತ್ತ ಕೋಟೆ ಕಟ್ಟಿಕೊಳ್ಳದೆ, ಸೇತುವೆಯನ್ನು ಕಟ್ಟಿಕೊಳ್ಳಬೇಕು. ಆಗ ಜ್ಞಾನದ ಅರಿವು–ಹರಿವು ಹೆಚ್ಚುತ್ತದೆ. ಶಿಕ್ಷಕರು ತಮ್ಮ ಬೋಧನೆಯಲ್ಲಿ ಜ್ಞಾನ ಸಂಬಂಧವನ್ನು ಏರ್ಪಡಿಸುವುದು ಬಹಳ ಮುಖ್ಯ. ಇದಕ್ಕಾಗಿ ಅವರು ಸದಾ ಅಧ್ಯಯನ ಶೀಲರಾಗಿರಬೇಕು. ಭಾಷೆ ಹಾಗೂ ವಿಷಯದ ಪ್ರಭುತ್ವವನ್ನು ಸಾಧಿಸಬೇಕು. ಆದರೆ, ಬಹಳಷ್ಟು ಶಿಕ್ಷಕರು ಪಠ್ಯ ವಿಷಯವನ್ನು ಬಿಟ್ಟು ಬೇರೆ ಏನನ್ನೂ ಓದುವುದಿಲ್ಲ; ತರಗತಿಯಲ್ಲಿ ಬಳಸಿಕೊಳ್ಳುವುದೂ ಇಲ್ಲ. ಶಿಕ್ಷಕರಲ್ಲಿ ಸದಾ I am a student of knowledge ಎಂಬ ಧನ್ಯತೆಯ ಭಾವವಿರಬೇಕು. ಶಿಕ್ಷಕರು ಜ್ಞಾನ ಸಂಪಾದನೆಗಾಗಿ ವಿಚಾರ ಸಂಕಿರಣ, ಚರ್ಚಾಕೂಟ, ಕಾರ್ಯಾಗಾರ, ಪ್ರವಾಸ ಮಂತಾದುವುಗಳಲ್ಲಿ ತಮ್ಮನ್ನು ತಾವು ಸಕ್ರಿಯವಾಗಿ ತೊಡಗಿಸಿಕೊಂಡರೆ ಇದು ಸಾಧ್ಯವಾಗುತ್ತದೆ.

ವಿಷಯ ಹಾಗೂ ಮಕ್ಕಳೊಂದಿಗೆ ಆಪ್ತತೆ/ಬಾಂಧವ್ಯ: ಶಿಕ್ಷಕರು ತಾವು ಅನುಭವಿಸದ, ಕಂಡುಕೊಳ್ಳದ, ನೋಡಿರದ, ಪ್ರಯೋಗಿಸಿರದ ವಿಚಾರಗಳನ್ನು ತರಗತಿಯಲ್ಲಿ ಬೋಧಿಸುವುದುಂಟು. ವಿಷಯದೊಂದಿಗೆ ಆಪ್ತತೆ ಬೆಳಿಸಿಕೊಳ್ಳದ ಪಾಠ ಮಕ್ಕಳ ಮೇಲೆ ಯಾವ ಪರಿಣಾಮವನ್ನು ಪ್ರಭಾವವನ್ನೂ ಬೀರುವುದಿಲ್ಲ. ಶಿಕ್ಷಕರಾದವರು ಮಕ್ಕಳನ್ನು ತನ್ನಂತೆಯೇ ಚೈತನ್ಯಶೀಲರು ಎಂದು ಭಾವಿಸಬೇಕು. 'Respect the child as a person' ಎಂದು Heurst and Peter ಹೇಳುತ್ತಾರೆ. ಹೀಗಾಗಿ ಶಿಕ್ಷಕರು ವಿಷಯ ಹಾಗೂ ಮಕ್ಕಳನ್ನು ತನ್ನ ಹೃದಯಕ್ಕೆ ಹತ್ತಿರ ಮಾಡಿಕೊಳ್ಳಬೇಕು. ಬೋಧನೆ ಎಂದರೆ ವಿಷಯದ ವರ್ಗಾವಣೆ ಅಲ್ಲ. ಅದು ಪರಸ್ಪರ ಕೊಡುಕೊಳ್ಳುವಿಕೆ ಇದ್ದಂತೆ. ಕಡಗೋಲಿನಿಂದ ಮಜ್ಜಿಗೆಯನ್ನು ಕಡೆದಂತೆ, ಶಿಕ್ಷಕರು ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳ ನಡುವೆ ಪರಸ್ಪರ ಚಿಂತನ ಮಂಥನಗಳು ನಡೆದಲ್ಲಿ ನವನೀತ ಜ್ಞಾನ ಹೊರಹೊಮ್ಮುತ್ತದೆ.

ಒಬ್ಬ ವೃತ್ತಿಪರ ಶಿಕ್ಷಕ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ನಿರ್ಜೀವ ವಸ್ತುಗಳೆಂದು ತಿಳಿಯದೆ ತನ್ನಂತೆ ಚೇತನಶೀಲರು, ಚಿಂತನಾಶೀಲರು ಎಂದು ಭಾವಿಸಿರುತ್ತಾನೆ. ಅಮೂರ್ತವಾದ ಜ್ಞಾನವನ್ನು ಅಮೂರ್ತಗೊಳಿಸುವುದಷ್ಟೇ ಅಲ್ಲ ಮಕ್ಕಳ ಅನುಭವಗಳನ್ನಾಗಿಸುತ್ತಾನೆ. ವಿದ್ಯಾರ್ಥಿ ಹಾಗೂ ಜ್ಞಾನ ಶಾಖೆಗಳನ್ನು ತನ್ನ ಹೃದಯಕ್ಕೆ ಹತ್ತಿರ ಮಾಡಿಕೊಳ್ಳುತ್ತಾನೆ ಅವುಗಳೊಂದಿಗೆ ಆಪ್ತ ಬಾಂಧವರೊಡನೆಯೂ ಉತ್ತಮ ಸಂಬಂಧವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುತ್ತಾನೆ. ಇಂತಹ ವೃತ್ತಿಪರ ಶಿಕ್ಷಕರ ಬೋಧನೆ ಹೂವು ಅರಳಿದಷ್ಟೇ ಸಹಜವಾಗಿರುತ್ತದೆ. ಸುಗಂಧವನ್ನು ಬೀರುತ್ತದೆ. ಮನಸ್ಸನ್ನು ಸೆಳೆಯುತ್ತದೆ. ಹರ್ಷವನ್ನುಂಟುಮಾಡುತ್ತದೆ. ಧನ್ಯತೆಯ ಭಾವವನ್ನು ಮೂಡಿಸುತ್ತದೆ. ದೇವರ ಮುಡಿಗೇರಿ ಸಾರ್ಥಕತೆ ಪಡೆಯುತ್ತದೆ. ವೃತ್ತಿಪರ ಶಿಕ್ಷಕರ ಕಾರ್ಯನಿರ್ವಹಣೆಗೆ ಮುಕ್ತ ಸ್ವಾತಂತ್ರ್ಯವಿರಬೇಕು ಹಾಗೂ ಅವರ ಕೆಲಸಗಳನ್ನು ಗುರುತಿಸುವ, ಗೌರವಿಸುವ, ಮಾನ್ಯ ಮಾಡುವ ಗುರುತರ ಜವಾಬ್ದಾರಿಯನ್ನು ಮುಖ್ಯಸ್ಥರು, ಸಹೋದ್ಯೋಗಿಗಳು, ವ್ಯವಸ್ಥೆಗಳು ಮಾಡಬೇಕು. ಇದರಿಂದ

ಸಮಾಜ ಹಾಗೂ ಶಿಕ್ಷಣಕ್ಕೆ ಎಲ್ಲರ ಕೊಡುಗೆಯೂ ಲಭಿಸಿದಂತಾಗುತ್ತದೆ. ಆದರೆ, ಮತ್ತೊಬ್ಬರನ್ನು ಮಾನ್ಯ ಮಾಡುವುದರಿಂದ ತನ್ನ ಅಸ್ತಿತ್ವಕ್ಕೆ ಎಲ್ಲಿ ಚ್ಯುತಿ ಬರುತ್ತದೋ ಎಂದು ಭಾವಿಸಿದರೆ ತನಗೆ ತಾನೇ ನಷ್ಟ ಮಾಡಿಕೊಂಡಂತೆ.

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SOCIAL CHANGE: ROLE OF SOCIAL MEDIA

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Introduction

Digital communication technologies allow people to connect globally and form communities regardless of their actual geographical location. We are aware of the fact that social networking sites such as Twitter, Facebook and YouTube and the Internet have contributed to individual's capacity to disseminate information by reducing the barriers of communication. They are helpful in order to distribute real time mass information all over the world, and they have enhanced society's abilities to come together and organize. Furthermore, social networking sites have altered the way people relate to each other. People from all around the world can hear about a particular event occurring at halfway round the world by clicking on a button. A click may not make a difference in the world by itself, but if it unites with thousands of other individual's clicks, it may create a huge effect. Individuals can constitute rising awareness for a specific event by sharing information with their friends on their profiles in the social networking sites. It is clear that social media has an ability to gather the support of millions of people for a particular cause. Moreover, sites like Twitter and Facebook can even brighten issues that have been ignored by main stream media. By this huge scope of social media, it can be used as a medium for social change.

A social movement is a collective process that actors speak out their interests, criticise, and provide solutions for identified problems by forming collective actions. Social movements have three characteristics: first of all, they have specified ideological opponents; secondly, they are formed through intense informal networks; thirdly, they are arranged for developing, sustaining and sharing collective identities. Social movements are mainforces in a societiy's politics and culture. Thus, they can lead to a social change or they can contribute to the starting point of a social change.Today, by the increasing usage of social media, organization of social movements gets easy, and it is mobilized. Thanks to social media, social movements have gained the ability of reaching millions of people, which augments its impact. For example, environmentalism, Islamic fundamentalism and gay rights are social movements with far-reaching effects by means of social networking sites.

Concept of Social media

Social media has become an essential part of our lives as a vital tool of different kinds of communication which is equipped with the ability to air ideas, share views, mould opinion, connecting individuals and society as whole.Social media refers to the means of interactions through web-based technology among people in which they create and exchange information, ideas and opinions in virtual communities and networks (**Ahlqvist, and Halonen, 2008**).

Andreas Kaplan and Michael Haenlein define social media as a group of internet-based applications that are built on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user generated content (**Kaplan, and Haenlein, 2010**).

Furthermore, the availability of social media on mobile phones and web-based technologies gave an easy access to an interactive platforms through which individuals and communities share, discuss, can create and modify user-generated content. It introduces substantial and pervasive changes to communication between organizations, communities and individuals **(Kietzmann, and Hermkens, 2011).**

It has replaced the real-world connections with its virtual world to a great extent that people not only share their personal experiences of different explorations but also freely discuss sensitive issues through social media. Indian youth spend a considerable amount of energy and time on social media and are getting addicted to it due to its accessibility through android cell phones and simplistic processes associated with its operations. The youth find social media or rather the social networking sites a good means of conversing with their friends, family or strangers and also an attractive mode of creating their individual space in the social realities. But the important question arise that do theusers know how to handle sharing of information in the virtual space? And also do they realize the severity of exchanging sensitive information and opinions via social media.

Types of social media

According to **Kaplan and Haenlein (2010:58)** there are different types of social media and these can be categorized into: Social Networking Sites, Blogs and Micro Blogs, Content Community Sites, Collaborative projects, Virtual Worlds and Sites Dedicated for Feedback. However, this way of categorizing social media is different from how it was categorized above by Safko (2010).

Social Networking Sites: These are websites where individuals meet virtually, create personal profiles, develop relationships, communicate, and connect to other individuals whom they might or might not know physically. While social networking sites are a type of social media, some authors refer to all social media sites as social networking sites with different capabilities such as video or photo sharing **(O Connor 2008)**.

Blogs and Micro-Blogs: According to **Kaplan and Haenlein (2010:355)** blogs refers to websites that allow bloggers to share insights in a particular area as well as personal experiences, interact with others through posting of comments, and to keep logs. These could be image-based, text-based, video based, or audio-based. Micro-blogs refers to another form of blogging sharing the same function and only different in that the content of those blogs are text-based and are limited to a certain number of characters **(O Connor 2008)**.

Content Community sites: These are sites designed to share material modified from original work with people who upload the material. The content shared typically includes photos, text, presentation slides, and videos. Content community sites are different from social networking sites in that it is not a pre requisite to create a personal profile to use the shared content **(Chan and Guillet 2011)**.

Collaborative projects: These sites aim to aggregate community intelligent through depending on the users to workout the content.They can be classified into two types: social book marking sites and wikis. Wikis refers to sites which users can continuously modify and edit and this enhances the quality of the content. Social book marking sites helps individuals store and manage collection of links. The links stored online can be shared with others **(Koplanand Haenlein 2010)**.

Virtual Worlds: These are online applications resembling the real world in a 3D environment. Represented by a customised human-like character or a picture, individuals could interact with others in the virtual world **(Chan and Guillet 2011).**

Sites Dedicated to Feedback: This social media type refers to websites that allow users to read, post, discuss, respond, review, and share opinions, thoughts, and experiences on a myriad of topics. Online sites and forums dedicated for product reviews are the most typical of sites dedicated for feedback **(Chan and Guillet 201: 348)**.

Thus, in brief we can say that social network is a web based services that allow individuals to create a public profile, to create a list of users with to share connections and views and cross the connections within the system. A study conducted by Florida State University and published by the International Journal of Eating Disorders found that a group of women who were asked to browse Facebook for 20 minutes experienced greater body dissatisfaction than those who spent 20 minutes researching rainforest cats online. Claire Mysko, an award-winning author and expert on body image, leadership and media literacy, explains: While social media is not the cause of low self-esteem, it has all the right elements to contribute to it. Social media creates an environment where disordered thoughts and behaviours really thrive.For young people who have a tendency towards perfectionism, anxiety or disordered eating, the (often digitallyenhanced) images of thin girls or women they see online can lead them to equate slimness with happiness. Validation of their own photos from other social media users. May falsely fulfil their need for acceptance, further distorting their body image. Mysko warns that, while social media gives young people especially girls the feedback and validation they crave, it can also serve as a catalyst for more insecurity. It's important that parents understand and embrace how social media affects young people, because its young peoples accepted currency of communication today.

Concept of Social Change

Changing is a universal and pervasive factor of social life. There is no society without change. Seemingly stable, unchanging phenomena are just cognitively frozen phases in the constant flow of social events, snap shots of the world, which, as such, never stops in its tracks. Ontologically, society is nothing else but change, movement and transformation, action and interaction, construction and reconstruction, constant becoming rather than stable being. The very metaphor of social life carries this message quite cogently. Life is there as long as it is lived. Society is there as long as it is changing. The dynamic perspective is the only ontologically warranted approach in sociology. Social change, in sociology, the alteration of mechanisms within the social structure, characterized by changes in cultural symbols, rules of behaviour, social organizations, or value systems.Throughout the historical development of their discipline, sociologists have borrowed models of social change from other academic fields. In the late 19th century, when evolution became the predominant model for understanding biological change, ideas of social change took on an evolutionary cast, and, though other models have refined modern notions of social change, evolution persists as an underlying principle.

H T Majumdar social change may be defined as a new fashion or mode, either modifying or replacingthe old, in the life of a people-or in the operation of a society. Maclver and Page Social change refers to a process responsive to many types of changes. Changes in man- made conditions of life, to changes in the attitude, and beliefs of men, and to changes that go beyond the human control to the biological and physical nature of things. (Society: An introductory, Analysis).

Factors contributing to the increasing growth of use of Social Media in India

The explosive growth of the Internet over the past decade has almost certainly changed the profile of the computer addict (Brenner, 1997; Young, 1996b). With its convenient communication options and the World WideWeb, the Internet also opened new interactive spheres like several social networking sites with drastic technological advancements that has contributed immensely towards connecting people from different regions of society, sharing abundant information in all areas of interest.It is pertinent to ask the question, why the Indian economy, which is considered to be a developing one, experiencing tremendous growth in this sector? And why the users of social media are gradually increasing in India. Here the following are the factors:

Easy accessibility: The availability of social networking sites via mobile apps has led to an immense growth in the use of social media which has not only facilitated in accessing social platforms but has also induced the users to share significant information continuously through it. The instant messaging feature helps in rapid exchange of ideas and opinions literally as well as audio-visually.

Rich environment for user generated content: The information space which was created with the help of social networking tools were mainly user generated. The social media content ranged from pictures, music, video, contacts, locations information, chat transcripts and other information.

Inexpensive media: The advent of social networking sites was a boon to the internet users where one can instantly share messages, ideas, opinions and information economically. According to **AC Nielson's** the social media report 2012 assesses that, more people are using smart phones and tablets to access social media. With more connectivity, consumers have more freedom to use social media wherever and whenever they want.

Commonality of like interests: Social networks allows users to choose the individuals who have matching likes and dis likes and thus connecting with them to share ideas and common interests through virtual platform, joining common interests groups and communities.

Global connectivity: A social network offers the fastest way to connect to people across the globe. In additions to the popular facebook, twitter, blogs, linkedIn, WhatsApp there are several other social networking communities that are dedicated to allow users so that they can connect over internet.

Non-expert interventions: These virtual social networks throws open a wide platform for not only knowledgeable user's sharing ideas but also inducing individuals to frame their opinions and share their views and beliefs of common interests.

Effective usage of social media for social change: There are many effective ways on how to use social media for social change such as creating blogs for a cause, supporting causes on social media, raise funds for charities or for a specific cause, host an event, and use your mobile phone in capturing and sharing information in your social media accounts. Whatever method it may be, social media is undeniably a powerful tool that can help us build virtual bridge everywhere. Social media has greatly affected our lives in many ways. It has become a source of entertainment for other people; we are able to connect with our loved ones even if they are on the other side of the world; we are now able to receive news and information instantly, and share our insights as well. However, social media has negatively affected other people too. The excessive use of social media caused addiction and has affected their sleeping patterns.

The Limitations of social media for Social Change

Even though social media has a positive role for social change by providing the power of one individual, the power of millions, transparency and velocity, it is significant to beaware of its limitations.

One of the big drawbacks of social media is that it enables to share information without verification. Moreover, because of the velocity of the internet, this misinformation is spread as quickly as lightning, and it is difficult to control. Thus, information should be verified before taking the action. This limitation of social media is still an important obstacle for social change. Also, it is argued that social media helps people who are physically handicapped because they are unable to participate in a protest on the street. However, still, it has a long way to go with regard to be available to people with other disabilities like those with visually handicapped. Because social change requires unity of all kinds of people, social media could not provide this unity yet.

Another significant limitation of social media is trolls who undermine posts and distort discussions. Trolls follow trend topics on social media and they retain people from productive conversations and solutions. Some of them even use bullying to people who have opposing ideas. One of the most important example of trolls is that state of Israel has been reported to employ trolls in order to tweet against anti-Israel and anti Semitism tweets. It is a major strike for social media activism since people who have money are able to purchase space on social networking sites. In this way, they are able to take away activists from work hard to create a social change.

Conclusion:

Technology develops rapidly in the modern society; the broad social influence it brings is widely discussed, especially about its effects on social change. In the past, social movements were raised without the help of technology, specifically without social media, where as social media has recently played a non-ignorable role. The connection between social media and social activists concerned, here come some different voices. Few people maintain that social media now has no practical influence on social change, while others hold the opposite view; thinking social media is already a crucial factor in it.

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SOCIOLOGICAL PERSPECTIVES OF EDUCATION: SOCIAL PROBLEMS

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Introduction

The sociological understanding of social problems rests heavily on the concept of the sociological imagination. We discuss this concept in some detail before turning to various theoretical perspectives that provide a further context for understanding social problems. Many individuals experience one or more social problems personally. For instance, many people are poor and unemployed, many are in poor health, and many have family problems, drink too much alcohol, or commit crime. When we hear about these individuals, it is easy to think that their problems are theirs alone, and that they and other individuals with the same problems are entirely to blame for their difficulties. Sociology takes a different approach, as it stresses that individual problems are often rooted in problems stemming from aspects of society itself. Sociological imagination to refer to the ability to appreciate the structural basis for individual problems. Another social problem is eating disorders. We usually consider a person's eating disorder to be a personal trouble that stems from a lack of control, low self-esteem, or another personal problem. This explanation may be ok as far as it goes, but it does not help us understand why so many people have the personal problems that lead to eating disorders. Perhaps more important, this belief also neglects the larger social and cultural forces that help explain such disorders. For example, most Americans with eating disorders are women, not men. This gender difference forces us to ask what it is about being a woman in American society that makes eating disorders so much more common.

If this cultural standard did not exist, far fewer American women would suffer from eating disorders than do now. Because it does exist, even if every girl and woman with an eating disorder were cured, others would take their places unless we could some how change this standard. Viewed in this way, eating disorders are best understood as a public issue, not just as a personal trouble.

Theoretical Perspectives

Three theoretical perspectives guide sociological thinking on social problems:

Functionalist theory, conflict theory and symbolic interactionist theory. These perspectives look at the same social problems, but they do so in different ways. Their views taken together offer a fuller understanding of social problems than any of the views can offer alone.

Functionalism: Social stability is necessary for a strong society, and adequate socialization and social integration are necessary for social stability. Society's social institutions perform important functions to help ensure social stability. Slow social change is desirable, but rapid social change threatens social order. Social problems weaken a society's stability but do not reflect fundamental faults in how the society is structured. Solutions to social problems should take the form of gradual social reform rather than sudden and far-reaching change. Despite their negative effects, social problems often also serve important functions for society.

Conflict theory: Society is characterized by pervasive inequality based on social class, race, gender, and other factors. Far-reaching social change is needed to reduce or eliminate social inequality and to create an egalitarian society. Social

problems arise from fundamental faults in the structure of a society and both reflect and reinforce inequalities based on social class, race, gender and other dimensions. Successful solutions to social problems must involve far-reaching change in the structure of society.

Symbolic interactionism: People construct their roles as they interact; they do not merely learn the roles that society has set out for them. As this interaction occurs, individuals negotiate their definitions of the situations in which they find themselves and socially construct the reality of these situations. In so doing, they rely heavily on symbols such as words and gestures to reach a shared understanding of their interaction. Social problems arise from the interaction of individuals. People who engage in socially problematic behaviours often learn these behaviors from other people. Individuals also learn their perceptions of social problems from other people.

Conclusion

A social problem is a condition or a type of behaviour that many people believe is harmful. The extent to which conditions or behaviours become social problems is based not only on the reality of their existence (objective element) but on the level of public concern (subjective element). Social institutions and social stratification provide a structural context for social problems. The cultural context of social problems includes values, norms, beliefs, and symbols. Using the sociological imagination to address social problems the sociological imagination is the ability to relate the most personal elements and problems of an individual's life to social forces and historical events. It helps you to understand how you're experiences, feelings, thoughts and actions, and those of other people are affected by the structure of society, culture, and social change. Personal problems become social problems when they come to be viewed as caused by social forces rather than by personal characteristics.

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CREATING GENDER RESPONSIVE SCHOOL ENVIRONMENT

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Introduction

The environment within a learning institution is an important factor in the development, sanctioning and reinforcement of gender roles and identities. A gender responsive school is one where the academic, social and physical environment and its surrounding community take into account the specific needs of both girls and boys. The academic delivery including teaching methodologies, teaching and learning materials, classroom interaction and management of academic processes is also gender responsive. The physical environment in the school including buildings, furniture and equipment is also gender friendly. The school is an environment in which young people learn about social relationships, about norms and values. The issue of gender identity is closely connected to gender equality and safety in schools and learning institutions. Gender equality in education addresses the different needs of girls and boys and ensures their enrolment, participation and achievement in the learning environment. The school is also the environment in which students learn about their gender identity, the relationships between girls and boys, boys and boys and girls and girls. In school such environment is developed where adolescent learn a lot from interacting with administrative, teachers, peer group and others and thus they enrich more about tackling so many different personalities with entirely different work set and curriculum resulting in good achievement at academic level, learning motivation, and betterment in self.

Creating Gender Responsive School Environment

The school being a miniature society, the first step of gender equality should begin at the school level. Education of boys and girls with a gender-based framework is widely acknowledged as being a single, most powerful vehicle of self-advancement. Therefore, the schools should be gender responsive schools, involving various interventions.

- Creating an environment through positive economic and social policies for full development of boys and girls to enable them to realize their full potential.

- Create access for all too quality and relevant education opportunities; pay particular attention to marginalized girls and boys (e.g. girl-mothers, working boys and former girl soldiers) and provide flexibility.

- Ensure that learning environments are secure and promote the protection and physical, mental and emotional well- being of learners.

- Undertaking gender sensitization of parents, community leaders and members, teachers, girls and boys in order to raise their awareness and understanding of the need to support girl's education.

- Training teachers in the skills for making teaching and learning processes responsive to the specific needs of girls and boys.

- Empowering girls with skills forself-confidence, assertiveness, speaking out, decision making and negotiation in order for them to overcome gender-based constraints to their education.

- Empowering boys with skills to de-link from gender oppressive attitudes and practices such as macho-ism, bullying and sexual affronts and to develop the self-confidence needed to accept gender equality positively.

- Carrying out activities to promote the participation of girls in science, mathematics and technology (SMT) subjects.

- Undertaking gender training of the school management team, including the school board, parent-teacher association, heads of departments and prefects, in order to raise their awareness on the need to support girl's education.

- Establishing a data base to trackpupil's performance and welfare as well as the levels of gender responsiveness of all aspects of the school.

Teachers can be shown some basic approaches to teaching that can enhance gender-sensitive learning:

1. Teaching strategies can be modified to give girls and boys equal space to contribute to discussions and activities. Teachers can observe whether girls or boys dominate in the classroom and take action to encourage equal contributions.

2. Providing examples and activities in class which reflect girl's interests and experiences as well as those of boys.

3. Teachers and learners should be encouraged to use gender sensitive, non-violent and non-abusive language, avoiding jokes and terms that degrades or be littles either sex.

4. Teachers should be encouraged to be conscious of the number of questions asked and answered by male or female learner's and the amount of attention given to different students in class.

5. Teachers need to ensure that domestic, volunteer and community roles are shared equally between girls and boys.

Benefits of Gender Responsive Education

Promoting gender equity in education is important for many reasons, both at the level of the individual and at family, community, and country levels. Some of the potential benefits of gender-equitable and responsive education are to develop the potential of all children, improves confidence, improves quality of education, effective learning, improves employment and income earning opportunities, poverty reduction, healthier mothers and healthier children, inter-generational education effects (children of educated parents are more likely themselves to go to school), social development and promotes civic participation.

Conclusion

Education is a basic human right for everyone and gender-responsive education is essential if we are to achieve quality education for all. We can make the school environment welcoming and safe for all girls and boys and advocate for the rights of education for all. Education of boys and girls with a gender-based framework is widely acknowledged as being a single, most powerful vehicle of self-advancement. Programming for gender equality does not necessarily require a lot of expertise and extra resources. Small measures, such as how learners are encouraged to interact or how teachers address male and female students can be important steps towards gender equality. It is also important not to work alone on gender issues; talk with colleagues, with learners, with those working in other sectors to share experiences, tips and information.

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ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಸೋಂಕಿತರ ಸಮಸ್ಯೆಗಳು
(ಒಂದು ಸಮಾಜಶಾಸ್ತ್ರೀಯ ಅಧ್ಯಯನ ವಿಶೇಷವಾಗಿ ಹಾಸನ ಜಿಲ್ಲೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ)

ಡಾ. ಸುರೇಶ ಪಿ. ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು
ಸ್ನಾತಕೋತ್ತರ ಸಮಾಜಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ
ಸರ್ಕಾರಿ ಕಲಾ ವಾಣಿಜ್ಯ ಮತ್ತು ಸ್ನಾತಕೋತ್ತರ ಕಾಲೇಜು–ಸ್ವಾಯತ್ತ, ಹಾಸನ

ಪೀಠಿಕೆ:

ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಸೋಂಕು ಆರೋಗ್ಯದ ಸಮಸ್ಯೆಯಾಗಿ ಪ್ರಸ್ತುತ ದಿನಗಳಲ್ಲಿ ಜಗತ್ತಿನಾದ್ಯಂತ ಹರಡಿಕೊಂಡಿದೆ. ಈ ಸೋಂಕು ಆರೋಗ್ಯದ ಸಮಸ್ಯೆಯಷ್ಟೇ ಅಲ್ಲ ಇದಕ್ಕೆ ಆರ್ಥಿಕ, ಸಾಮಾಜಿಕ, ಸಾಂಸ್ಕೃತಿಕ ಹಾಗೂ ಮಾನಸಿಕ ಆಯಾಮಗಳು ಇವೆ. ಜಗತ್ತಿನಾದ್ಯಂತ ಈ ಸೋಂಕಿನಿಂದ ಬಳಲುತ್ತಿದ್ದಾರೆ, ಹಾಗೂ ಪ್ರತಿದಿನ ಈ ಭಯಂಕರ ಮಾರಿಯ ಬಾಯಿಗೆ ತುತ್ತಾಗುತ್ತಿದ್ದಾರೆ. ಜಗತ್ತಿನಾದ್ಯಂತ ಪ್ರತಿಯೊಂದು ಸಮಾಜ, ಕುಟುಂಬವು ಸಾಮಾಜಿಕ ರಚನೆಯ ಸ್ತರ ವ್ಯವಸ್ಥೆಯ ಅಡಿಯಲ್ಲಿ ಬರುವುದು. ಮನುಷ್ಯ ತನ್ನ ದಿನ ನಿತ್ಯದ ಜೀವನದಲ್ಲಿ ಅವಶ್ಯಕ ಬೇಡಿಕೆಗಳನ್ನು ಈಡೇರಿಸಿಕೊಳ್ಳುತ್ತಾನೆ. ಇವುಗಳನ್ನು ಪಡೆಯುವಲ್ಲಿ ಕೆಲವೊಮ್ಮೆ ಹೋರಾಟದ ಜೀವನ ನಡೆಸಬೇಕಾಗಿರುವುದು ಇದೆ. ಜಗತ್ತಿನಾದ್ಯಂತ ಅಭಿವೃದ್ಧಿ ಹೊಂದಿರುವ ರಾಷ್ಟ್ರಗಳಲ್ಲಿ ಜನರ ಜೀವನ ಮಟ್ಟ ಉತ್ತಮವಾಗಿದ್ದು, ಕೆಲವು ಕಡೆ ಐಷಾರಾಮಿ ಬದುಕು ಕಂಡುಬರುತ್ತದೆ. ಮತ್ತೊಂದು ಕಡೆ ಜೀವನ ಮೌಲ್ಯಗಳು ಕಳೆದುಕೊಂಡಿರುವುದು ಇದೆ. ಹಾಗೆ ಅಭಿವೃದ್ಧಿ ಹೊಂದುತ್ತಿರುವ ರಾಷ್ಟ್ರಗಳಲ್ಲಿ ಜೀವನದ ಗುಣಮಟ್ಟವನ್ನು ಉತ್ತಮ ಪಡಿಸಿಕೊಳ್ಳುವುದಕ್ಕಾಗಿ ಹೋರಾಟ ನಡೆಯುತ್ತಿದೆ. ಈ ಹೋರಾಟದಲ್ಲಿ ತಮ್ಮ ಜೀವನ ಮೌಲ್ಯಗಳು ಕೆಲವೊಮ್ಮೆ ಗಮನಕ್ಕೆ ಬಂದಿರುವುದಿಲ್ಲ.

1940ರ ದಶಕದಲ್ಲಿ ದಕ್ಷಿಣ ಆಫ್ರಿಕಾದ ಚಿಂಪಾಂಜಿಗಳಲ್ಲಿ ಈ ಸೋಂಕು ಕಂಡುಬಂದಿದ್ದು, ಅಲ್ಲಿಯ ಬೇಟೆಗಾರರು ಮಾಂಸಕ್ಕೋಸ್ಕರ ಪ್ರಾಣಿಗಳನ್ನು ಬೇಟೆಯಾಡುತ್ತಿದ್ದರು. ಅದರಲ್ಲಿ ಚಿಂಪಾಂಜಿಗಳು ಸಹ ಇದ್ದವು. ಈ ಚಿಂಪಾಂಜಿಗಳಲ್ಲಿದ್ದ ಸೋಂಕು, ಅವುಗಳನ್ನು ಕತ್ತರಿಸುತ್ತಿದ್ದಾಗ ರಕ್ತ ಚಿಮ್ಮಿ ಬೇಟೆಗಾರರ ಗಾಯಗಳ ಜೊತೆ ಸೇರಿ ಮನುಷ್ಯನಲ್ಲಿ ಸೋಂಕು ಹರಡಿತು. ದಶಕಗಳ ನಂತರ ನಿಧಾನಗತಿಯಲ್ಲಿ ಈ ಸೋಂಕು ಹರಡುವುದಕ್ಕೆ ಪ್ರಾರಂಭವಾಯಿತು. ಮೊದಲಿಗೆ ದಕ್ಷಿಣ ಆಫ್ರಿಕಾದಲ್ಲಿ ಪ್ರಾರಂಭವಾಗಿ ನಂತರ ಇಡೀ ದಕ್ಷಿಣ ಆಫ್ರಿಕಾವನ್ನು ಈ ಸೋಂಕು ಆವರಿಸಿಕೊಂಡಿತು. ನಂತರ ಇಡೀ ಜಗತ್ತಿನಾದ್ಯಂತ ಹರಡುವುದಕ್ಕೆ ಪ್ರಾರಂಭವಾಯಿತು. 1959ರಲ್ಲಿ ಕಿನ್‌ಶಾಸ ಎನ್ನುವ ಪ್ರದೇಶದಲ್ಲಿ (ಡೆಮೊಕ್ರಟಿಕ್ ರಿಪಬ್ಲಿಕ್ ಆಫ್ ಕಾಂಗೋ) ಮೊದಲಿಗೆ ಮನುಷ್ಯನ ರಕ್ತ ಕಣದಲ್ಲಿ ಈ ಸೋಂಕು ಕಂಡುಬಂದಿತು. ಆದರೆ ಈ ಮನುಷ್ಯನಿಗೆ ಸೋಂಕು ಯಾವ ರೀತಿಯಲ್ಲಿ ಹರಡಿತು ಎನ್ನುವುದು ನಿಗೂಢವಾಗಿದೆ. ಮನುಷ್ಯನ ವಂಶವಾಹಿ ಅಧ್ಯಯನ ಮಾಡಿದಾಗ 1940 ರಿಂದ 1950 ರೊಳಗೆ ಈ ಸೋಂಕು ಹರಡಿರಬಹುದೆಂದು ಊಹಿಸಲಾಗಿದೆ. ನಂತರ 1970ರ ಆಸುಪಾಸಿನಲ್ಲಿ ಅಮೇರಿಕಾದಲ್ಲಿ ಹರಡಿತು. 1979ರಿಂದ 1981ರ ವರೆಗೆ ಅಮೇರಿಕಾದಲ್ಲಿ ಹರಡಿದಂತಹ ನ್ಯೂಮೋನಿಯ, ಕ್ಯಾನ್ಸರ್ ಇತರೆ ರೋಗಗಳನ್ನು ಅಧ್ಯಯನ ಮಾಡಿದ ಲಾಸ್ ಎಂಜಲಿಸ್ ಮತ್ತು ನ್ಯೂಯಾರ್ಕಿನ ವೈದ್ಯರುಗಳು ಈ ಸೋಂಕು ಲೈಂಗಿಕ ಸಂಪರ್ಕದಿಂದಾಗಿ ಹರಡಿರಬಹುದೆಂದು ಅಭಿಪ್ರಾಯ ಪಟ್ಟರು ಹಾಗೂ ಈ ವಿಧದ ರೋಗಗಳು ಅಲ್ಲಿಯವರೆಗೂ ಮನುಷ್ಯನ ರಕ್ತದ ಅಧ್ಯಯನದಲ್ಲಿ ಕಂಡು ಬಂದಿಲ್ಲದಿರುವುದರಿಂದ ಈ ರೋಗ ಹೊಸ ಸೋಂಕಾಗಿ ಅಲ್ಲಿಯ ವೈದ್ಯರುಗಳಿಗೆ ಕಂಡುಬಂದಿತು

1982ರಲ್ಲಿ ಸಾರ್ವಜನಿಕ ಆರೋಗ್ಯಾಧಿಕಾರಿಗಳು ಈ ಸೋಂಕನ್ನು ಏಡ್ಸ್ (ಅಕ್ವರ್ಡ್ ಇಮ್ಯುನೋ ಡಿಫೀಶಿಯನ್ಸಿ ಸಿಂಡ್ರೋಮ್) ಎಂದು ಕರೆದಿದ್ದಾರೆ. ಏಕೆಂದರೆ ಹಲವು ರೋಗಗಳು ಒಟ್ಟಾಗಿ ಕಂಡು ಬಂದಿರುವುದರಿಂದ ಈ ವಿಧದ ಸೋಂಕಿಗೆ ಏಡ್ಸ್ ಎಂದು ನಾಮಕರಣ ಮಾಡಿದ್ದಾರೆ. 1983ರಲ್ಲಿ ವಿಜ್ಞಾನಿಗಳು ಏಡ್ಸ್‌ಗೆ ಕಾರಣವಾದ ವೈರಸ್‌ನ್ನು ಕಂಡುಹಿಡಿದಿದ್ದಾರೆ. ಅದಕ್ಕೆ ಹೆಚ್‌ಟಿಎಲ್‌ವಿ–3 (ಹ್ಯೂಮೆನ್ ಟಿ-ಸೆಲ್ ಲಿಂಫೋಟ್ರೋಫಿಕ್ ವೈರಸ್ ಟೈಪ್ 3) ಎಂದು ಅಂತರಾಷ್ಟ್ರೀಯ ವೈಜ್ಞಾನಿಕ ಸಮಿತಿ ಈ ಹೆಸರಿನಿಂದ ಕರೆದಿದೆ. ನಂತರ ಇದಕ್ಕೆ ಹೆಚ್ಐವಿ ಎಂದು ನಾಮಕರಣ ಮಾಡಲಾಗಿದೆ.

1986ರಲ್ಲಿ ತಮಿಳುನಾಡಿನ ಚನ್ನೈನಲ್ಲಿ ಲೈಂಗಿಕ ಕಾರ್ಯಕರ್ತೆಯಲ್ಲಿ ಈ ಸೋಂಕು ಕಂಡುಬಂದಿತು. ಪಾಶ್ಚಾತ್ಯ ಪ್ರವಾಸಿಗರಿಂದ ಈ ಸೋಂಕು ಹರಡಿರಬಹುದೆಂದು ನಂಬಲಾಗಿದೆ. 1987ರ ಸುಮಾರಿಗೆ ಭಾರತದಾದ್ಯಂತ 135 ಜನರಿಗೆ ಈ ಸೋಂಕು ಹರಡಿತು. ಅವರಲ್ಲಿ 14 ಜನರಿಗೆ ಏಡ್ಸ್ ಸೋಂಕಾಗಿ ಪರಿವರ್ತನೆಗೊಂಡಿರುತ್ತದೆ. 1987ರಲ್ಲಿ ರಾಷ್ಟ್ರೀಯ ಏಡ್ಸ್ ತಡೆಗಟ್ಟುವ ಕಾರ್ಯಕ್ರಮವು ಜಾರಿಗೆ ಬಂದಿದೆ. 1992ರಲ್ಲಿ ಭಾರತ ಸರ್ಕಾರ ರಾಷ್ಟ್ರೀಯ ಏಡ್ಸ್ ನಿಯಂತ್ರಣ ಸಂಸ್ಥೆಯನ್ನು ಸ್ಥಾಪಿಸಲಾಯಿತು. ಈ ಸಂಸ್ಥೆಯ ಉದ್ದೇಶ ಸೋಂಕಿನ ಬಗ್ಗೆ ಮುಂಜಾಗೃತೆ ವಹಿಸುವುದು ಮತ್ತು ಸೋಂಕನ್ನು ತಡೆಗಟ್ಟುವುದಾಗಿತ್ತು. ನಂತರ ರಾಜ್ಯ ಏಡ್ಸ್ ನಿಯಂತ್ರಣ ಸಂಸ್ಥೆ ಹುಟ್ಟಿಕೊಂಡಿತು. ಇದರ ಅಡಿಯಲ್ಲಿ ಎಲ್ಲ ರಾಜ್ಯ ಹಾಗೂ ಕೇಂದ್ರಾಡಳಿತ

ಪ್ರದೇಶಗಳಲ್ಲಿ 25 ಸಂಸ್ಥೆಗಳನ್ನು ಸ್ಥಾಪಿಸಲಾಯಿತು. ರಕ್ತದಿಂದ ಹರಡುವ ಸೋಂಕಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಜನತೆಯಲ್ಲಿ ಜಾಗೃತಿ ಮೂಡಿಸಲು ಮುಂದಾಯಿತು. 1999ರಲ್ಲಿ ಎರಡನೇ ಹಂತದ ನ್ಯಾಷನಲ್ ಏಡ್ಸ್ ಕಂಟ್ರೋಲ್ ಪ್ರೋಗ್ರಾಂ ಹೆಚ್ಐವಿ ಸೋಂಕಿನ ಮಾಹಿತಿಯನ್ನು ನೀಡಿ ಅರಿವು ಮೂಡಿಸುವ ಪ್ರಯತ್ನ ಮಾಡಲಾಯಿತು. ಇದರಲ್ಲಿ ತಾಯಂದಿರಿಂದ ಮಗುವಿಗೆ ಸೋಂಕು ಹರಡುವುದರ ಬಗ್ಗೆ ಜಾಗೃತಿ ಮೂಡಿಸಲಾಯಿತು. 2007ರಲ್ಲಿ ಮೂರನೇ ಹಂತದ ರಾಷ್ಟ್ರೀಯ ಏಡ್ಸ್ ನಿಯಂತ್ರಣ ಕಾರ್ಯಕ್ರಮ ಸಾರ್ವಜನಿಕರಿಗೆ ಜಾಗೃತಿ ಮೂಡಿಸಲು ಭಾರತ ಸರ್ಕಾರ ಹಮ್ಮಿಕೊಂಡ ಕಾರ್ಯಕ್ರಮವಾಗಿದೆ. ಇದು ಸ್ಥಳೀಯ ಸಾರ್ವಜನಿಕ ಆರೋಗ್ಯಾಧಿಕಾರಿಗಳಿಗೆ ಹಾಗೂ ಸರ್ಕಾರೇತರ ಸಂಘ ಸಂಸ್ಥೆಗಳಿಗೆ ಈ ಸೋಂಕಿನ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸಲು ತಿಳಿಸಲಾಯಿತು.

ರಾಷ್ಟ್ರೀಯ ಏಡ್ಸ್ ನಿಯಂತ್ರಣ ಸಂಸ್ಥೆಯ ಸಮೀಕ್ಷೆ 2006ರ ಪ್ರಕಾರ ಭಾರತದಾದ್ಯಂತ 2.6 ಮಿಲಿಯನ್ ಜನರಿಗೆ ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಸೋಂಕು ತಗುಲಿದೆ. ಕರ್ನಾಟಕದಲ್ಲಿ 5.2ಲಕ್ಷ ಜನರಿಗೆ ಈ ಸೋಂಕಿರುವುದು ಕಂಡುಬಂದಿದೆ. ಮಹಾರಾಷ್ಟ್ರ, ಕರ್ನಾಟಕ, ತಮಿಳುನಾಡು, ಆಂಧ್ರ ಪ್ರದೇಶ, ಮಣಿಪುರ ಮತ್ತು ನಾಗಲ್ಯಾಂಡ್ ರಾಜ್ಯಗಳಲ್ಲಿ ಈ ಸೋಂಕಿತರ ಪ್ರಮಾಣ ಹೆಚ್ಚಿದೆ. ಇದರಲ್ಲಿ ಶೇ 70% ಮಹಿಳೆಯರೇ ಇರುವುದು ಶೋಚನೀಯವಾಗಿದೆ. ಅದರಲ್ಲಿ ಶೇ 70% ರಷ್ಟು ಮಹಿಳೆಯರಿಗೆ ಪತಿಯಿಂದಲೇ ಈ ಸೋಂಕು ತಗುಲಿರುವುದು ಕಂಡುಬಂದಿದೆ. ಉಳಿದ ಪ್ರಮಾಣದ ಸೋಂಕು ರಕ್ತದಿಂದ, ವೈದ್ಯರ ನಿರ್ಲಕ್ಷ್ಯತನದಿಂದ ಹಾಗೂ ಅಪರಿಚಿತ ಪುರುಷರ ಜೊತೆಗಿನ ಲೈಂಗಿಕ ಕ್ರಿಯೆಯಿಂದ ಬಂದಿದ್ದಾಗಿದೆ.

ಅಧ್ಯಯನದ ಉದ್ದೇಶಗಳು:

- ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಸೋಂಕಿತರ ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳನ್ನು ತಿಳಿಯುವುದು.

- ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಸೋಂಕಿತರ ಆರ್ಥಿಕ ಸ್ಥಿತಿಗತಿ ತಿಳಿಯುವುದು.

- ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಸೋಂಕಿತರ ಮಾನಸಿಕ ಸ್ಥಿತಿ ತಿಳಿಯುವುದು.

ಅಧ್ಯಯನದ ಪ್ರಾಮುಖ್ಯತೆ:

ಆರೋಗ್ಯ ಎಲ್ಲರಿಗೂ ಮುಖ್ಯವಾದದ್ದು ಮತ್ತು ಆರೋಗ್ಯದ ದೃಷ್ಟಿಕೋನದಿಂದ ಹಲವು ಅಧ್ಯಯನಗಳು ನಡೆಯುತ್ತಿವೆ. ಅದರಲ್ಲಿಯೂ ಕೆಲವೊಂದು ಸೋಂಕುಗಳು ಮನುಷ್ಯನ ಜೀವನವನ್ನೇ ನಡುಗಿಸುತ್ತದೆ. ಅದರಲ್ಲಿ ಒಂದಾದ ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಸೋಂಕಿನ ಕುರಿತು ಅಧ್ಯಯನ ಮಾಡಬೇಕಿದೆ ಹಾಗೂ ಸಮಾಜದಲ್ಲಿ ಜಾಗೃತಿಯನ್ನು ಮೂಡಿಸುವ ಅವಶ್ಯಕತೆ ಇರುವುದರಿಂದ ಪ್ರಸ್ತುತ ಅಧ್ಯಯನ ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಸೋಂಕಿತರ ಸಮಸ್ಯೆಗಳ ಈ ಅಧ್ಯಯನವು ತುಂಬ ಪ್ರಮುಖವಾಗಿದೆ.

ಅಧ್ಯಯನ ಕಾರ್ಯಕ್ಷೇತ್ರ:

ಕರ್ನಾಟಕ ರಾಜ್ಯದ 30 ಜಿಲ್ಲೆಗಳಲ್ಲಿ ಹಾಸನ ಜಿಲ್ಲೆಯೂ ಒಂದು. ಹಾಸನ ಜಿಲ್ಲೆ ಕರ್ನಾಟಕದ ನೈಋತ್ಯ ಭಾಗದಲ್ಲಿದೆ. ಈ ಜಿಲ್ಲೆ ಬಹುದೊಡ್ಡ ಐತಿಹಾಸಿಕ ಹಿನ್ನೆಲೆಯನ್ನು ಒಳಗೊಂಡಿದೆ. ಬೇಲೂರು–ಹಳೆಬೀಡಿನ ಶಿಲ್ಪಕಲಾ ವೈಭವ, ಸಕಲೇಶಪುರದ ಹಸಿರು ರಾಶಿ, ಚನ್ನರಾಯಪಟ್ಟಣದ ಗೊಮ್ಮಟಗಿರಿ, ಹೇಮಾವತಿ ನದಿನೀರಿಗೆ ಅಡ್ಡಲಾಗಿ ಕಟ್ಟಿರುವ ಗೋರೂರು ಅಣೆಕಟ್ಟು ಮುಂತಾದ ವೈವಿಧ್ಯತೆಯನ್ನು ಒಳಗೊಂಡ ಜಿಲ್ಲೆಯಾಗಿದೆ. 2011ರ ಜನಗಣತಿಯ ಪ್ರಕಾರ 1776421 ರ ಒಟ್ಟು ಜನಸಂಖ್ಯೆಯಲ್ಲಿ 9681 ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಸೋಂಕಿತರಿದ್ದಾರೆ.

ಅಧ್ಯಯನದ ಮಾದರಿ:

ಹಾಸನ ಜಿಲ್ಲೆಯಲ್ಲಿ ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಸೋಂಕಿತರು 9681 ಜನರು ಇದ್ದಾರೆ. ಇವರುಗಳಲ್ಲಿ 50 ಜನರನ್ನು ಸರಳ ಯಾದೃಚ್ಛಿಕ ಮಾದರಿ ವಿಧಾನದಿಂದ ಆಯ್ಕೆ ಮಾಡಿಕೊಂಡು ಸಂದರ್ಶನ ಅನುಸೂಚಿ ಸಹಾಯದಿಂದ ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸಲಾಗಿದೆ.

ಅಧ್ಯಯನದಲ್ಲಿ ಕಂಡುಬಂದ ಪ್ರಮುಖ ಅಂಶಗಳು:

- **ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಹೊಂದಿರುವವರಲ್ಲಿ ಮಧ್ಯ ವಯಸ್ಕರ ಪ್ರಮಾಣ ಹೆಚ್ಚಾಗಿದೆ:** ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಮಾನವ ಜನಾಂಗದ ಎಲ್ಲ ವಯೋಮಾನದವರಲ್ಲಿಯೂ ಕಂಡುಬರುತ್ತದೆ. ಈ ಸೋಂಕಿಗೆ ಬಲಿಯಾಗಿರುವವರು ಹಾಗೂ ಪ್ರತಿನಿತ್ಯ ಬಲಿಯಾಗುತ್ತಿರುವವರು ಇದ್ದಾರೆ. ಯಾವ ಯಾವ ವಯಸ್ಸಿನವರು ಈ ಸೋಂಕಿಗೆ ಬಲಿಯಾಗಿದ್ದಾರೆ ಎನ್ನುವುದನ್ನು ಈ ಮುಂದಿನ ಕೋಷ್ಟಕದಲ್ಲಿ ವಿವರಿಸಲಾಗಿದೆ.

<div align="center">**ಕೋಷ್ಟಕ 01**</div>

ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಹೊಂದಿರುವವರ ವಯಸ್ಸಿನ ವಿವರ		
ವಯಸ್ಸು	ಆವೃತ್ತಿ	ಶೇಕಡವಾರು
10–20	02	04%
21–30	08	16%
31–40	15	30%
41–50	20	40%
51 ಕ್ಕೂ ಮೇಲ್ಪಟ್ಟು	05	10%
ಒಟ್ಟು	50	100%

ಮೇಲಿನ ಕೋಷ್ಟಕದಿಂದ ಕಂಡುಬರುವುದೇನೆಂದರೆ, 10–20 ವಯಸ್ಸಿನವರು (02) 04% ರಷ್ಟು ಇದ್ದಾರೆ, 21–30 ವಯಸ್ಸಿನವರು (08) 16% ರಷ್ಟು ಇದ್ದಾರೆ, 31–40 ವಯಸ್ಸಿನವರು (15) 30% ರಷ್ಟು ಇದ್ದಾರೆ, 41–50 ವಯಸ್ಸಿನವರು (20) 40% ರಷ್ಟು ಇದ್ದಾರೆ ಇದರಲ್ಲಿ 31 ರಿಂದ 50 ವರ್ಷ ವಯಸ್ಸಿನವರ ಪ್ರಮಾಣ ಹೆಚ್ಚಾಗಿರುವುದು ಕಂಡುಬಂದಿದೆ. ಇದನ್ನು ಗಮನಿಸಿದಾಗ ಮಧ್ಯ ವಯಸ್ಕರು ಹೆಚ್ಚಾಗಿ ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಸೋಂಕಿಗೆ ತುತ್ತಾಗಿರುವುದು ಕಂಡುಬಂದಿದೆ.

- **ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಹೊಂದಿರುವವರಲ್ಲಿ ಪುರುಷರ ಸಂಖ್ಯೆ ಅಧಿಕವಾಗಿದೆ** : ಭಾರತ ಪುರುಷ ಪ್ರಧಾನ ರಾಷ್ಟ್ರದಲ್ಲಿ ಪ್ರಸ್ತುತ ಪುರುಷ– ಮಹಿಳೆಯರು ಇಬ್ಬರು ಸಮಾನರು ಎನ್ನುವ ಮಾತುಗಳು ಎಷ್ಟೇ ಕೇಳಿ ಬಂದರೂ ಪ್ರತಿಯೊಂದರಲ್ಲಿಯೂ ಪುರುಷರದ್ದೇ ಹೆಚ್ಚುಗಾರಿಕೆ ಕಂಡುಬರುತ್ತದೆ. ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಸೋಂಕಿತರಲ್ಲಿಯೂ ಪುರುಷರೇ ಹೆಚ್ಚಾಗಿ ಕಂಡುಬಂದಿದ್ದಾರೆ. ಪುರುಷರು ಅಧಿಕ ಸಂಖ್ಯೆಯಲ್ಲಿದ್ದಾರೆ ಎನ್ನುವುದರ ವಿವರಣೆಯನ್ನು ಈ ಮುಂದಿನ ಕೋಷ್ಟಕದಲ್ಲಿ ವಿವರಿಸಲಾಗಿದೆ.

<div align="center">**ಕೋಷ್ಟಕ 02**</div>

ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಹೊಂದಿರುವವರ ವಿವರ		
ವಿವರ	ಆವೃತ್ತಿ	ಶೇಕಡವಾರು
ಪುರುಷ	35	70%
ಮಹಿಳೆ	14	28%
ತೃತೀಯ ಲಿಂಗದವರು	01	02%
ಒಟ್ಟು	50	100%

ಮೇಲಿನ ಕೋಷ್ಟಕದಿಂದ ಕಂಡುಬರುವುದೇನೆಂದರೆ, (35) 70% ರಷ್ಟು ಪುರುಷರು, (14) 28% ರಷ್ಟು ಮಹಿಳೆಯರು ಹಾಗೂ ತೃತೀಯ ಲಿಂಗದವರು (01) 02% ರಷ್ಟು ಇರುವುದು ಕಂಡುಬರುತ್ತದೆ ಇದರಲ್ಲಿ ಪುರುಷರ ಸಂಖ್ಯಾ ಪ್ರಮಾಣ ಅಧಿಕವಾಗಿದೆ.

- **ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಹೊಂದಿರುವವರಲ್ಲಿ ಅನಕ್ಷರಸ್ಥರು ಹೆಚ್ಚಾಗಿದ್ದಾರೆ**: ಅಕ್ಷರಜ್ಞಾನ ಎಲ್ಲರಿಗೂ ಎಲ್ಲದಕ್ಕೂ ಅರಿವಿನ ಮಾರ್ಗ, ಸಾಕ್ಷರತೆ ಕೊರತೆಯಿಂದಾಗಿ, ಅಜ್ಞಾನದಿಂದಾಗಿ ಹಲವಾರು ಸಮಸ್ಯೆಗಳಿಗೆ ಒಳಗಾಗುತ್ತಿರುವುದು ಕಂಡುಬಂದಿದೆ. ಹಲವು ರೋಗಗಳು, ಸೋಂಕುಗಳು ಸಹ ಸಾಕ್ಷರತೆಯ ಕೊರತೆಯಿಂದಾಗಿ ಬಂದಿರುತ್ತದೆ. ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಸೋಂಕು ಪ್ರಸ್ತುತ ಅಧ್ಯಯನದಲ್ಲಿ ಹರಡಿರುವ ಪ್ರಮಾಣವನ್ನು ಈ ಮುಂದಿನ ಕೋಷ್ಟಕದಲ್ಲಿ ವಿವರಿಸಲಾಗಿದೆ.

ಕೋಷ್ಟಕ 03		
ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಹೊಂದಿರುವವರ ಸಾಕ್ಷರತೆಯ ವಿವರ		
ವಿವರ	ಆವೃತ್ತಿ	ಶೇಕಡವಾರು
ಅನಕ್ಷರಸ್ಥರು	20	40%
ಪ್ರಾಥಮಿಕ/ಪ್ರೌಢಶಾಲೆ	07	14%
ಪದವಿ ಪೂರ್ವ	07	14%
ಪದವಿ	08	16%
ಸ್ನಾತಕೋತ್ತರ ಪದವಿ	03	06%
ಇತರೆ	01	02%
ಒಟ್ಟು	50	100

ಮೇಲಿನ ಕೋಷ್ಟಕದಿಂದ ಕಂಡುಬರುವುದೇನೆಂದರೆ, ಅನಕ್ಷರಸ್ಥರು (20) 40% ರಷ್ಟು, ಪ್ರಾಥಮಿಕ/ಪ್ರೌಢಶಾಲೆ ಶಿಕ್ಷಣ ಪಡೆದುರುವವರು (07) 14% ರಷ್ಟು, ಪದವಿಪೂರ್ವ ಶಿಕ್ಷಣ ಪಡೆದಿರುವವರು (07) 14% ರಷ್ಟು, ಪದವಿ ಪಡೆದಿರುವವರು (08) 16%ರಷ್ಟು, ಸ್ನಾತಕೋತ್ತರ ಪದವಿ ಪಡೆದಿರುವವರು (03) 06% ರಷ್ಟು ಹಾಗೂ ಇತರೆ ಅಂದರೆ ಎಂಬಿಬಿಎಸ್ ಪಡೆದಿರುವವರು (01) 02% ರಷ್ಟು ಇದ್ದಾರೆ ಇದರಲ್ಲಿ ಅನಕ್ಷರಸ್ಥರು ಹೆಚ್ಚಾಗಿರುವುದು ಅವರ ಅರಿವಿನ ಕೊರತೆಯನ್ನು ತೋರಿಸುತ್ತದೆ.

● **ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಹೊಂದಿರುವವರಲ್ಲಿ ಕೂಲಿ ಕಾರ್ಮಿಕರು ಹೆಚ್ಚಾಗಿ ಬಲಿಯಾಗುತ್ತಿದ್ದಾರೆ:** ಜಗತ್ತಿನಾದ್ಯಂತ ಹೆಚ್ಚಾಗಿ ಸಮಸ್ಯೆಗಳನ್ನು ಅನುಭವಿಸುತ್ತಿರುವವರು ಸಮಾಜದ ಕೆಳವರ್ಗದ ಜನರು ಆಗಿದ್ದಾರೆ. ಆರ್ಥಿಕತೆ ಸಾಮಾಜಿಕ ಸ್ಥಾನಮಾನಗಳು ವೃತ್ತಿವರ್ಗಗಳಲ್ಲಿ ಕೆಳ ಹಂತದಲ್ಲಿರುವವರೇ ಸಮಸ್ಯೆಗೆ ಗುರಿಯಾಗುತ್ತಿದ್ದಾರೆ. ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ದೃಷ್ಟಿಯಿಂದ ನೋಡಿದರೆ ದಿನಗೂಲಿ ನೌಕರರು, ಕೂಲಿಕಾರ್ಮಿಕರು ಹೆಚ್ಚಾಗಿ ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಸೋಂಕಿಗೆ ಬಾಧಿತರಾಗಿದ್ದಾರೆ. ಸಮಾಜದ ಕೆಳಹಂತದ ಜನರೆ ಹೆಚ್ಚಾಗಿ ಇದಕ್ಕೆ ತುತ್ತಾಗುತ್ತಿದ್ದಾರೆ ಎನ್ನುವುದರ ವಿವರಣೆಯನ್ನು ಈ ಮುಂದಿನ ಕೋಷ್ಟಕದಲ್ಲಿ ವಿವರಿಸಲಾಗಿದೆ.

ಕೋಷ್ಟಕ 04		
ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಹೊಂದಿರುವವರ ವೃತ್ತಿಗಳ ವಿವರ		
ವಿವರ	ಆವೃತ್ತಿ	ಶೇಕಡವಾರು
ಕೂಲಿ ಕಾರ್ಮಿಕರು	28	56%
ನೌಕರರು	08	16%
ವ್ಯಾಪಾರಿಗಳು	07	14%
ಗೃಹಿಣಿ	04	08%
ವಿದ್ಯಾರ್ಥಿಗಳು	03	06%
ಒಟ್ಟು	50	100%

ಮೇಲಿನ ಕೋಷ್ಟಕದಲ್ಲಿ ಕಂಡುಬರುವುದೇನೆಂದರೆ, ವೃತ್ತಿಯನ್ನು ಗಮನಿಸಿದಾಗ ಕೂಲಿ ಕಾರ್ಮಿಕರು (28) 56% ರಷ್ಟು, ನೌಕರರು (08) 16% ರಷ್ಟು, ವ್ಯಾಪಾರಿಗಳು (07) 14% ರಷ್ಟು, ಗೃಹಿಣಿಯರು (04) 08% ರಷ್ಟು, ವಿದ್ಯಾರ್ಥಿಗಳು (03) 06% ರಷ್ಟು, ಇದರಲ್ಲಿ ಕೂಲಿ ಕಾರ್ಮಿಕರು ಹೆಚ್ಚಾಗಿರುವುದು ಹಾಗೂ ಅವರಲ್ಲಿ ವೃತ್ತಿಯಾಧಾರಿತವಾಗಿಯೂ ಅರಿವಿನ ಕೊರತೆಯಿಂದಾಗಿ ಈ ಸೋಂಕು ಹರಡಿದೆ ಎನ್ನುವುದು ತಿಳಿದುಬಂದಿದೆ.

● **ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ಹೊಂದಿರುವವರಲ್ಲಿ ವಿವಾಹಿತರೆ ಹೆಚ್ಚಾಗಿದ್ದಾರೆ:** ಭಾರತದಲ್ಲಿ ವಿವಾಹ ಸಾರ್ವತ್ರಿಕವಾದದ್ದು, ವಿವಾಹಕ್ಕೆ ಎಲ್ಲೆಡೆಯೂ ಮನ್ನಣೆಯಿದೆ. ವಿವಾಹದ ನಂತರ ಲೈಂಗಿಕತೆಗೆ ಎಲ್ಲೆಡೆಯಲ್ಲಿಯೂ ಗೌರವವಿದೆ ಹಾಗೂ ಸಂತಾನೋತ್ಪತ್ತಿಗಾಗಿ ವಿವಾಹದ ಮೂಲಕ ಲೈಂಗಿಕತೆ ಎನ್ನುವುದು ಸಾರ್ವತ್ರಿಕವಾದದ್ದು, ಹೆಚ್ಐವಿ/ಏಡ್ಸ್ ವಿವಾಹಿತರನ್ನು ಬಾಧಿಸುತ್ತಿದೆ ಎನ್ನುವುದು ಈ ಅಧ್ಯಯನದಿಂದ ತಿಳಿದುಬಂದಿದೆ.

ಕೋಷ್ಟಕ 05		
ಹೆಚ್‌ಐವಿ/ಏಡ್ಸ್ ಹೊಂದಿರುವವರ ವಿವಾಹದ ವಿವರ		
ವಿವರ	ಆವೃತ್ತಿ	ಶೇಕಡ
ಅವಿವಾಹಿತರು	11	22%
ವಿವಾಹಿತರು	27	54%
ವಿಚ್ಛೇದಿತರು	12	24%
ಒಟ್ಟು	50	100%

ಮೇಲಿನ ಕೋಷ್ಟಕದಲ್ಲಿ ಕಂಡುಬರುವುದೇನೆಂದರೆ, ವಿವಾಹಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಅವಿವಾಹಿತರು (11) 22% ರಷ್ಟು ಇದ್ದಾರೆ, ವಿವಾಹಿತರು (27) 54% ರಷ್ಟು ಇದ್ದಾರೆ, ವಿಚ್ಛೇದಿತರು (12) 24% ರಷ್ಟು ಇರುವುದು ತಿಳಿದುಬಂದಿದೆ ಹಾಗೂ ವಿವಾಹಿತರಲ್ಲಿ ಹೆಚ್ಚಿನ ಪ್ರಮಾಣ ಇರುವುದು ಈ ಅಧ್ಯಯನದಿಂದ ತಿಳಿದು ಬಂದಿದೆ.

• **ಹೆಚ್‌ಐವಿ/ಏಡ್ಸ್ ಲೈಂಗಿಕತೆಯಿಂದ ಹೆಚ್ಚಾಗಿ ಹರಡುತ್ತಿದೆ:** ಮನುಷ್ಯನ ಬಯಕೆಗಳು ಅಪರಿಮಿತವಾದವುಗಳು. ಹಸಿವು, ನಿದ್ರೆ ಇರುವಂತೆ ಮನುಷ್ಯನ ಸಹಜ ದೈಹಿಕ ಬಯಕೆಯ ಒಂದಾಗಿದೆ. ದೈಹಿಕ ಬಯಕೆಯನ್ನು ಲೈಂಗಿಕತೆಯ ಮೂಲಕ ಮನುಷ್ಯ ಮತ್ತು ಪ್ರಾಣಿಗಳು ಈಡೇರಿಸಿಕೊಳ್ಳುತ್ತವೆ. ಲೈಂಗಿಕತೆಯನ್ನು ಈಡೇರಿಸಿಕೊಳ್ಳುವುದಕ್ಕೆ ವಿವಾಹವನ್ನು ಮಾಡಿಕೊಳ್ಳಲಾಗುವುದು. ವಿವಾಹ ಪೂರ್ವ ಲೈಂಗಿಕತೆಯನ್ನು ನಮ್ಮ ಸಮಾಜ ವಿರೋಧಿಸುತ್ತದೆ. ಪ್ರಸ್ತುತ ಸಮಾದಲ್ಲಿ ಮಾಹಿತಿ ಮತ್ತು ತಂತ್ರಜ್ಞಾನ ಹಾಗೂ ಸಂವಹನ ಸಂಪರ್ಕದಿಂದಾಗಿ ಯುವಕರು ದುಷ್ಟಟಗಳಿಗೆ ಬಲಿಯಾಗುತ್ತಿದ್ದಾರೆ ಹಾಗೂ ಲೈಂಗಿಕತೆಯಲ್ಲಿರುವ ಗೌಪ್ಯತೆ ಹೆಚ್ಚಿನ ಜನತೆಗೆ ಕೂತುಹಲವನ್ನುಂಟುಮಾಡುತ್ತದೆ. ಕುತೂಹಲಕಾರಿತನದಿಂದ ಲೈಂಗಿಕತೆಯ ಪ್ರಚೋದನೆ ಹೆಚ್ಚಾಗುತ್ತಿದ್ದು, ಕದ್ದು ಮುಚ್ಚಿ ಲೈಂಗಿಕತೆಯನ್ನು ಅನ್ಯ ಸ್ತ್ರೀ–ಪುರುಷರ ಜೊತೆಯಲ್ಲಿ ನಡೆಸುತ್ತಿರುವುದರಿಂದ ಹೆಚ್‌ಐವಿ/ಏಡ್ಸ್‌ನಂತಹ ಮಾರಕ ರೋಗಗಳು ಹರಡುತ್ತಿರುವುದನ್ನು ಕಾಣಬಹುದಾಗಿದೆ.

ಕೋಷ್ಟಕ 06				
ಹೆಚ್‌ಐವಿ/ಏಡ್ಸ್ ಸೋಂಕು ಹರಡುತ್ತಿರುವುದರ ವಿವರ				
ವಿವರ		ಆವೃತ್ತಿ		ಶೇಕಡವಾರು
ಲೈಂಗಿಕತೆ		46		92%
ಸಲಿಂಗದವರಿಂದ		01		02%
ರಕ್ತದಿಂದ		00		00
ಸಿರೆಂಜ್‌ನಿಂದ		00		00
ಪೋಷಕರಿಂದ		01		02%
ಗೊತ್ತಿಲ್ಲ ಎಂದು ಮಾಹಿತಿ ನೀಡಿರುವವರಿಂದ		02		04%
ಒಟ್ಟು		50		100%

ಮೇಲಿನ ಕೋಷ್ಟಕದಿಂದ ಕಂಡುಬರುವುದೇನೆಂದರೆ, ಲೈಂಗಿಕತೆಯಿಂದ ಎಂದು (46) 92% ರಷ್ಟು, ಸಲಿಂಗದವರಿಂದ ಎಂದು (01) 02% ರಷ್ಟು, ಪೋಷಕರಿಂದ ಎಂದು (01) 02% ರಷ್ಟು ಹಾಗೂ ಗೊತ್ತಿಲ್ಲ ಎಂದು ಮಾಹಿತಿ ನೀಡಿರುವವರಿಂದ (02) 04% ರಷ್ಟು ತಿಳಿಸಿರುವುದು ಕಂಡುಬರುತ್ತದೆ. ಈ ಅಧ್ಯಯನದಿಂದ ಕಂಡು ಬರುವುದೇನೆಂದರೆ ಲೈಂಗಿಕತೆಯಿಂದ ಹೆಚ್ಚಾಗಿ ಈ ಸೋಂಕು ಹರಡುತ್ತಿದೆ ಎನ್ನುವುದು ತಿಳಿದುಬಂದಿದೆ.

ಉಪಸಂಹಾರ:

ಹೆಚ್‌ಐವಿ/ಏಡ್ಸ್ ಸೋಂಕಿತರು ಹಲವು ಸಮಸ್ಯೆಗಳಿಂದ ಬಳಲುತ್ತಿರುವವರಾಗಿದ್ದಾರೆ. ತನ್ನ ರೋಗವನ್ನು ಹೇಳಿಕೊಳ್ಳುವುದಕ್ಕೂ ಆಗದೆ ಇರುವಂತಹ ಸಂದರ್ಭವನ್ನು ಎದುರಿಸುತ್ತಿದ್ದಾರೆ. ಮಾನಸಿಕ, ಕೌಟುಂಬಿಕ, ಆರ್ಥಿಕ, ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳಲ್ಲಿ ಸಿಕ್ಕಿ ಬಳಲುತ್ತಿದ್ದಾರೆ. ಅಪರಿಚಿತರೊಂದಿಗಿನ ಲೈಂಗಿಕತೆಯನ್ನು ನಿಲ್ಲಿಸುವುದರಿಂದ ಈ ಸೋಂಕು ನಿಯಂತ್ರಣಕ್ಕೆ ತರಬಹುದು. ಈಗ ಹೆಚ್‌ಐವಿ/ಏಡ್ಸ್ ಸೋಂಕಿತರು ಧೈರ್ಯದಿಂದ ಇತರೆ ಕಾಯಿಲೆಗಳು ಬಂದಾಗ ಯಾವ ರೀತಿಯಲ್ಲಿ ಜೀವನ ನಡೆಸುತ್ತಿದ್ದಾರೋ ಹಾಗೆ ಇದನ್ನು ಎದುರಿಸಬೇಕು ಮುಂದೆ ಇದು ಇತರರಿಗೆ ಹರಡಿಕೊಳ್ಳದಂತೆ ಎಚ್ಚರವಹಿಸಿದಾಗ ಮಾತ್ರ ಹೆಚ್‌ಐವಿ/ಏಡ್ಸ್‌ನ್ನು ನಿಯಂತ್ರಣಕ್ಕೆ ತರಬಹುದಾಗಿದೆ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

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IMPACT OF LANGUAGE ACROSS THE SCHOOL CURRICULUM

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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,f oreign 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.

Activities involving language across curriculum

- Listening   : Comprehending oral input/intake
- Speaking   : Constructing meaningful utterances.
- Reading   : Understanding written texts.
- Writing   : Producing written texts/coherent discovers.
- 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 discovers and practice discover functions.
- Overall goal, therefore is not just the development of Cognitive/Academic language proficiency but of Conceptual Literacy and of discovers Competence.

Impact of LASC approach

- Subject teachers can expect competences to be already acquired through LS/LI 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's teachers have to list clearly what they want to reach with their students in terms of minima language goals and connection with subject specific goals.

- It requires across curricular matrix of education goals in general and linguistic competences.

- Reading competence has been the focus of investigation and international debate Media competence not only has the ability to transform information from on 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 smessage 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 develops the knowledge power.

- Helps in securing the students attention towards the lesson/teaching.

- 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 the mand provided remedies.

- Student creative efforts should be encouraged.

- Excessive writing or role 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, formulas, experiments of scientific studies

- Language helps in eradicating problems in science learning

- Language helps in developing interest in students towards science subject

- Effective usage of language in learning science subject enables the students 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 ineffective communication In mathematics

- Adapting language activity in experimenting and solving in mathematics

Conclusion

LASC promotes the quality improvement of teacher's education in 2 years B.Ed 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 macro structures namely describing/reporting, naming/defining, explaining, exemplifying, arguing/supporting, assessing and evaluating. They reflect fundamental forms of language use in aprescientific or scientific manner. Orientation should be done to B.Ed teacher educators necessarily.

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IMPORTANCE OF HUMAN RIGHTS IN INDIAN SOCIETY

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Introduction

Education is a never ending process of inner growth and development makes our life progressive, cultured and civilized. In fact education is a desired modification of human behaviour. It is a vital element for individual self-fulfilment and development of society. The International trend highlights a consensus that the education system plays a vital role in festering respect. Participation equality and non-discrimination in our societies, for the education system to play such a role a comprehensive approach to implement human rights education addressing not only educational policies, processes and took but also the environment within which education takes place is needed.

Universal declaration of human rights states all human beings are born free and equal in dignity and rights. Human rights are basic fundamental rights that a person cannot be denied by any individual or any government simply because and same for everyone. After the Second World War United Nations founded two main objectives (i) to prevent was in future (ii) to protect and promote human rights, in order to educate and make people aware of those rights (human rights) United Nations declared a decade from 1995 to 2004 decade for human rights education. The objectives of the decade for human rights education include.

Human Rights Education

Human rights education is all about equipping people with the knowledge. Skills and values to recognize. Claim and defend their rights various human rights organizations and representatives have defined human rights education in their own ways. Education training and information aimed at building a universal culture of human rights. A comprehensive education in human rights Education in their own ways. Education training and information aimed at building a universal culture of human rights. A comprehensive education in human rights not only provides knowledge about human rights and the mechanisms that protect them but also imports the skills needed to promote defend and apply human rights in daily life. Human rights education fasters the attitudes and behaviours needed to uphold human rights for all members of society. Through human rights education you can empower yourself and others to develop the skills and attitudes that promote equality dignity and respect in your community. Human rights education builds knowledge skills and attitudes prompting behaviour that upholds human rights. It is a process of empowerment which helps identify human rights problems and seek solution in line with human rights principles. Human rights education is defined as the learning process that builds up the required knowledge values and proficiency of human rights point of view and to integrate these concepts into their values and decision.

Human rights education is all earning that develops the knowledge. Skills and values of human rights. As per provisions with the universal declaration of human rights and other international documents and treaties, human rights education can be defined as education training and information aiming at building a universal culture of human rights through the sharing of knowledge importing of skills and molding of attitudes directed to:

- The strengthening of respect for human rights and fundamental freedoms.

- The full development of the human personality and the sense of its dignity.

- The promotion of understanding tolerance gender quality and friendship. Among all nations, indigenous peoples and social, national, ethic, religious and linguistic groups.

- The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law.

- The building and maintenance of peace.

- The promotion of people centered sustainable development and social justice.

Need and importance of human rights education in Indian society

- Human rights education is important for many reasons. Below are some of the most frequently mentioned reasons why human rights education is important.

- Human rights education is crucial for building and advancing societies.

- Human rights education empowers people to know. Claim and defend their rights. Human rights education promotes participation in decision making and the peaceful resolution of conflicts.

- Human rights education encourages empathy, inclusion and non-discrimination. Human rights education is also an essential tool for human rights.

Importance of human rights education

- It enables people to claim their rights.

- It teacher young people to respect diversity.

- It teachers history.

- It teachers people to recognize the root causes of human rights issues.

- It fosters critical thinking and analytical skills.

- It encourages empathy and solidarity

- It encourages people to value human rights.

- It fuels social justice activities.

- It helps people support organizations that uphold human rights.

- It keeps governments accountable.

The importance of human rights education hardly requires any overemphasis. It has a crucial role in preventing rights violations from occurring. Human rights education training and public information are therefore, necessary and essential for the promotion and achievement of stable and harmonious relations among the communities and for festering mutual understanding tolerance and peace. Through the learning of human rights as way of life fundamental change could be brought to eradicate poverty, ignorance, prejudices and discrimination based on sex, caste, religion and disability and other status amongst the people.

It may be said that in India that the content of human rights education is not different to what taught by way of religion. Be it Hinduism, buddhism, Christianity or Islam. There is lot of truth in that statement. The quintessence of human rights is also the basic essence of all religions. Love compassion loving kindness is the same however. While teaching religions we confined the obligations arising from their doctrines only to their followers. Human rights could bring in a universal aspect to moral and ethical education and we in our divided societies are in great need of this on the other hand in the context of rapid secularization. We could still retain a basic common ground for respect for each other we could still be our brothers. Keepers and with stand value systems which only promote selfish ways to life human

rights are a prerequisite for peace, development and democracy. India is the largest democracy in the world. It is also a big country with a lot of human rights challenges. The major population of India resides in villages which do not get sufficient education support. About 35% of the population is illiterate. Problems like trafficking exploitation of women commercially and sexually. Religious violations caste related issues are some examples leading to human rights violations. Moreover many prisoners in India are also denied their human rights.

If human rights are violated in India the biggest democracy in the world will be in danger. For the sake of democracy and sustainable development in India. HRE is essential knowledge of human rights is the best defence against their violation learning about one's rights builds respect for the rights of other and points the way to be more to learnt and peaceful societies.

The need of promoting and protecting all human rights is important in order to securefull and universal enjoyment of these rights cannot be fulfilled without mass awareness and sensitivity to human rights issues the grand agenda of global peace and prosperity is possible only with people understanding and imbibing the human rights values. Awareness is important in order to resolve the human right conflicts. This matured participation can be achieved only with human rights education. Education imports the skills needed to promote defend and apply human rights in daily life. An educated civilization can only know it's rights and hence the knowledge to protect it. According to Kofi Annan the former secretary General of United Nations without education we cannot see beyond ourselves and our narrow surroundings to the reality of global interdependence. Without education we cannot. We cannot realize how people of other races and religious share the same dreams the same hopes, without education we cannot recognize the University human aims and aspirations.

Protection of human rights is essential of human right is essential for the development of the people of the country. This ultimately leads to development of the national as a whole. The constitution of India guarantees basic human rights to each and every citizen of the country. To consider and report on the different ways and means for promoting HRE in India. University grants commission appointed Sikri committee in 1980. At school level the committee suggested including values without marks weightage. At college level it was felt that all disciplines should be including human rights topics at least which are directly relevant to their disciplines. Now HRE is a part of many university programmes. Interestingly certificates, diplomas, post graduate diploma and even master's programmes. In HR are today. At the undergraduate level human rights education is generally conducted as international law and Indian constitutional level only the national law school of India in Bangalore offers a full course on human rights for the bachelor of laws. In political science departments.

Recommendations

Indian should accept the recommendations by United Nations member states at the UN's Universal periodic Review (UPR) to address the country's most serious human rights problems during the Sept. 2012 session of the UN Human rights council India will submit it's responses to the 169 recommendations made at it's second review on May 24, 2012 The Indian Government should make a serious effort to carry out these recommendations instead of simply pointing to existing legislation or policies said. Meenakshi Ganguly a director at human rights watch.

HRE is still a limited part of the course on the constitutional and political development of India (fundamental rights) and international politics (United Nations). In some universities HRE is part of sociology, economics and modern Indian history.

At the masters level specialized HRE is given in some departments of law as an optional course. No university offers a master of laws (LLM) degree exclusively in human rights law. Afew universities are also introducing a one-year postgraduate diploma course in human rights. IGNOU also included HR as a subject in it's curriculum.

The UGC also made provisions of financial assistance to universities and college for the development of specific courses in human rights. In 1975 the national council of educational resource and training (NCRT) formulated the first National Curriculum Framework which states the awakening of social consciousness. The development of democratic values social injustice and national integration are extremely important all subjects should be taught in such a manner.So as to forester the spirit of scientific humanism.

National Curriculum Framework for primary and secondary education (NCERT-1988) identifies and addresses some of these concerns such as promoting values of democracy, secularism, equality, removal of social barrier and creating a sense of common citizenship. NCF (2005) Human rights in not treated as a separate subject in the curricula. It has felt by NCERT that all contemporary concerns and issues cannot be included in the curriculum as a separate subject. It is disappointing to observe that the NCF 2005 has failed in identifying the content of the HRE in schools.

Conclusion

Since the dawn of human civilization education has been playing a significant role in awakening educating and empowering human beings for importing multiple tastes in society. Education is widely acknowledged an indicator for human development and seen as a way to enable people to improve their quality. There is no doubt that some initiative have been taken by educational organizations like UGC, NCERT and NCTE for promoting human rights education in India. But these initiatives are directed towards formal education on human rights. But in our country 25% of the population is illiterate. Hence HRE must not be linked to formal schooling only. Such people have every right to know their rights. Therefore such programmes should be developed that accommodate their needs and situations. The techniques of popular education music, street theatre documentary films, cosmic books alternative media and it inerant story tellers can help much more for making them aware of their rights. An important outcome of human rights education is empowerment, a process through which people and communities increase their control of their own lives and the decisions that affect them, the ultimate goal of human rights education is people working together to bring about human rights, justice and dignity for all.

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ISSUES AND CONCERNS IN CLASSROOM ASSESSMENT PRACTICES IN PRESENT SCENARIO

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Introduction

The increase in the use of educational tests has been accompanied by an increase in criticism of the practice tests vary in quality, with some being particularly poor. It's argued that educational testing may be socially detrimental for a number of reasons. First, it labels a child, which may damage his or her self-esteem and decrease motivation. Tests should not be evaluated in terms of how accurately they predict later achievement but in terms of how much they increase achievement by motivating and directing the efforts of students and teachers. Another criticism is that assessment encourages development of a single ability, and reduces the diversity of talent within society. A third argument is that assessors assume control of the educational curriculum. Assessment is intended to support the curriculum, there is a risk that it may come to dominate the curriculum because what is assessed is taken as an indication of what is important. Tests generally lag rather than lead curricular change. The aim of assessment should be to educate and improve student performance, not merely to audit it. In the context of educational practice there are some crucial issues with respect to assessment.

Poor Test Quality

Tests may not show sufficient evidence of validity and reliability. Many tests used for educational assessments are not standardized or prepared not by undergoing the systematic test develops systematic test development procedure and applying psychometric principles. Such tests do not possess the good qualities and fail to perform intellectual their functions and purpose for example, the question papers used by many universities are many universities criticized on the ground that they are inferior in quality and they fail to perform their educational functions of assessing and evaluating. One of the reasons for the poor quality of test is that the construction of good quality tests requires expertise; it is a time-consuming process and has to undergo a series of sequential procedures.

Domain Dependency Issue

Cognitive scientific research reveals that general and specialized knowledge function in close partnership **(Perkins and Salomon 1989).** To be maximally effective, assessment requires the interaction assessment requires the interaction of general principles, strategies, and techniques with reasonably deep cognitive domain understanding that deep cognitive domain understanding includes the processes, strategies and knowledge important for proficiency in a domain, the habits of mind that characterize the community of practice in that domain, and the features of tasks that engage those elements. It also includes those specialized aspects of domain knowledge central to helping students learn. A teacher who has weak cognitive domain understanding is less likely to know what questions to ask of students, what to look for in their performance, what inferences to make from that performance about student knowledge and what actions to take to adjust instruction. A possible approach to dealing with the domain dependency issue is to conceptualize and instantiate formative assessment within the context of specific domains.

Any such instantiation would include a cognitive-domain model to guide the substance of formative assessment learning progressions to indicate steps toward mastery on key components of the cognitive-domain model, tasks to provide evidence about student standing with respect to those learning progressions, techniques fit to that substantive area and a process for teachers to implement that is closely linked to the preceding materials and the domain in question.

Measurement Issues:

Educational measurement involves four activities: (i) designing opportunities to gather evidence, (ii) collecting evidence, (iii) Interpreting it, and (IV) acting on interpretations. Assessment is not simply the elicitation of evidence but also includes making inferences from that evidence. Assessment is an inferential process because others cannot know with certainty what understanding exists inside at student's head. They can only make conjectures or hypotheses based on what we observe from such things as class participation, classwork, home work, and test performance the measurement issue lies in the interpretation of evidences for learner performance and achievement. For example, a weak performance in mathematics may be due to linguistic deficiency, but the same would wrongly be interpreted as under achievement in mathematics. This misinterpretation would lead to unnecessary course of action.

System Issues

It refers to the fact that assessment exists within a larger educational context. If that context is to function effectively in must be coherent. The two types of coherence, internal and external Assessment components can be considered internally coherent when they are mutually supportive, in other words, formative and summative assessments need to be aligned with one another. Those components must also be externally coherent in the sense that formative and summative assessments are consistent with accepted theories of learning, as well as with socially valued learning outcomes. External coherence, of course, also applies to other system components like the educational ideology, policies and programs. In any event, if these two types of coherence are not present, components of the system will either work against one another or work against larger societal goals.

Bias

The assessment process should operate without bias with respect to gender, social class, ethnicity, language use and religion. However, many researchers have demonstrated the existence of bias in educational assessment. Many researchers have argued that most assessments are culture biased and discriminate against certain ethnic groups. It is not productive to attempt to develop tests that are culture-free and, instead, there should be efforts to develop tests that are culture-fair.

Reforms in Assessment Practices

Advances in understanding of human learning have high lighted in consistencies between many traditional assessments and reporting practices and what is now known about the general conditions that promote successful learning. There has been growing recognition within the education communities of the need to develop assessment methods for a broader range of skills and attributes necessary for life in the 21st Century, including the ability to work in teams, to innovate, to solve complex problems, and to analyze and evaluate diverse information.

Advances in technology have raised the possibility and challenge of fundamentally transforming assessment processes and information in the future. The dichotomies like quantitative versus qualitative, formative versus summative, norm-referenced versus criterion/standards-referenced, tests versus assessments; internal versus external; continuous versus terminal; measurement versus judgment; assessment of learning versus assessment for learning became default basis for conceptualizing and have to change the system, not just describing the field of assessment. The position paper on examination reforms NCERT 2006 states the need for examination reforms in India as follows.

- Indian school board exams are largely inappropriate for the knowledge society of the 21st Century and its need for Innovative problem solvers.

- They do not serve the needs of social justice.

- The quality of question papers is low. They usually call for rote memorization and fail to test higher-order skills like reasoning and analysis, let alone lateral thinking, creativity, and judgment.

- They are inflexible. Based on a one-size-fits-all principle, they make no allowance for different types of learners and earning environments.

- They induce an inordinate level of anxiety and stress in addition to widespread trauma, mass media and psychological counselors report a growing number of exam-induced suicides and nervous break downs.

- There is often a lack of full disclosure and transparency in grading and mark/grade reporting.

- There is need for a functional and reliable system of school-based evaluation.

The focus group of NCERT recommends the following:

- There should be more varied modes of assessment, including oral testing and group work evaluation.

- Do not expect everything of everybody in every subject.

- Flexibility when exams are taken with enhanced reporting of performance.

- Some important reforms that have recently taken place in the field of assessment have been discussed below.

Open-Book Examinations

An open-book examination is one which examiners are allowed to consult their questions. The traditional approach to education treats the information content of a subject to be the most important. The teacher's rele is viewed as facilitating the transfer of information from the textbook to the minds. What the student is expected to do is to understand this information, retain it and retrieve it during the final examination. Most conventional examinations test how much information the student's have been able to store in their minds. In order to cope with this demand, student.Students memorize the information in class notes and textbooks, and transfer it to answer books during the examination in this type of examination, success depends on the quantity of information memorized, and the efficiency with which it is reproduced. But the alternative approach considers true teaching is teaching students how to learn. That is, teaching should equip students with the ability to acquire knowledge, to modify existing knowledge on the basis of new experience, to build new knowledge and to apply available knowledge to solve problems and make intelligent decisions.

Online Examinations

Online examination or online assessment is a web-based interactive, independent and intelligent examination platform for students. It is an assessment that is accessed on a computer via the internet or a similar computer network. The assessment or test is read online and the responses are given online by selecting or checking a choice by clicking the mouse, typing a response, or perhaps even touching the computer screen with a special pen or speaking a response aloud using voice recognition technology online assessment may also be vehicle for submitting a portfolio of student performances or completed assignments for the teacher to evaluate.

On Demand Examination (ODE)

Where assessment takes place when the learner considers himself / herself are ready to take the same, such examination are called on demand examination. Under ODE, a unique question paper having a defined number of items in generated randomly by the computer on the day of the examinations out of the already developed question bank on the basis of the question paper design and the blue print of the subject. The question paper is unique for each student.

Take-Home Tests

Take-home tests allow students to work at their own pace with acts to books and materials. Take home tests also permit longer and more involved questions, without sacrificing valuable class time for exams. Problem sets, short answers, and essays are the most appropriate kinds of take-home exams. Be of wary, though, of designing that is a take-home exam that is too difficult or an exam that does not include limits on the number of words or time spent **(Jedrey, 1984)** also, be sure to give students explicit instructions on what they can and cannot do. Faculty hand out ten or twelve questions the week before an exam and announce that three of those questions will appear on the exam.

Group Exams

Some faculty have successfully experimented with group exams, either in class or as take-home projects. Faculty report that groups out perform individuals and that student respond positively to group exams. For example, forty five minute in-class exam. Use a multiple-choice test of about twenty assignments for the teacher to twenty-five items. For the first test, the groups can be randomly divided groups of three to four students seem to work best. For subsequent tests, you may want to that minimize differences between group scores and balance talkative and quiet students or you might want to group students who performing at or near the same level. Some faculty have students complete the test individually before meeting as a group. Others just let the groups discuss the test item by item. In the first case, if the group score is higher than the individual score of any member bonus points are added to each individual's score. In the second case, each student receives the score of the group.

Paired Testing

For paired exams, pairs of students work on a single essay exam, and the two students turn in one paper. Some students may be reluctant to share a grade, but good students will most likely ear the same grade they would have working alone. Pairs can be self-selected or assigned. For example, pairing a student who is doing well in the course with one not doing well allows for some peer teaching. A variation is to have students work in teams but submit individual answer sheets.

Question Bank Systems:

In this system a large number of questions from each topic or unit of the syllabus are prepared in advance and require number of questions from each topic or unit of the syllabus at the time of examination or tests are taken out from the pool. They are separately printed and the test is conducted, with the help of these questions. Making question bank is a regular process in the sense that different varieties of questions of definite number are regularly constructed by experts and added. The bank all these questions are standardized by adopting a systematic procedure.Item analysis and total reliability and validity of the test can also be calculated before administering it to the examinees. If the question bank is stored in a system then we out the required number of items from topic. We can also get items of required difficulty value by using a computer program and the computer can also calculate the reliability or validity of the test which consists of those items.

Conclusion

Being a critical component of the process of education, assessment has to be practiced with extreme care and vigilance. Educational practitioners have to be very cautious of the issues involved in the assessment practices in classrooms and have to be taken steps to continuously improve its quality and modernize the practice.

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FEATURES, ISSUES AND CHALLENGES OF TEACHER EDUCATION TODAY

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Introduction

Man is a social being. He is an integral part of society. The man is product of society where as society also depends upon its individuals for its development. Aims and objectives of any society can achieved through the proper educations of its men. For such an educational system, we require efficient teachers. It is well known saying that teacher is the national builder. To be able to discharge such a high responsibility, it is very necessary that the teacher must become conscious of his role towards society. His behave should indicate his attempt to do his job properly. His personality must reflect characteristics of good citizenship, dignity of the individual, rights and duties etc., so that he may transmit the same to the younger generation. The above said facts express the needs of teacher-education. Teacher education has been a matter of concern. There have been number of issues and problems in teacher education. In educational institutions at all levels, it is vital to take into consideration that teachers should be adequately prepared and there should not be any problems in this field. Bringing about improvement has been a subject of discussion in not only the educational institutions themselves, but also among the government ministries and regulatory bodies. The major areas that have been taken into consideration in this research paper are problems of teacher education and measures for leading to improvements in teacher education. It is vital to acquire an efficient understanding of the issues and problems and then measures need to be formulated to bring about solutions to the problems. The most important aspect is teachers need to be well-prepared in terms of the subjects that they are teaching.

Features of Teacher Education Programme:-

Experiential learning: The most elementary feature of a teacher education program for cooperative learning is use of the experiential model of learning. Successful programs provide for more than learning about a series of distinct techniques and their application or about the theory behind them. In order to integrate the various components of cooperative learning, teachers or teacher candidates have to actually experience them.

The Reflection component of the experiential learning cycle ensures that participating teachers share their thoughts, satisfactions, and doubts about the different cooperative strategies they experience. Ongoing reflective discussions and the use of various questionnaires and ratings encourage teachers to report in detail how well they comprehend the principles of cooperative learning and how prepared they feel to carry them out in actual classrooms. The reflection process also heightens teacher's awareness of their own strengths and weaknesses as group members and as facilitators of cooperative learning.

Mastery of specific skills: The mastery of specific skills is a concomitant essential feature of a teacher education program for learning. Prospective teachers of cooperative learning have to acquire skills for classroom organization and management, and for facilitating the implementation of a wide range of learning methods and related strategies.

They must also acquire skills for analyzing and evaluating implementation. Therefore, teacher educators for cooperative learning must have experience and proficiency with cooperative learning methods and strategies. They begin with basic strategies that call for interaction among group members, and for little choice and decision making in carrying out the task. Gradually the tasks become more complex and challenging, and require more choice, decision making, and problem solving on the part of group members. Naturally the degree of purposeful interaction among group members increases with such tasks.

Coordination between the training setting and the classroom: The third salient feature of a teacher education program for learning calls for coordination between what the teachers see and do in the training setting and what they see and do in actual classrooms. Classroom practice that is congruent with what student teachers are taught allows them to apply the methods and strategies they learned, experienced, and observed in a live classroom. Program designers strongly express the need for well-prepared teachers in the schools who can serve as appropriate models of cooperative learning. Mentor teachers and classrooms must be chosen as carefully as possible so that student teachers can observe proficient practice of learning strategies as well as practice them in the classroom.

Faculty collaboration: The increase in teacher education programs for learning in universities and colleges has added a fourth feature that is gradually taking its rightful place as an integral element of a successful program: faculty collaboration in planning and designing program's goals and methods. Faculty who value and practice learning use it among themselves to learn, to plan their teaching, to design the teacher training program, and to reflect upon and assess its effectiveness. The modeling of faculty collaboration provides yet another context in which future teachers see cooperative learning successfully implemented. Cooperation among faculty members reinforces the experiential and mastery features of the program.

Issues and challenges

Selection Problem - There is a need to put into practice better selection methods. These methods would not only lead to improvement in the quality of training, but also prevent wastage of resources. When proper selection methods are not implemented adequately, then one is unable to recruit and select the teachers with proper skills and abilities. The individuals overwhelmed by poverty, insecurity and vulnerability usually experience problems in adequately depicting their skills, even when they are educated and possess the needed information. The main areas that need to be taken into consideration are, interviews, tests in school subjects, test of intelligence, test of language and administration of aptitude, and interest. In addition, there should also be provision of proper materials and equipment, these include, online applications, resumes and so forth.

Lack of Developing Creativity - Creativity is regarded as one of the important factors in leading to functioning of the class in an improved manner. The teachers are required to be creative in the implementation of tasks and functions and especially when they are carrying out their teaching jobs. It is unfortunate that teacher education institutions have not paid much attention towards promotion of creativity. The lack of developing creativity is regarded as one of the crucial problems that not only impede the functioning of the educational institutions, but also in the impartment of adequate knowledge by the teachers to the students.

Lack of Dedication towards the Profession - The individuals have a number of job duties to perform in addition to their professions. In the present existence, apart from carrying out one's job duties of teaching, individuals are engaged in number of other jobs as well, these are management of the household responsibilities, taking care of the needs and

requirements of other family members, maintaining terms and relationships with the community members and so forth. Due to number of other factors, they may lack the dedication towards the profession. In some cases, they find it difficult to cope up with the job requirements, do not find the working environmental conditions favourable, do not feel satisfied with the pay and reimbursements and so forth. These factors lead to lack of dedication towards the profession on the part of the teachers.

Lack of occupational Perception - In the teacher education, when instruction is imparted, then it does not primarily prepare the students for occupational purposes and there is lack of occupational perception. The individuals get enrolled into educational institutions to acquire education with the main purpose of obtaining employment and when there is lack of occupational perception, then the individuals are unable to obtain adequate information in terms of implementation of their skills and abilities within the employment settings. For instance, when emphasis is put upon communication skills, then the students should be taught how to make use of their communication skills, while imparting instruction and knowledge to the students.

Incompetency of Students and Teachers - In the present existence, the teacher education programs does not make provision of proper opportunities to the student teachers for development of their competency traits. The reason being, the organizers of the programs are not completely aware in terms of the problems that the educational institutions are experiencing. Hence, when they will not be completely aware, then they would experience problems in improving the competency traits among the teachers and students. It is vital that there should be a balance between the work schedules of the teachers within the program and the school adopted for teacher preparation in the training college.

Lack of Life Skills - Life skills are referred to as the skills that are needed for personal development and growth these skills enable the individuals to deal with problems and challenges that may arise within their daily lives in an adequate manner. The main life skills are, thinking skills, problem solving skills, logical thinking, decision making, and creative thinking. The other skills are, social skills, and emotional skills. The individuals are required to possess effective communication skills, time management skills, and abilities to deal with stress and anger. The lack of life skills among the individuals are regarded as impediments within the course of the implementation of tasks and functions.

Lack of Subject Knowledge - There is lack of subject knowledge within the teacher training programs. These program do not focus upon the knowledge of the basic subject. For instance, when the students need to learn the significance and use of ICT in education, but they are not provided with sufficient information, then they would be unable to enhance their knowledge. Therefore, lack of subject knowledge is one of the major problems within the teacher education programs. Due to lack of subject knowledge, the whole teaching practice remains inadequate. The teacher educators are required to implement subject knowledge in their teaching.

Inconsistency in Teaching - In the teacher education programs, the educators are not completely aware of the modern and innovative methods of teaching. They simply make use of the traditional methods. Due to this, they are unable to impart an adequate understanding of the concepts to the students. The inconsistency in teaching is reflected, when there are absence of modern and innovative techniques and methods. Furthermore, it is vital for the individuals to make use of technology, therefore, absence of technology is also a major factor that leads to inconsistency in teaching. In consistencies and flaws in the teaching-learning methods are barriers within the course of improvements in the system of education.

Seclusion of Teacher Education Department - The teacher education department has become secluded from schools. Where as, the current developments in school education has been observed by the education commission. The schools consider the teacher education department as an alien institution and not a centre, where knowledge is provided in terms of the professional development of teachers. These departments do not much care for the implementers of involved in the procedure, but only observe the formality of completing the required syllabus. The individuals do not possess much knowledge in terms of the teacher education department and the roles and functions that it provides in enriching the system of education.

Inadequate Empirical Research - Research in the area of teacher education has been in adequate. Research is regarded as the aspect that helps in the augmentation of knowledge. Hence, when it will not be implemented in an appropriate manner, then the teachers will experience lack of knowledge. In addition, lack of research will not enable the individuals to find out the areas which need to be improved or generate information in terms of advancements. Research in the field of education has not been adequate. When any research is conducted, then too, it is of deprived quality and when the quality of research will not be appropriate, then it is apparent that the outcomes would also not be appropriate. Therefore, inadequate empirical research is a problem in teacher education.

Unsatisfactory Academic Background of Student Teachers - The student teachers usually do not have a strong academic background. In most cases, they complete their senior secondary schooling and simply get enrolled into the teacher education programs, which does not provide them strong academic background.In addition, their English language skills are not well developed. They experience problems in communicating with others in English. In some cases, they do not possess adequate knowledge in terms of usage of technology and hence are required to get enrolled into training centres to hone their technical skills. In most cases, candidates do not have a requisite motivation and academic background for getting engaged into the teaching profession.

Working of Teacher Education Institutions - The National Council of Teacher Education (NCTE) is a regulatory body. The main job duty that it performs is to control the functioning of the institutions and prevents them from turning into commercial institutions. The system of education in India is progressing. There are introduction of innovative methods, modern techniques and approaches and technology is being put into practice in the implementation of tasks and functions. Monitoring of the functioning of the institutions is a difficult task. The individuals, who are involved in this area, normally experience problems in conducting an analysis of all the areas that are part of the functioning of the teacher education institutions. Any limitations involved in the working of teacher education institutions impose unfavorable effects.

Globalization and Erosion of Values - With the impact of globalization and advancements in science and technology, the individuals not only nationally, but also internationally are able to form connections with each other. Communicating with others is a positive area and renders a significant contribution in enhancement of knowledge. The use of technology has contributed in further making communications among the individuals smoother. Globalization and erosion of values are considered negative, especially when individuals get prone to malpractices and make use of modern practices to impose negative effects. These practices are considered as negative and lead to erosion of values.

Social Issues - In the present existence, the country is coping with problems that are regarded as social issues. These are, unemployment, over-population, diversity, illiteracy, and communal tension. The students are the future citizens of the country. When they are learning, then their learning should not be limited just to the impartment of academic concepts, but they also need to render an imperative contribution towards sustenance of their living conditions, promoting well-being of the community as well as the entire nation. When the teachers are aware, then they will be able to generate awareness in terms of these social issues among the students.

Conclusion

The main purpose of this chapter is to identify the problems and issues that are of an integral part of teacher education. The main problems and issues that have been taken into account are, selection problem, lack of developing creativity, lack of dedication towards the profession, lack of occupational perception, incompetency of students and teachers, lack of life skills, lack of subject knowledge, inconsistency in teaching, seclusion of teacher education department, inadequate empirical research, unsatisfactory academic background of student teachers, working of teacher education institutions, globalization and erosion of values, and social issues. In the present existence, these are the main issues and concerns which hinder the growth and development of the teacher education programs. Therefore, it is vital to formulate the measures.

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A CONCEPTUAL ANALYSIS OF EDUCATIONAL LEADERSHIP IN INDIAN EDUCATIONAL ENVIRONMENT

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Introduction

Educational leadership is a collaborate process that unites the talents and forces of teachers, students and parents. The goal of educational leadership is to improve the quality of education and the education system itself. Read below to learn why educational leadership becomes more important everyday. Educational leadership has become apriority in education policy programs world wide. It plays a crucial role in refining school out comes by influencing the motivations and capabilities of the teachers, as well as the school climate and environment. Operative educational leadership is vital to improve the efficiency and pertinence of education. Educational leadership responsibilities should be adequately defined through an understanding of the practices that are required to make an improvement in teaching and learning.

Review of Literature

Pont, Nusche, & Moorman (2008) says, in many countries, the school administrators and the principals have heavy work loads, they are over-burdened with work. Most of these individuals are reaching the retirement age and it is difficult to find leaders with capabilities and competencies. Educational leadership functions can contribute in making provision of guidance on the main characteristics, tasks and responsibilities of proficient leaders in the field of education.

Leithwood, Louis, Anderson & Wahlstrom (2004) opinions, Leading to the empowerment of other individuals to make significant decisions is regarded to be the primary goal of the leaders when the accountability mechanism includes, providing the members of the community, with the opportunity to speak about their issues and concerns.

Gunter (2004) shows that the labels used to define this field have changed from educational administration to educational management and more recently, to educational leadership. In England, this shift is exemplified most strongly by the opening of the National College for School Leadership in 2000, described as a paradigm shift by **Bolam (2004)**.

Torrance and Humes (2015): The study highlights the mounting emphasis on leadership within educational theory, policy, and practice. The authors built on existing academic scholarship and policy documents to examine the way the discourse of leadership has shifted over the years.

Need of the Study

The effort to transform the education system will require leaders in the school system to be fully prepared to take on added responsibilities which are more demanding, complex and fluid in nature. However, there can be no success unless schools have the capacity and capabilities to respond to the new demands that will be made on them. Hence the study on educational leadership is the need of an hour.

Research Methodology

The data collection is of secondary sources. Secondary data consists of research papers, articles and survey reports and websites.

Objectives of the study

- To identify the purpose of educational leadership.

- To list out the key qualities of educational leadership.

- To illustrate the diversity of views about leadership in different perspectives.

- To analyze the teachers contribute to educational leadership.

Purpose of Educational Leadership

The primary purpose of educational leadership is to ensure academic success through process, material and training improvements. This is mainly accomplished through collaboration with different individuals, such as educators, parents, students, public policy makers and the public. From a business perspective, educational leadership is a form of academic management and quality control.

Key Qualities of Educational Leadership

Educational leadership is centered on certain key principles.

- First, educational leadership creates a vision of academic success for all students. This is important because there has always been a historical gap between students on different socio-economical levels and high and low achieving students.

- Second, educational leadership strives to maintain a safe and receptive learning environment. That is, a healthy school environment is key to providing comfortable, orderly and structured classrooms.

- Third, educational leadership delegates responsibility to others. This means that teachers, parents and even students are empowered to take responsibility and accept accountability.

- Fourth, instructional methods and curriculum content must be continually improved. Fifth, the field of education must borrow and adapt modern management tools, processes and techniques.

Diversity of views about leadership in different perspectives

- **Instructional leadership :** Focuses on the schools core business teaching, learning, pupil's progress and achievements

- **Transformational leadership:** It is concerned with the commitment of colleagues, leading change, improving performance.

- **Moral leadership:** Emphasizes the importance of values, vision and ethical leadership.

- **Participative leadership:** Stresses the importance of including colleagues, shared decision-making and social capital.

- **Managerial leadership:** Focuses on the importance of defining functions, tasks and behaviors highlights how leaders respond to the particular contingency leadership organizational circumstances and challenges they face and encounter over time.

How Do Teachers Contribute to Educational Leadership?

According to the Association for Supervision and Curriculum Development (ASCD), teachers are the foundation of educational leadership. They not only manage students, but also act as leaders among their colleagues. Specifically, teachers are resource providers that help students and other teachers find online and community resources. They provide valuable classroom management and teaching strategies to other teachers. They also provide educational leaders with constructive feedback for curriculum improvements.

How to Become an Educational Leader?

Every academic level has educational leadership career opportunities. For example, this includes private kinder garten directors, public school principals and university deans. Anyone interested in becoming an educational leader should have on-hands teaching experience and a bachelor's degree. A master's degree in educational leadershipis available as a Master of Arts, Master of Science and Master of Education. Course work will include classes that cover law, finance and professional development and strategic planning.

How can schools support educational leadership?

In schools there is a need to prepare, train and develop leaders. Effective leadership development is school based and on-the-job. However, this should be supplemented by out-of-school activities including increasing individual's knowledge of a range of leadership approaches, reading, reflection, and interaction with peers in other schools and settings.

- Mentoring and coaching can benefit newly appointed leaders.
- Using the skills and expertise of leaders, with a proven track record of success in schools, can help to support newly appointed leaders although highly effective leaders do not always make good mentors or coaches.
- Identifying leadership talent and potential should be seen as a part of every school principal's responsibilities. Leadership involves the liberation of talent. Some organizations are poor at managing talent; they stifle potential. Leaders need to ensure they positively manage talent.
- Develop leadership teams. Distributing leadership is important. Schools need lots of leaders, at all levels. However, when leadership is distributed it needs to be coordinated.

Conclusion

To recap, educational leadership is the science of helping students to achieve academic success through managing and improving educational programs. Educational leaders work with students of all ages and strive to help them reach their academic goals. Overall, competent and dedicated professionals are needed to provide excellent educational leadership in schools across the country. The other areas that educational leaders have to take into consideration are, mission, vision, values and standards of the educational institutions, ethics and professional norms, equity and cultural responsiveness, curriculum and the instructional systems, teaching-learning methods, usage of technology, performance appraisal systems, creation of the community that may work in co-operation towards the care and support of the students, building up of the professional capacity and skills of the school personnel, building up of the professional community of the teachers and the staff members, promoting meaningful engagement of the families and the community, supervising the administrative, technical, clerical, and managerial functions in an effective manner with the support and assistance from the other people and formulation of measures that would lead to improvement of the school.

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SECTION 5: MULTI DISCIPLINARY APPROACH TO TEACHING

MULTI DISCIPLINARY APPROACH TO TEACHING

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Introduction

Multidisciplinary education is a unique educational approach that allows the students to learn and explore distinct subjects or curriculum from various disciplines. Education is not limited to a particular discipline. For instance, a student of Engineering can take a subject from humanities. Multi disciplinary approach is a method of curriculum integration that highlights the diverse perspectives that different disciplines can bring to illustrate a theme, subject or issue. In a multidisciplinary curriculum, multiple disciplines are used to study the same topic. When we speak of the hierarchical educational structure, the concept of learning gets bounded with so many aspects such as curriculum, teaching-learning methodologies, time limitations, and much more. In a crux, the vision of education gets compromised. That's why in today's hyper-competitive world, limitless learning, a unique educational system that promotes a multi-disciplinary approach to help students follow their passion is vital. Although the National Education Policy 2020 (NEP 2020) has asked institutions to pay attention to it, stakeholders are still in a dilemma about its advantages and disadvantages.

Advantages of Multidisciplinary Education

1. **The Privilege to Choose:** Multidisciplinary education in colleges, students get a right to choose their favorite subject, the subject that they want to learn. Subjects that can add some value to their knowledge. Subject's that can raise the bar of education not the ones which are forced onto them. Ultimately, it will help in establishing a more collaborative teacher- student relationship.

2. **Reach Within To Discover Passion:** Here, the keyword is choice of subjects, but the advantages extend to students personal growth as well. On one hand, as a faculty, you will have the power to innovate the usual teaching learning processes and on the other, your students will be able to access vast e-content that can help them realize their passion or true purpose. The more e-content they consume, the more insights about their deeper interests they'll find even when your students are clueless about their passion initially, they can discover it during the teaching-learning journey. Thus, the combination of online education tools such as the multi-disciplinary approach can boost personal development in students.

3. **Pragmatism and Flexibility:** Multi-disciplinary education allows your students to understand the power of new ideas. It helps them develop a pragmatic attitude by allowing them to decide what subjects they will opt for and what could be their possible benefits. They get time to make a decision by calculating the risks and advantages. Thus, a multi- disciplinary program brings pragmatism and flexibility to the table. It enables your students to carve their own path by utilizing their mind-power and educational Tech devices and not walk on the path pre-decided by the educational system.

Disadvantages of Multidisciplinary Approach in Education Distractions: Honestly, getting distracted from the final learning goal may become prevalent with multicultural education. Sometimes, students may feel a little bit lost as they hop on to a variety of subjects and courses. The only thing that can save them from getting distracted is planning and keeping a tab on their daily activities.

No Master- Only Jack! : There's a famous phrase "Master of all trades, Jack of none" It can manifest into reality and back- fire all your plans for achieving the best student learning outcomes. However, if you have gained knowledge of everything, but haven't achieved expertise in one skill that matters the most, then there's no use of other skills as well. Your students need to have expertise in one domain that they like. With multi-disciplinary college education, faculties have to be extra careful when they evaluate the student's performance.They need to ensure that their students achieve mastery in one domain at least.

Multidisciplinary teaching: an approach to active learning

The main goal of education is to develop knowledge about a certain discipline that can engender in students the capacity to analyze information and apply it to real life cases. To improve student's understanding and make the learning process more productive and enjoyable, they need to experience the connection between different subjects of the respective curriculum. The International Bureau of Education (IBE-UNESCO) specifies three major types of contemporary approach to curriculum integration: multidisciplinary, interdisciplinary and transdisciplinary.

Multidisciplinary curriculum is studying a topic from the view point of more than one discipline and solving aproblem using a different disciplinary approach (Klaassen, 2018). For example, reducing the CO_2 emissions from a car can be achieved by studying how to develop fuel chemistry or by studying how to improve car engine performance.

Conclusion

The impact of having this type of interdisciplinary work on student's learning process was identified. The following were learning outcomes:-

- Apply self-teaching: This is achieved by guiding the students to the source of information they need to investigate and understand principles in learning.
- Develop practical skills: Learn how to apply the skills.
- Develop problem-solving skills
- Connect academics: Improve the interaction and collaboration between the academics of different disciplines to share their thoughts on how to make the students learning process more exciting.

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MULTIDISCIPLINARY APPROACH IN TEACHING

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Introduction

Multidisciplinary teaching and learning is a unique educational approach that allows students to learn and explore different subjects or courses from different disciplines. Education is not limited to a specific subject. For example, an engineering student can take a humanities subject. A multidisciplinary approach is a method of curriculum integration that sheds light on different perspectives that can bring different topics to clarify themes, topics, or problems. In a multidisciplinary course, multiple subjects are used to study a single subject. When we talk about hierarchical educational structure, the concept of learning is built on many aspects like curriculum, teaching-learning methods, time limits and much more. In a crisis, the vision of education is threatened. That's why in today's highly competitive world, unlimited learning, a unique educational system that promotes a multi-disciplinary approach to help students follow their interests is important. Although the National Education Policy 2020 **(NEP 2020)** calls on institutions to pay attention to it, stakeholders are still confused about its advantages and disadvantages.

The multidisciplinary approach involves drawing appropriate drawings from multiple academic disciplines and promoting cross-disciplinary collaboration to redefine problems beyond common boundaries and reach appropriate solutions, enabling students to develop critical thinking skills, and presenting multiple real world opportunities for growth. Multi disciplinary research involves a coordinated effort that brings together multiple disciplines to complement a common goal. It provides an opportunity to combine discipline and be able to combine multiple disciplines and pursue different ways of thinking about the same problem.Students who, for such reasons, are confined to the lower or outer limits of society; Domestic violence, mental health problems, lack of parents, behavioral problems, learning difficulties, drug use, cultural discrimination, gender identity, physical poverty, etc. are referred to as neglected students. Access to basic education is still a problem for under privileged students as theyare exposed to differences in income, social status etc. There are many reasons for this they have limited opportunities to contribute socially and have low self-esteem. The development of any society would not be complete without these neglected areas. Neglected students face many problems which are not fully addressed from a monolithic point of view as it requires experts in various fields. The following sub headings briefly describe the multi-subject approach to enhancing quality education for students on the margins.

The school system, despite being transformed by law, has undergone radical changes over time, but has never evolved from an educational point of view, mainly linked to integrated thinking systems rather than critical thinking. The students in the school mainly learn the arguments explained by the teachers and repeat them during the oral exams. This is a strong pattern in schools that has little to do with true intellectual creation. From this point of view, the teacher is a professional personality who does not create culture but spreads it. This situation has led to the wrong slow process in the demands of the working world, including training offers and widespread functional illiteracy. The creation of new educational offerings alone is an important tool in resolving the serious crisis that the school system is going through. One of the most encouraging ways to bridge the gap between school, university and work is to use specialization. From this point of view, specialization for creating highly qualified work figures is seen as a natural completion of the training process, but, paradoxically, it must be equipped with both a holistic and a regional vision.

Specialization has thus become a strategy to limit the dissemination of knowledge but its effects have often turned into the creation of mono-disciplined knowledge. The creation of such structured capabilities, however, does not agree with the speed of the process studied and most importantly is conducive to a global regional perspective.

Interdisciplinary

In turn, interdisciplinarians, more specifically, adds subjective interaction functions to the simple super imposition of disciplines, thus, creating a real phenomenon of information exchange. Going back to the example of the neural network, interdisciplinary, as a rule under which information is exchanged in the nucleus network, has the role of a function that defines the component law between x elements of different subjects. Interdisciplinarians, in the context of multidisciplinary, is more complex based on the assumption of the existence of operational logical structures that allow us to construct more theoretical structures than unprecedented data. It is research that determines the difficulty in handling concepts with a degree of detail and therefore a relative level of perspective on a variety of subjects. The major problem with interdisciplinarians is that each interaction is subjectively affected, so the weight of the discipline to explain the concept depends to some extent on individual choice. From an organizational point of view, having an interdisciplinary approach, simultaneous presence of teachers and students is essential for the task of defining the tools and theories of each subject.

Transdisciplinary

Transdisciplinary, being more complex, accepts a theme that cannot be handled by a single discipline in terms of its multidisciplinary nature, and differs from both multi-disciplinary and interdisciplinary because it is located at a different level of communication. Disciplinary intersections emerge from a disciplinary point of view, and most importantly, a new way of thinking and knowledge must be considered to face the complexities of the world. So, instead of method, it is a philosophy that treats the world from a different point of view, for example, with **Aristotle's Greek** classicism or the scientific approach suggested by Descartes. Transdisciplinary should not be based on simple knowledge, but should be based on learning to know as defined by **Basarab Niculescu in 198**5 a concept developed in **1970 by Jean Piaget**. Niculescu actually uses the term beyond discipline in place of transdisciplinary. It transforms transdisciplinary into an intellectual approach aimed at understanding global complexities. This philosophical system, when a theme is chosen, collapses into the pattern represented by the multidisciplinary, and the circle of creation closes with different thoughts. Therefore, the new training proposal should not be a simple coexistence of three approaches, but a genuine multidisciplinary study shared before the study activity. The end result is the establishment of a structural system without static boundaries between disciplines.

Pluridisciplinarity

Pluridisciplinarity is the simplest and most conservative convergence method. It is about output-focused distributed or separate tasks by which professionals from different disciplines, often in the same field and / or in the same field, come together for one-time, short-term collaboration on a specific issue. This issue may or may not be related to daily life, may be of special interest or concern to a particular party coming from a particular subject, or one party may be more interested than the other. The party seeks the cooperation of professionals in other disciplines whose disciplined knowledge and skills are indispensable for handling problems.

Cooperation is sought to facilitate the acquisition process, not to help specify the output that the party reserves for itself. Multidisciplinary collaboration can be conducted on an informal basis with various parties, on a large scale, working independently and independently of each other.In contrast, it can be structured to some extent by taking the initiative of the party concerned in defining the point of interest and setting the terms of cooperation.

Advantages of Multidisciplinary Teaching:

1. **Overall understanding:** One of the benefits of a multidisciplinary approach to education is that you get a more holistic understanding of the world. Instead of looking at individual departments and their subjects separately, a multidisciplinary approach integrates parts of each department into each other's study programs.

2. **Different perspective:** Are you ever trying to solve a puzzle on your own and have a section that completely defeats you? You stare at it for hours, but you can't understand it for the rest of your life. Then, one day, a friend approaches and picks up the important piece and puts it in order. Hey, the magic of different perspectives! This is a multidisciplinary approach.

3. **Real world approach:** Multidisciplinary education is not just an educational philosophy - it is a tangible way to understand the world. When you graduate, you work with people in IRL, so why should school be different? Being able to compile and collaborate with people across the spectrum will help you work in the business world.

4. **Collaboration skill:** Hopefully, any educational path you take emphasizes the importance of collaboration. However, an important advantage of a multidisciplinary curriculum is that they come together to create a better whole. Being able to communicate effectively with people from different disciplines is an integral part of multidisciplinary education. Learn the same vocabulary, people will understand their values and people will know what motivates them. These skills will help us make connections, solve big problems and work in coordination with our peers. What sets multidisciplinary students apart from employers is the rich world view they have developed, the broad perspectives they have to face during their studies, and the combination of subject areas they have studied that can give them more flexible career choices. In fact, most vacancies do not mention the subject knowledge required for the role; Employers are interested in the skills you have developed in your studies as well as in your other life experiences. Studying more than one subject helps you to develop important transferable skills, which are constantly evolving at all stages of life. Following are the example of skill developments with multidisciplinary teaching:

   1. **Critical thinking**: Critical thinking skills are used and developed as students look across disciplinary boundaries to think of other perspectives and also compare and contrast concepts in subject areas.

   2. **Self-management:** Students need to carefully choose which subjects to study and why they can be challenging and how to identify their priorities and manage their study choices.

   3. **Compatibility:** Different subjects may need to be viewed through different lenses, which means that a person must be able to switch to the right lens at the right time for the subject he is looking at. To be able to do this requires careful self-management.

   4. **Analysis and problem solving:** By crossing the boundaries of different subjects and studying a wide range of subjects, students develop in-depth assessment skills as they learn many different logical and methodological approaches and are able to choose the best one to use for specific situations.

For example, students may draw on their academic or subject knowledge to identify practical or technical solutions.

5. **Communication and literacy:** Student's written and oral communication skills develop well in multi-subject students as they learn to return to the appropriate communication style for a particular subject area. For example, multi-subject students may face different assessment methods, including essays, laboratory reports, written and oral exams, which are appropriate for different subject areas.

6. **Use of information technology:** Using technology in a variety of subjects means that students can be more accustomed to displaying and presenting information in a variety of ways.

7. **Flexibility:** The ability to adapt to different contexts and environments is a strong skill gained from multi-subject studies as you switch from one subject to another.

8. **Synthesis of ideas:** Students begin to integrate learning by combining ideas from multiple perspectives and consider alternative ways of acquiring knowledge.

Conclusion:

The main objective of tertiary education is to develop knowledge of a specific subject which can build student's ability to analyze information and apply it in real life cases. To improve student's understanding and make the learning process more fruitful and enjoyable, they need to experience relationships between different subjects.

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MULTI DISCIPLINARY EDUCATION: CONCEPT AND ADVANTAGES

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Introduction

Human brain has a capacity for learning that is virtually limitless, which make severy humana potential genius. **Michael J. Gelb** there is no limit to learning and the multidisciplinary educational approach mentioned in the NEP 2020 is the correct step taken towards promoting the same. Multidisciplinary approach is a method of curriculum integration that highlights the diverse perspectives that different disciplines can bring to illustrate a theme, subject or issue. In a multidisciplinary curriculum, multiple disciplines are used to study the same topic. When we speak of the hierarchical educational structure, the concept of learning gets bounded with so many aspects such as curriculum, teaching-learning methodologies, time limitations, and much more. That's why in today's hyper-competitive world, limitless learning, and a unique educational system that promotes a multi-disciplinary approach to help students follow their passion is vital. Although the National Education Policy (NEP-2020) has asked institutions to pay attention to it, stakeholders are still in a dilemma about its advantages and disadvantages. In this article, I am going to cover the advantages and disadvantages of a multidisciplinary educational approach. Whether you are a faculty, student, or educator, you can go through these points to drive institutional success.

Education is a complex world with many styles, values, and philosophies. When it comes to choosing what's right for you, it's important to take the time to figure out what kind of system fits your personal learning style. Especially if you're the one paying for it. You have the amazing opportunity to choose your own path; what direction will you take?

Multidisciplinary learning is a wonderful way to totally integrate your education into a comprehensive unit rather than scrambling to draw connections between seemingly unrelated parts. It empowers you to see tangible correlations across subject matters rather than view each in a silo.

Multidisciplinary learning is not your average school experience. A multidisciplinary curriculum is one in which a single topic is studied from the viewpoint of more than one discipline. If you need some multidisciplinary examples to better understand, think about a business degree. Instead of just studying Economics and political science separately, you would have professors from each departmentment drawing on their specialty to provide a well-rounded understanding of the subject matter.

The multidisciplinary approach relies on people crossing disciplines to share knowledge, there by enhancing your scope and depth of learning. Interdisciplinary education is similar to multidisciplinary in the sense that it looks to combine knowledge from multiple disciplines. However, it emphasizes the importance of the process rather than the product of something. Interdisciplinary's focus is to combine theories, methodologies and perspectives from two or more disciplines; it connects a single theme or idea across disciplines.

Advantages of a Multidisciplinary Education

- **The Privilege to Choose:** I can bet you've heard such things from your relatives and friends as well who got settled in foreign countries. But, it's not true anymore to change the mindset of youngsters and make them realize the power of the Indian education system, authorities have seriously taken great efforts and multidisciplinary education is a live example of it. With multidisciplinary education in colleges, students get a right to choose their favorite subject, the subject that they want to learn. Subjects that can add some value to their knowledge. Subjects that can raise the bar of education. Not the ones which are forced onto them. Ultimately, it will help in establishing a more collaborative teacher- student relationship.

- **Reach Within To Discover Passion:** Here, the keyword is choice of subjects, but the advantages extend to students personal growth as well. See, on one hand, as a faculty, you will have the power to innovate the usual teaching-learning processes and on the other, your students will be able to access vast e-content that can help them realize their passion or true purpose. The more e-content they consume, the more insights about their deeper interests they'll find! Even when your students are clueless about their passion initially, they can discover it during the teaching-learning journey. Thus, the combination of online education tools such as a Learning Management System (LMS) integrated within the college ERP software along with a multi-disciplinary approach can boost personal development in students.

- **Pragmatism and Flexibility:** Multi-disciplinary educational lows your students to understand the power of new ideas. It helps them develop a pragmatic attitude by allowing them to decide what subjects they will opt for and what could be their possible benefits. They get time to make a decision by calculating the risks and advantages. Thus, a multi-disciplinary program brings pragmatism and flexibility to the table. It enables your students to carve their own path by utilizing their mind-power and Tech devices and not walk on the path pre-decided by the educational system.

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

- **Different perspectives:** Have you ever been trying to solve a puzzle by your self and have one section that totally Defeats you? You stare at it for hours, but can't figure it out for the life of you. Then, one day, a friend saunters by and picks up that pivotal piece and places it perfectly. Ah, the magic of different perspectives. A multidisciplinary approach is kind of like that. With different professors integrating subject matters, it opens the doors to different ideas and ways of understanding.

- **Real world approach:** Multidisciplinary learning isn't just an educational philosophy it's a tangible way of understanding the world. When you graduate, you'll be working with people from across disciplines.

- **Collaboration skills:** Hopefully, any education route you take emphasizes the importance of collaboration. However, one of the most important advantages of multidisciplinary curriculum is the idea of coming together to create a better whole. Being able to communicate effectively with people across disciplines is integral to multidisciplinary learning. You learn the same vocabulary, you understand their values, and you know what motivates them. These skills will help you make connections, solve big problems, and work synergistically with your peers.

- **Strong mentorship:** A youngster fresh out of high school, does not always have a handle on life's choices ahead and that's okay. Higher education is not only about gaining advanced knowledge of disciplines, but also learning more about yourself, discovering your interests, nurturing your passions, channeling your talents, challenging yourself and growing as a student, individual, and member of society. Critical thinking and problem-solving skills: At the end of the day, the real world is complex. Phenomena are Complex. You simply cannot understand it through one lens. A rounded, holistic perception is key. An inevitable outcome of looking at life and learning through a multidisciplinary lens is the ability to approach problems with a broader perspective.

- **Preparing for new jobs:** New roles are being carved out with the changing times and in an era of exponential Change and development, an undiscovered future awaits young India. Even recruits are on the lookout for hiring multidisciplinary talent. Narrow training is giving way to transferrable and dynamic skills. Through a multidisciplinary approach, a student gains an arsenal of skills problem-solving, critical thinking, time-management, self-management, communication and writing, analysis and research methodologies, team work, and much more that are easily transferable across work environments. Youngsters can now find very interesting careers in new and emerging fields as a result of a vibrant multidisciplinary background. It gives them the exposure, education and experience to branch out into different directions and expands their avenues.

Conclusion

With the multidisciplinary education we are not trying to induce confusion purposefully, but letting students struggle with confusion in a natural manner as they understand, try and test various concepts in real life scenarios. Confronting and enbrassing confusion is a critical skill to shape then into effective learners.

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MULTI DISCIPLINARY APPROACH TO EDUCATION

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Introduction

The school system, although undergoing modifications by legislations that have radically changed its structure over time, has never had evolutions from the educational point of view, remaining mostly linked to a convergent thought system rather than a critical thinking realization. Students at school mostlylearn the arguments explained by teacher and repeat them during the oral exam. It is a dominant pattern in schools that has little to do with true intellectual formation. In this perspective a teacher is a professional figure that does not produce culture, but transmits it. This situation has caused a slow process of misalignment between the working world demands with the training offer and a widespread functional illiteracy. Only new educational offers creation remains an important instrument for resolving the profound crisis that the school system is going through. One of the most incentivized solutions to limit the gap between school, university and work is the use of specialization. In this perspective, specialization appears as a natural completion of the training processes in order to create highly qualified work figures, but, paradoxically, they must also be equipped with both an overall and a sectorial vision. In this way specialization has become a strategy in order to limit the knowledge dispersion but its effects have often turned into the creation of a mono-disciplinary knowledge. The creation of such structured competences, however, does not agree with the dynamism of the processes studied and above all favors the sectorial vision over the global one.

Multi disciplinary education

Multi disciplinary education is a unique educational approach that allows the students to learn and explore distinct subjects or curriculum from various disciplines. Education is not limited to a particular discipline. For instance, a student of engineering can take a subject from humanities.

Multidisciplinary approach

Multi disciplinary approach is a method of curriculum integration that highlights the diverse perspectives that different disciplines can bring to illustrate a theme, subject or issue. In a multidisciplinary curriculum, multiple disciplines are used to study the same topic. When we speak of the hierarchical educational structure, the concept of learning gets bounded with so many aspects such as curriculum, teaching-learning methodologies, time limitations, and much more. In a crux, the vision of education gets compromised. That's why in today's hyper-competitive world, limitless learning, and a unique educational system that promotes a multi-disciplinary approach to help students follow their passion is vital. Although the National Education Policy 2020 (NEP 2020) has asked institutions to pay attention to it, stakeholders are still in a dilemma about its advantages and disadvantages.

In this article advantages and disadvantages of a multidisciplinary educational approach is highlighted. Whether you are a faculty, student, or educator, you can go through these points to drive institutional success. Despite several colleges being single disciplinary, it is possible to achieve multidisciplinary goal and for this, teachers have to realize that the days of designing a course and teaching it are gone. They have to change to co-designing and team teaching,

said Gopalkrishna Joshi, executive director and member Secretary of Karnataka State Higher Education Council. He was speaking at Vikasana: NEP 2020 Vision to Act, at Bengaluru City University on Friday. Joshi said interdisciplinary approach (blending two disciplines) should not be based on a marriage of convenience, but a marriage of problems two disciplines marrying to effectively solve aproblem because no real life problem can be solved by single and classroom disciplinary knowledge. Agreeing on multidisciplinary approach to problem solving, Gururaj Karajagi, chairman of academy of creative teaching, guiding and a council member of Disha Bharat, the non-profit that organised the series of webinars, said teachers must undergo creative teaching training, where they match the student's style of learning and teacher's style of teaching. He argued that there was training on adolescent psychology. Meanwhile, Joshi said that technology can be leveraged in classrooms and believed and solutions in new-age pedagogy lay in blended approach of teaching and learning, and one must know the business of education. He stressed the need to implement practices such as problem or project based learning which puts the responsibility of learning on students. Playing on the human tendency to pick a problem and solve it, Joshi said that higher education institutes should use this human tendency and transform no vice problem solvers to experts.

Advantages of Multidisciplinary Approach in Education

1. **The Privilege to Choose:** I can bet you've heard such things from your relatives and friends as well who got settled in foreign countries. But, it's not true anymore! To change the mindset of youngsters and make them realize the power of the Indian education system, authorities have seriously taken great efforts and multidisciplinary education is a live example of it.With multidisciplinary education in colleges, students get a right to choose their favorite subject, the subject that they want to learn. Subjects that can add some value to their knowledge. Subjects that can raise the bar of education. Not the ones which are forced onto them.Ultimately, it will help in establishing a more collaborative teacher- student relationship.

2. **Reach Within To Discover Passion:** Here, the keyword is choice of subjects, but the advantages extend to students personal growth as well. See, on one hand, as a faculty, you will have the power to innovate the usual teaching-learning processes. And on the other, your students will be able to access vast e-content that can help them realize their passion or true purpose.

   The more e-content they consume, the more insights about their deeper interests they'll find Even when your students are clueless about their passion initially, they can discover it during the teaching-learning journey. Thus, the combination of online education tools such as a learning management system (LMS) integrated within the college ERP software along with a multi-disciplinary approach can boost personal development in students.

3. **Pragmatism and Flexibility:** Multi-disciplinary education allows the students to understand the power of new ideas. It helps them develop a pragmatic attitude by allowing them to decide what subjects they will opt for and what could be their possible benefits. They get time to make a decision by calculating the risks and advantages. Thus, a multi-disciplinary program brings pragmatism and flexibility to the table. It enables your students to carve their own path by utilizing their mind-power and eduTech devices and not walk on the path pre-decided by the educational system.

Disadvantages of multidisciplinary approach in education

- **Distractions:** Honestly, getting distracted from the final learning goal may become prevalent with multicultural education. Sometimes, your students may feel a little bit lost as they hop on to a variety of subjects and courses. The onlything that can save them from getting distracted is planning and keeping a tab on their daily activities. As a faculty or educator, it's essential for you to have college or a university management system with an advanced activity monitoring platform such as a dashboard. The dashboard will help you analyze the students progress reports on a daily basis. Whenever you feel that things are going smoothly, you can always re-plan your online education imparting techniques!

- **No Master- Only Jack! :** There's a famous phrase - "Master of all trades, Jack of none". It can manifest into reality and back-fire all your plans for achieving the best student learning outcomes. However, if you have gained knowledge of everything, but haven't achieved expertise in one skill that matters the most, then there's no use of other skills as well. Your students need to have expertise in one domain that they like. With multi-disciplinary college education, faculties have to be extra careful when they evaluate the student's performance.

Conclusion

The structured mono-disciplinary competences that still remain dominant today don't match the dynamism and rhythm the modern society exposed to becoming out dated quite fast, these strictly sectorial approaches can guarantee neither employment nor demanded expertise to a graduate student, given the continuous displacement of human work force by AI expert systems. In this context, such instruments and pluri, inter, and transdisciplinarity, being conceptually more difficult and closer to the innate parallel information processing capacity of biological neural networks, represent the approaches, the cultivation of which would permit to keep the lead of a human in terms of innovation, synthesis, divergent thinking and creativity.

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MULTI DISCIPLINARY APPROACH TO THE EDUCATION OF PERSONS WITH SPECIAL NEEDS: THE PLACE OF ICT

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Introduction

For any country to claim to be advancing, she has to carry all her citizens along in her developmental goals. Thus, the development of Nigeria cannot be said to be complete without the development of persons with special needs. Education plays a vital role in societal development. Education transforms and its values make perennial impact on human lives. The higher the qualityof educational values offered, the greater the expected dividends for the individuals with special needs. Furthermore, the higher the degree of equitable educational opportunities presented, the better the chance of even educational advancement among the citizens. In a typical special needs education classroom, the special educator works in conjunction with other specialists from other disciplines whom their services are considered necessary in the education of the exceptional person. This approach may be regarded as the multidisciplinary approach. From a study conducted by Tang and Hsiao, some of the benefits of multidisciplinary collaboration include improved skills in communication, collaboration and professional abilities. Furthermore, the professional group effort of a multidisciplinary team helps to ensure that the collective work of the team members regarding students is comprehensive and is as fair as possible (Vanderbilt University, 2018). Information and communication technology (ICT) plays an essential role in ameliorating the challenges of persons with special needs. ICT is a collective term that is used to refer to any instrument that plays a definite role with respect to dealing with information and communication. Examples include radio, television, computer, telephone, satellite communication systems, etc. In this paper, the place of ICT in multi disciplinary approach to the education of persons with special needs is considered.

Multi disciplinary approach and the education of persons with special needs

Multi disciplinary has to do with combining or involving some academic disciplines or professional specializations in an approach to a topic or problem (multidisciplinary, 2018). Multidisciplinary approach means that knowledge of several disciplines are employed in handlinga given problem and they are supplementary to one another in such a way that it is possible to get clear cut conclusion, free from being regarded as an isolated or partial one (Choudhary, 2015). Several contributions made regarding multidisciplinary approach to issues of life exist such as in diabetes care by Dargis, Pantelejeva, Jonushaite, Vileikyte and Boulton (1999), in language teaching by **Adeyemi (2010), in futures education by Lombardo (2010)**, in health care by Krause et al. (2006), and in manufacturing by **Breit, Downey, Pepper, Broadbent and Lyon (2015)**. Multidisciplinary approach to special needs education involves assembling experts from other fields other than special education to join hands with special educators in delivering education to persons with special needs. Multidisciplinary approach leads to the formation of multidisciplinary teams. A multidisciplinary team in special needs education is a group of individuals from several disciplines who are brought together to pursue a mutual goal, such as evaluating a student for placement in special education or setting up an individualised education programme (IEP) for a student (Vanderbilt University, 2018).

According to Hennessey (2011), multidisciplinary approach to education has some advantages, which include:

i. Broadening of the perspective of the learners; and

ii. Moving universities to a higher level towards addressing the massive problems that the human family deals with around the world.

It is necessary to mention that these advantages are viewed to be relevant, not only for university education but for other forms of education as well. Relating the first advantage to learners with special needs, when each of the professionals involved in a multidisciplinary team play their respective roles in the education of these people with special needs, the learners will realise that the special needs teacher alone is not enough to handle issues that emanate when educational contents are delivered to them. Thus, multidisciplinary approach highlights the power of team effort. When persons with special needs observe successful rendering of services to them from groups of diverse experts they would have been exposed to the beauty of working together to achieve a common goal. No human is an island. At one time or the other we are bound to need the support of other people, which necessitates the need for gathering experts from assorted backgrounds to form a team to render services to exceptional persons. Such experiences should make persons with special needs appreciate the support of others all through their lifetime. However, it is important to highlight that the lesson to be picked from their experiencing the value of team effort will be realistic if the specialists involved perform their duties as expected and cooperate among themselves towards achieving the purpose of constituting the team.

Considering the second advantage earlier mentioned, the bedrock of multidisciplinary approach is collaboration. When professionals with varying but complimentary expertise join hands in tackling a problem, a better result is expected. Thus, multidisciplinary approach to the education of persons with special needs enables reaping of the benefits of specialisation. The nature of knowledge is such that no single individual knows it all. Hence, teachers of special needs alone cannot address all the needs of persons with special needs. This necessitates collaboration of other professionals to render their services in accordance with their respective areas of specialisation. The nature of the education of persons with special needs is such that in a typical scenario other disciplines are expected to get involved for proper delivery. For example, in autism, experts like teachers, support assistants, speech and language therapists, occupational therapists, psychologists and other therapists (including music therapists) work collectively as an integrated multidisciplinary team (Eagle House Group, 2013). Teachers of persons with special needs are central in educating exceptional children, but they are not experts in other fields. Attempting to take the role of other experts needed in the education of these learners could lead to unsatisfactory educational outcomes for them. Thus, teachers of learners with special needs must be good team players. They also play the role of team managers because from the education they have acquired, they should be able to decipher when learners with special needs require the services of the other experts that are part of the multidisciplinary team. Place of information and communication technology in multidisciplinary approach to the education of persons with special needs. Information and Communication Technology becomes relevant in a multidisciplinary approach to the education of persons with special needs.

Communication

Team members of multidisciplinary special needs education must communicate one with another. Furthermore, the experts will have to communicate with their clients. ICT becomes useful in facilitating various forms of communication that will have to take place when these professionals discharge their duties within and outside the classroom settings as well as when the persons with special needs want to get across to them. Forms of communication

include phone messaging, electronic mailing, electronic chatting, audio/video conference calls, social network communications, etc. The particular technology that will be employed could be influenced by the ICT proficiency level of the parties involved, the kind of ICT facility that is available, or the kind of disability (if any) of any of the participants.

Therapy

When a person with special need is undergoing one kind of therapy or the other, ICT could be useful through virtual reality (VR). Virtual reality is a term used to express a realistic three dimensional image or artificial environment that is created with a combination of interactive hardware and software, and offered to the user in such a way that any doubts are put off and it is taken to be a real environment in which interaction occurs in an apparently real or physical manner (Reality Technologies, 2016). Encouraging independence, full participation and access, and a sense of control and mastery are the major rehabilitative goals for children with disabilities, and much of the work being done for children with disabilities in VR has concentrated on these goals in such concrete ways as training to shop independently, ride public transportation, and safely cross streets (McComas, Pivik and Laflamme, 1998). One example of this is a virtual reality system developed by a team of researchers at The University of Haifa, Israel having a number of scenarios that are produced to teach an autistic person how to cross a road (Virtual Reality Society, 2017b).

Counselling

ICT is also useful during counselling sessions. According to Iacob (2012), the development of ICT has opened the possibility to create and put into operation numerous new instruments specifically intended for counselling and guidance. For instance, as regards counselling for persons with special needs, short but impactful recorded documentaries of actions and their resultant effects can be played for them.On the positive side, documentaries can be produced of some persons with disabilities who despite the challenges they faced due to their impairments became successful in life. This should be geared towards motivating them to strive to make something good out of life despite their impairments bearing in mind that the popular slogan disability is not inability is a reality. On the contrary, images or videos of the effects of poor handling of impairments could also be presented during counselling sessions. The essence of this is to make the disabled persons undergoing the counselling realise that if they do not handle their respective handicap conditions wisely, their stories may be similar to those exhibited/played to them. Although ICT is necessary for contemporary guidance and counselling, Iacob (2012) asserted that it is the duty of researchers and practitioners a like to discover meaningful ways of using ICT devoid of compromise to quality standards and ethics.

Research

One area in which multidisciplinary approach in handling the education of persons with special needs is vital is in the area of research. A research that is carried out by such a multidisciplinary team that is composed of experts from different academic fields of expertise but with a unified purpose is expected to produce robust outcomes. However, in this information era, research of this kind will be enhanced through ICT support in such activities as data gathering, analysis and processing of data, presentation of results, discussion of findings, documentation, and information dissemination. One of the ways of taking advantage of contemporary technologies is through digital research, which according to the University of Nottingham can be regarded as the use of digital technologies to revolutionize the way research is conducted and bring about means by which new research challenges can be addressed.

Furthermore, Ross (2017) proposed speculative method as a research approach in digital education research in which researchers are encouraged to be involved in in genious ways of conducting research which could be of significant value to the field of digital education. Thus, multidisciplinary special needs education teams could see ICT not only as a means to enhance conventional research methods but also as an instrument through which innovative research approaches could emerge.

Information Management

Information systems could be developed for handling information that has to do with persons with special needs. Each person with special need will have a unique identity. Each of the specialists involved in handling the exceptional persons will use their identities to record their respective behaviour and performance, which would afterwards be evaluated. Consequently, progress or retrogress made by each of them may be determined and appropriate follow up actions could then be taken. According to Muhsinzoda (2015), the main rationale for information systems is to make available the right information to the right people at the right time. From this statement, it is obvious that information systems are needed for enhanced management of persons with special needs. However, it is necessary to state that the quality of information released by an information system is dependable upon the quality recorded into it.

Production of Assistive Devices

Some assistive devices for persons with special needs are ICT-based. Some of them are ICT products while some have elements of ICT embedded in them. When the production of these assistive pieces of equipment follows a multidisciplinary approach a robust device is anticipated. This is attributable to the reason that the respective experts in the team are expected to bring their professional know-how to bear in the production of the devices.For example, if education software is to be produced for a biology student that is visually impaired, experts from at least the fields of visual impairment education, biology education and ICT are expected to get involved. The biology educationist will have to ensure that the contents of the software adequately satisfy the objective(s) of the lesson that the software addresses. The concern of the visual impairment educationist will have to be towards seeing that the characteristics of the visually impaired are put into consideration while producing the software. The ICT professional should not onlymake sure that the software is devoid of errors, including syntax and semantics errors but should work towards seeing that the software is appealing to the intended end user, which in this case is the visually impaired biology student. Such a multidisciplinary approach like this is a welcome practice. For instance, in the manufacturing of bioth erapeutics Breit et al (2015) remarked that a holistic approach features various applied disciplines like biology, engineering, process control, signal processing and modeling.

Recommendations

On the basis of the presentation in this discourse, the following recommendations are here by made:

- Experts in the education of persons with special needs and the support professionals should work towards becoming ICT literate as well as updating themselves with contemporary ICT skills that are relevant to their responsibilities.

- Appropriate ICT facilities should be provided to enable proper communication among members of a special needs education multidisciplinary team. In addition, ICT facilities should be provided for flow of communication between these experts and the exceptional person's theyare given to take care of.

- Where virtual reality is needed to provide therapy to a person with special need, multidisciplinary team members should understand the concept of virtual reality and the appropriate way to get it involved during therapy.

- Audio and audio-visual productions should be made to support counseling services. However, they should be done such that the rights and privacy of the individuals used in the presentation are not tampered with.

- When special education research is carried out by a multidisciplinary team, ICT should play the required role during information activities. For instance, interview sessions can be recorded with ICT devices like tape recorder, video recorder, or a smartphone or tablet that has a mobile app made for recording purpose.

- Where a multidisciplinary team is involved in handling the education of persons with special needs, if an information system is to be produced the experts that make up the multidisciplinary team should be carried along. Their inputs and constructive criticism could aid in the creation of arobust application.

Conclusion

In this information and knowledge based age, it has become necessary that specialists in various fields of human endeavor equip themselves with basic ICT literacy skills. Experts without these skills (which include word processing, electronic presentation, etc.) may not be able to match with global trends in their fields as well as in other activities of life. Furthermore, the presence of ICT infrastructure as well as operating environment that is conducive cannot be compromised. It behoves on all stakeholders to join hands towards ensuring better educational outcomes for persons with special needs.

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MULTI DISIPLINARY APPROACH IN EDUCATION

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Introduction

Multidisciplinary education is a unique educational approach that allows the students to learn & explore distinct subjects or curriculum from various disciplines. Education is not limited to a particular discipline. For instance, a student of engineering can take a subject from humanities. Multidisciplinary approach is a method of curriculum integration that highlights the diverse perspectives that different disciplines can bring to illustrate a theme, subject or issue.In a multidisciplinary curriculum, multiple disciplines are used to study the same topic. When we speak of the hierarchical educational structure, the concept of learning gets bounded with so many aspects such as - curriculum, teaching-learning methodologies, time limitations, and much more. In a crux, the vision of education gets compromised. That's why in today's hyper-competitive world, limitless learning, a unique educational system that promotes a multi- disciplinary approach to help students follow their passion is vital. Although the National Education Policy 2020 (NEP 2020) has asked institutions to pay attention to it, stakeholders are still in a dilemma about its advantages & disadvantages. In this article, I am going to cover the advantages and disadvantages of a multidisciplinary educational approach. Whether you are a faculty, student, or educator, you can go through these points to drive institutional success.

Advantages of Multidisciplinary Approach in Education

1. The Privilege To Choose

   a. Nothing in the Indian educationsector will ever change saida friend of mine who went abroad to find a job.

   b. I can bet you've heard such things from your relatives & friends as well who got settled in foreign countries. But, it's not true anymore! To change the mindset of youngsters and make them realize the power of the Indian education system, authorities have seriously taken great efforts and multidisciplinary education is alive example of it.

   c. With multidisciplinary education in colleges, students get a right to choose their favorite subject, the subject that they want to learn. Subjects that can add some value to their knowledge. Subjects that can raise the bar of education.

2. Reach Within To Discover Passion

   a. Here, the keyword is choice of subjects, but the advantages extend to students personal growth as well.

   b. See, on one hand, as a faculty, you will have the power to innovate the usual teaching-learning processes and on the other, your studentswill be able to access vast e-content that can help them realize their passion or true purpose.

   c. The more e-content they consume, the more insights about their deeper interests they'll find!

   d. Even when your students are clue less about their passion initially, they can discover it during the teaching-learning journey. Thus, the combination of online education tools such as a learning management system (LMS) integrated.

3. **Pragmatism and Flexibility**

   a. Multi-disciplinary education allows your students to understand the power of new ideas.

It helps them develop a pragmatic attitude by allowing them to decide what subjects they will opt for and what could be their possible benefits. They get time to make a decision by calculating the risks & advantages. Thus, a multi disciplinary program brings pragmatism and flexibility to the table.

1. **Learn more at once**

   a. O.P. Jindal Global Universitywas established keeping global best practices in mind. Traditionally, the university system in the country has always been fragmented into silos. So there's never been much interaction, transfer of knowledge or cross-learning between disciplines, explains Prof. Sreeram Sundar Chaulia, Dean, Jindal School of International Affairs. If you look at the top most universities worldwide, learning happens quite differently. Consciously breaking down boundaries between disciplines, students can take up courses from different schools. This means the breadth and depth of university education are tremendously enhanced.The most effective universities are always multidisciplinary".

   b. Cross-listing courses across all schools at JGU sets the tone for a truly multidisciplinary education. Students are required to choose electives for credits. This not only exposes students to new and diverse disciplines, concepts, thoughts or perspectives, but also helps them discover what interests them, and how to link their specialised areas of study   to other variables. You could be studying public policy and at the same time, taking courses on journalism, law or environment and be better for it. In fact, students even come forward and request new courses. Faculty take student feedback very promptly, and often create new courses based on student interest.

2. **Strong mentorship**

   a. A youngster fresh out of high school, does not always have a handle on life's choices ahead and that's okay. Higher education is not only about gaining advanced knowledge of disciplines, but also learning more about yourself, discovering your interests, nurturing your passions, channelling your talents, challenging yourself and growing as a student, individual, and member of society.

   b. This is where mentorship comes into play. In many schools at JGU, students are matched with a mentor at the time of admission. They meet often and discussions range from personal to academic issues. Students receive fine grained involvement from faculty that is seldom available in traditional universities. This close interactionis especially important to guide students to shift gears from high-school to university and then the world at large-where the environment is drastically different

   c. The qualities and qualifications of faculty play a big role. Of over 570 faculty from 32 countries, 51% are alumni from the top 200 global universities. Extremely qualified, theybring with them a diversity of expertise and perspectives. The average age of JGU professors is hardly 37. There's much less of a gulf between students and faculty. This gives rise to a peer- level, generational understanding, and faculty can better relate to students circumstances, dilemmas, interests, thoughts and ideas more easily, because they may have themselves been through similar soul-searching not too long ago.

3. **Critical thinking and problem-solving skills**

   At the end of the day, the real world is complex. Phenomena are complex. You simply cannot understand it through one lens. Arounded, holistic perception is key. An inevitable outcome of looking at life and learning through a multidisciplinary lens is the ability to approach problems with a broader perspective.

4. For a student who is studying, for instance, the course on Green Marketing offered by the Jindal School of Liberal Arts and Humanities which combines the subjects of environment, business and economics this crossing over and coming together of disciplines trains the mind to join the dots between many aspects of a problem. You begin to think out of the box. You Diversify interests and opportunities

   a. Bollywood Nights were a big hit at the JGU campus. There would be tents, complete with lights and sound, right by the famous flag pole. The student who conceptualised it, Ajay Singh Rathore, would come riding up on a bike to kick off the spectacular show, reminisces Prof. Arjya B. Majumdar, who teaches corporate law at Jindal Global Law School. Rathore was a law student. He now runs an event management company called W for Weddings. Rathore a scribes his off-beat entrepreneurial venture solely to the fact that he was allowed to do whatever he was passionate about at JGU. That's the kind of freedom that students can expect. It pushes them to be wild, free adventurous and at the same time, encourage them to take responsibility. This reflects in their academic performance as well. Even while specialising in one subject, students have the chance to foray in too there areas that interest them, and harness it to the fullest.

   b. Sky's the limit for careers coming from a multidisciplinary background. Students from the Jindal School of International Affairs have become journalists. Law students have become climate entrepreneurs. Liberal Arts students have joined corporations and think tanks. This is only possible because of their multidisciplinary training, the support of faculty and the very multidisciplinary institutional frame work at JGU.

5. **Unique classroom experiences**
   a. Classes at JGU are deliberately small. On average, the faculty-student ratio is a very comfortable 1:10.This makes way for learning that is more interactive, engaging and intimate. Prof. Armin Rosencranz, who teaches Law & Public Policy, recalls an evening when his students gathered for a celebration. They were all expressing joy and a sense of achievement. This was after a course on International Climate Litigation where students took different roles as plaintiff, defendants and a panel of judges. They really enjoyed the opportunity to interact this way rather than just sitting in a lecture and listening. They had a lot of responsibility and could bounce off ideas among themselves. It was very lively says Prof. Rosencranz, who often uses this engaging approach in his lessons and clearly, students love it.

   b. Associate Prof. Arun Kumar Kaushik has successfully pulled off fun with maths in the Jindal School of Liberal Arts & Humanities. Teaching a foundation course on introductory mathematics, he brings in a cake to the classroom.

   c. Students are asked to cut through it and pass it on to understand certain principles of the subject. At the end of the day, the flavour of maths is greatly spiked, thanks to this inventive method and the cake, of course!

d. Tools and techniques like this are not uncommon at JGU. Classrooms come alive with role-plays, case studies, presentations, audio-visual aids, field work, texts, hands-on-learning, guest lectures, seminars and much more. Discussions, debate and dialogue are encouraged. In fact, class participation even accounts for a percentage of student's grades.

6. Preparing for new jobs

a. Who could imagine, just a few years ago, that you could earn million by playing videos games and live streaming it? or turn your passion for food, travel, music or just about anything under the sun, into a lucrative living as a blogger? The likes of YouTubers, social media influences or SEO (Search Engine Optimisation) specialists have joined anever-evolving list of jobs that simply did not exist even a decade ago.

b. New roles are being carved out with the changing times-and in an era of exponential change and development, an undiscovered future awaits young India. Even recruits are on the lookout for hiring multidisciplinary talent. Narrow training is giving way to transferrable and dynamic skills.

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

Skills developed through multidisciplinary

Skill	Explanation
Critical thinking	: Critical thinking skills are used and developed as students look across disciplinary boundaries to consider other view points and also begin to compare and contrast concepts across subject are cases
Self-management	: Choosing which subjects to study and why can be challenging, and requires students to think carefully about how to identify their priorities and manage their study choices.
Adaptability	: Different subjects may need to be viewed through different lenses which means an individual needs to be able to switch to the appropriate lens at the appropriate time for whichever subject they are looking at. It requires careful self-management to be able to do this.
Analysis and problem solving	: By studying across different subject boundaries and by studying a wider range of subjects, students develop deeper skills of evaluation as they learn a number of different logical and methodical approaches and are able to select the best one to use for particular circumstances. For example, students can draw on their range of academic or subject knowledge to identify solutions of a practical or technical nature.
Communication and literacy	: Student's written and verbal communication skills are well developed amongst multi-subject students as they learn to revert to the appropriate communication style for a particular subject area. For example, multi-subject students might encounter a range of different assessment methods, including essays, laboratory reports, and written and oral examinations, as appropriate to different subject areas.

Application of information	: Using technology across a range of subjects means that students can be more practised
Technology	in displaying and presenting information in a range of ways.
Flexibility	: The ability to adapt to different contexts and environments is a strong skill gained from multi- subject study as you will be switching from one subject to another.
Synthesis of ideas	: Students begin to consolidate learning by combining ideas from many perspectives and consider an alternative way of acquiring knowledge.

Advantages of a multidisciplinary curriculum

1. **Holistic understanding:** Understanding of the world. Rather than looking at individual departments and their subject matters separately, a multidisciplinary approach integrates parts of each department into the study programs of the other.

2. **Different perspectives:** New perspectives will makes a well-rounded student.

3. **Real world approach:** Multidisciplinary learning isn't just an educational philosophy it's a tangible way of understanding the world.

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

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

Conclusion

The multidisciplinary approach signifies that knowledge of several disciplines is used for a given problem and complements each other in such a way that it is possible to draw clear conclusions without being characterized as isolated or partial. The multidisciplinary approach is very widespread in developing countries to solve the problem. It represents a progressive scholarly method. The multidisciplinary approach signifies that knowledge of several disciplines is used for a given problem and complements each other in such a way that it is possible to draw clear conclusions without being characterized as isolated or partial. When it comes to multidisciplinary research, a variety of disciplines are engaged in a certain line of inquiry that is specific to a problem or region. But the individual results of the disciplines concerned are only brought together in an aggregate. Modern research, therefore, tends to be frequently multidisciplinary in nature

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SECTION 6: ROLE OF ICT IN 21st CENTURY LEARNERS LEARNABILITY

ADOPTION OF ICT FOR THE FORMATION OF TECH SAVVY MENTORS OF 21st CENTURY

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Introduction

We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world. David Warlick COVID-19 has transformed traditional courses into digitization through ICT integration. It is considered as a tool to provide, support, and strengthen educational reforms in accordance with the educational needs of the information society. The rapid growth in Information, Communication and Technologies (ICT) has brought remarkable changes in the twenty-first century, as well as affected the demands of modern societies. ICT is becoming increasingly important in our daily lives and in our educational system. Therefore, there is a growing demand on educational institutions to use ICT to teach the skills and knowledge students need for the 21st century. Realizing the effect of ICT on the workplace and everyday life, today's educational institutions try to restructure their educational curricula and classroom facilities, in order to bridge the existing technology gap in teaching and learning. This restructuring process requires effective adoption of technologies into existing environment in order to provide learners with knowledge of specific subject areas, to promote meaningful learning and to enhance professional productivity (Tomei, 2005). According to UNESCO (2002) ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters. The 2030 Agenda for sustainable development recognizes that the prevalence of Information and Communication Technologies (ICTs) have a significant potential to accelerate progress, to bridge the digital divide and support the development of inclusive knowledge societies based on human rights, the achievement of gender equality and empowerment.

ICT and Education

Information and Communication Technology (ICT) in education is the mode of education that uses information and communications technology to support, enhance, and optimise the delivery of information. Information and communication technology can complement, enrich and transform education for the better. As the lead United Nations agency for education, UNESCO guides international efforts to help countries understand the role such technology can play to accelerate progress toward Sustainable Development Goal 4 (SDG4), a vision captured in the Qingdao Declaration.

UNESCO shares knowledge about the many ways technology can facilitate universal access to education, bridge learning divides, support the development of teachers, enhance the quality and relevance of learning, strengthen inclusion, and improve education administration and governance.

In the attainment of the SDG goals, technology has the potential to provide innovative solutions to enable learners to take part in quality lifelong learning opportunities, to access information and knowledge and fully participate in society. Digital citizenship the ability and ethical values to participate in society online is an increasingly vital element in the 21st Century. A teacher educator is a person who helps other people to acquire the knowledge, competences and attitudes they require to be effective teachers J K Dange and Siddaraju (2020).

The effective integration of ICT in the schools and classrooms can transform pedagogy and empower students. In this context, it is essential that teachers have the competencies to integrate ICT in their professional practice to ensure the equity and quality of learning. Teachers also need to be able to harness ICT to guide learners in developing knowledge society skills such as critical and innovative thinking, complex problemsolving, the ability to collaborate, and socio-emotional skills. Teacher training and continued on-going, relevant professional development for teachers are essential if benefits from investments in ICTs are to be realized. Training and on-going support must enable teachers to develop the necessary ICT competencies so they can, in turn, ensure their students develop the relevant skills, including digital competencies for life and work. Teacher training institutes are to be updated in content, curriculum, technology, environment, process of competency and skill development, etc. to form perfect, competent, skilled, tech-savvy and committed teachers of 21st century - J K Dange and Siddaraju (2020)

Several factors influencing the adoption and integration of ICT into teaching have been identified by researchers. Rogers (2003) identified five technological characteristics or attributes that influence the decision to adopt an innovation. Stockdill and Moreshouse (1992) also identified user characteristics, content characteristics, technological considerations, and organizational capacity as factors influencing ICT adoptionand integration into teaching. Balanskat, Blamireand Kefalla (2007) identified the factors as teacher-level, school-level and system-level. Teacher's integration of ICT into teaching is also influenced by organizational factors, attitudes towards technology and other factors (Chen, 2008, Tondeur; van Braak and Valcke, 2008; Lim and Chai, 2008; Clausen, 2007). Sherry and Gibson (2002) claim that technological, individual, organizational, and institutional factors should be considered when examining ICT adoption and integration. Neyland (2011), factors such as institutional support as well as micro factors such as teacher capability influencing the use of online learning in high schools in Sydney. This article reviews studies on the use of ICT by teachers and identifies factors that are included and categorized in the frame work of Sherry and Gibson (2002).

Role of mentor in Digital Classroom

The role of a mentor in the digital era is entirely different from that of a traditional classroom.Under the NEP2020, the focus areas of the reforms seek to cultivate 21st century skills among students, including critical thinking, problem-solving, creativity and digital literacy. New policy document emphasises the adoption of technology to design a pedagogical frame work transforming an education system into more experiential, holistic, flexible and research-driven. High quality effective teaching through the adoption of e-pedagogy in 21st century schools can only improve educational outcomes of students according to the targets of NEP 2020. The 21st century teacher education programme is about giving student-teachers the skills they need to succeed in this new world, and helping them grow the confidence to practise those skills with timely updates.With so much information readily available to them, 21st century skills focus more on making sense of that information, sharing and using it in smart ways.

ICT Competencies

Computer competence is defined as being able to handle a wide range of varying computer applications for various purposes **(Van Braak et al., 2008)**. According to Bordbar (2010), teacher's computer competence is a major predictor of integrating ICT in teaching. Evidence suggests that the majority of teachers who reported a negative or neutral attitude towards the integration of ICT into teaching and learning processes lacked knowledge and skills that would allow them to make informed decision (Aloteawi, 2002, p.253, as cited in Bordbar, 2010).

ICT Skills and Teacher Training programme

Teacher training programme shall be restructured in such way to transform the student-teachers into tech savvy mentors of digital generation and classrooms by developing ICT skills with theoretical and practical soundness. Following are some of the ICT skills that are to be developed in the 21st century teachers in and through teacher training programme, workshops.

a) **Hardware related skills:** The 21st century teachers are supposed to possess the following hardware skills through teacher training programmes, workshops, etc.

b) **Skill of handling hardware devices:** They shall have the hardware knowledge and managing skills by developing the ability to use system accessories without difficulty (monitor, keyboard, mouse, scanner, speaker, light pen etc.), to explain the functions of motherboard, able to operate CPU, to guide with adequate knowledge about expansionor extensive cards (pen drive, memory card, optical disc drive, hard disk, floppy disk), to select suitable power supply unit for each device, and to distinguish input/output devices.

c) **Skill of guiding and adopting hardware skills in teaching learning process:** They are also supposed to be able to guide about hardware development, analysis, and testing, help to acquire the skills of desktop management interface, utilise cloud management, configure the network, differentiate types of networks MAN/WAN/LAN, and maintain the network security and utilize technical support and trouble shooting.

d) **Software related:** The 21st century teachers are supposed to possess the following software such as ability to download, install and update computer software, ability to handle operating systems, ability to utilise presentation software, Ability to work on spreadsheets, ability to run virus scans, ability to create and update the password, ability to save and retrieving files, ability to maintain computer security, and ability to format the system innecessary situation.

e) **Skills of utilising professional development ICT facilities:** They shall be enabled to form and utilise WhatsApp/ telegram group for teaching-learning follow up, to utilise social-networking sites for teaching-learning, to utilise different teaching-learning websites, to create and maintain educational blogs, to upload videos on different teaching related contents and to utilise digital images for teaching learning process.

f) **Skill of implementing communication and collaboration ICT tools:** They shall be able to conduct video conference for teaching-learning purpose, to utilise social media for education purpose, to utilise digital platform apps/software for online teaching, to utilise open educational resources for teaching-learning exploration, to utilise digital assessment tools for evaluation, to utilise digital platform for teaching follow up, and to guide student-teachers for coding and decoding.

g) **Skill of improving collaborative and interactive teaching learning facilities through ICT:** They shall be trained to utilise Google forms, Google docs, and Google sheets, able to create and maintain Google classroom simultaneously within the regular classes.

h) **Skill of utilising online possibilities (e-conferences, e-seminars, webinars):** They are supposed to be able to share codes in advance, able to add participants, able mute and unmute the participants, able to present utilising screen share, able to form online feedback forms, able to collect the responses, able to monitor the online participants, able to design and distribute digital certificates, and able to maintain punctuality (timekeeping).

i) **Skills related with E-Content design/ development/ transaction competencies:** They are expected to be able to select the appropriate content, able to identify the authenticity of content, to explore the content using ICT, able to adopt suitable ICT possibilities for cooperative learning, able to present content in effective manner, able to acquire knowledge regarding educational copy right issues, able to utilize information from different sources for the developing the lesson plans, able to understand computer technology that can enhance student learning, able to convince ICT impact upon current society and the whole world, able to demonstrate knowledge and skills for using technology in ethical, legal and safe ways and able to set a trustful atmosphere for communication.

j) **Website related skills:** Ability of creating websites, hosting websites, updating websites and linking websites and equipping the student teacher are expected from teacher educators.

k) **Skill of conducting smart class and utilising online platforms:** They shall be smart enough to upload online class, slides, diagrams etc., able to download ppt, images, videos, apps and software, able to respond to different digital content forms and able to shareothers educational products.

l) **Other technical competencies related skills:** They shall be able to manage online purchase, financial transaction data recharge, able to utilise printing possibilities, able to utilise scanning possibilities, able to utilise digital possibilities for maintaining assessment and evaluation records and able to host digital conferences, webinars etc.

Conclusion

Digitalisation has transcended the limited possibilities of teaching-learning process in the traditional classrooms. The present teacher training is more or less being done in tune with traditional classrooms. But education has become a timeless and space less reality with a digital possibility. Digital generation can be trained only by tech savvy teachers. Hence the teacher education programme must be restructured with a curriculum blended with both traditional and digital possibilities of teaching. ICT is one of the major factors for producing the rapid changes in our society. It can change the nature of education and the roles of students and teachers in the teaching learning process. Teacher's feelings, knowledge and attitudes influence their use of ICT in teaching. Research has shown that teacher's attitudes towards technology influence their acceptance of the usefulness of technology and its integration into teaching (Huang and Liaw, 2005). If teacher's attitudes are positive towards the use of educational technology, then they can easily provide useful insight about the adoption and integration of ICT into teaching and learning processes. Hence the formation of tech savvy teachers is the need of the time which points out the updated knowledge and skills of teacher educators.

The curriculum and training sessions must be upgraded and updated on ICT. The following ICT skills related with hardware, software, professional development possibilities, communication and collaboration ICT tools, collaborative and interactive teaching learning facilities through ICT possibilities, utilizing online possibilities (e-conferences, e-seminars, webinars, etc.), e-content design /development/transaction competencies, website, smart class and utilising online platforms, etc. are to be developed in the 21st century teachers and student-teacher in and through teacher training programme.

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EFFECT OF COMPUTER ASSISTED INSTRUCTION AND TRADITIONAL INSTRUCTION METHOD IN TEACHING SCIENCE

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Introduction

This study was undertaken to study the effectiveness of CAI approach over traditional method in teaching Science to VII Standard students. The research method used in this study was an experimental method and their mean and standard deviation of some variables are equated by using SES and Group Intelligent Test (GIT). One group is treated as control group and other as the experimental group. The experimental treatment was given to the experimental group and the traditional teaching is given to the control group simultaneously, conducting pre-test and post-test for the control group and experimental group the research is done and the result revealed that there is a significant differencein achievement between both the groups.

Background of the study

The subject Science finds an important place at every level in our school curriculum. It provides opportunity for the intellectual gymnastic of one's inherent powers. Science has ensured its position in the curriculum due to its practical nature and strong relation with the solutions of day-to-day problems. Without the knowledge of Science, one is completely lost at market place, at bus stop, at railway station, maid, etc. A small transaction from a stationary shop to the big business deals, the knowledge of Science is very much essential. One of the major objectives of teaching primary Science is to enable children to understand the concept easilyand accurately, which theyencounter at home, in the school and in the community (Ref: MLL at primary stage, Report of the committee set up by the MHRD Dept.of Education Govt. of India NCERT 1991).

Rational for the study

Science being a universal subject that spans the branch of knowledge that examines the structure and behavior of the physical and natural world through observation, programmed instruction can be effectively used in teaching Science. Computer-assisted learning is seen to be able to reduce substantially the time needed for instruction (Kuliket al., 1980) and is one way coping with large class sizes, also, it is seen as an entertaining acquaintance of students with everyday use technology friendly known as computers.

The development of computer applications in education and increased accessibility to software and hardware may result in the adoption of computer technologies, including computer-assisted learning technologies, in the teaching programmes of many school boards. Professional bodies and employer groups has. Increasingly urged that the students be equipped with a range of technology skills relevant to their discipline. Science education all over the world has witnessed a paradigm shift in the past few decades from teacher dominated to knowledge based to student centered. But in India still today in many spheres.

Lecture method dominates the teaching, especially, the use of electronic media is too much restricted, in real sense negligible and that to without any explanation. Hence computer assisted instruction should be developed so as to incorporate the concept of computer as a tutor and tool and computer assisted instruction may be used for teaching-learning topics in science, so that the new generation may adopt the skills with great interest and enthusiasm because of their love for computer based learning and may learn in a better independent way.

Objective of the Study

The main objective of this research work is to compare the effectiveness of computer assisted instruction (CAI) and traditional method in teaching Scienceand also to device the computer assisted instruction (CAI) instructional package to enhance the performance of learners.

Hypothesis

The significant difference in the meanscores of achievement in Science involving the students of experimental group taught through computer assisted instruction and control group taught through traditional instruction.

Methodology

In this study experimental design was used. Sample and Group Equation (Randomization) The present study was carried out in an un-aided school in Mysore city, using random sampling technique 50 students from higher primary school level, more specifically class VII students were selected and divided equally into two intact groups using odd and even numbers. At a flip of a coin one group was decided to be instructed with computer assisted instruction and other with the traditional instruction. 30 students were there in each group.

Tools

- Group intelligence test developed by Dr. PramilaAhuja (PGIT).

- Socio-economic status scale developed by Dr. Lakshminarayan (SES).

- An achievement test was developed and used for collecting pre-test scores.

- Computer assisted instruction package: This package was developed on topic Laws of motion‖ in Science was used to measure the effectiveness of computer assisted instruction with that of traditional instruction.

- A parallel version achievement test was developed and used for collecting post-test scores, after the treatment.

Table 1:- Showing Group intelligence test scores between control and Experimental Group:

Group	N	Mean	Std. Deviation	Std. Error	Mean	T	Level of Significance
PGIT	Control	25	71.30	13.92	2.35970	0.079	NS*
	Experimental	25	72.56	14.95	2.54824		
SES	Control	25	21.38	5.38	0.8321	0.569	NS*
	Experimental	25	20.01	5.01	0.8131		

NS* = not significant

Table 2:-Showing pre-test scores between control and Experimental Group:

Group	N	Mean	Std. Deviation	Std. Error	Mean	T	Level of Significance
Pre-test	Control	25	10.2333	3.41077	0.62272	0.164	NS*
	Experimental	25	10.1000	2.88097	0.52599		

NS* = not significant

Table 3:-Showing Post-test Scores between control and Experimental Group:

Group	N	Mean	Std. Deviation	Std. Error	Mean	T	Level of Significance
Post-test	Control	25	19.3000	1.82228	0.33270	8.715	**
	Experimental	25	22.7667	1.19434	0.21805		

** = Significant at / beyond 0.01 level of probability.

Table 4:-Showing Retention scores between controlled and Experimental Group.

Group	N	Mean	Std. Deviation	Std. Error	Mean	T	Level of Significance
Retention	Controlled	25	18.6667	1.84453	0.33676	10.915	**
	Experimental	25	23.2667	1.38796	0.25341		

** =Significant at / beyond 0.01 level of probability.

Interpretation and Discussion of Results

The summary of the results of mean scores of control and experimental group in Group Intelligent Test (GIT), Pre- test, Post-test and Retention test is given in the above tables.

It is inferred from table 1 and 2 that the calculated t-value between the control and experimental group with respect to their mean scores in Group Intelligent Test (GIT), SES and pre-test is lower than the table value at 0.05 level of significance. Hence there is no significant difference between the control and experimental group in GIT, SES and Pre-test.

It is inferred from table 3 and 4 that the calculated t-value between the control and experimental group with respect to their achievement in post-test and retention test is higher than the table value at 0.01 level of significance. Hence there is a significant difference in the achievement in Science between control and experimental group in post-test and retention test test.

Similar results were also found by Muhammad Khalid Mahmood (2004) the experimental group out performed the control group in all achievement areas i,e overall, by levels of cognitive domain and by types of content in subjects when taught through CAI, Kousar choudhry and Gujjar, (2008) found that the CAI proved to be more effective in increasing the evaluation and application skills., Bayrak Celal (2008), the experimental group taught through computer assisted instruction was more successful than the control group taught through face-to-face instructions., S.Shanth and R.A Amal (2002), students taught through CAI showed significant difference in the attainment of the learning objectives pertaining to the realm of knowledge, application and skill, BHH joy and S.L. Shaiju (2004), Both the methods led to effective learning, but the CAI was found superior to that of lecture method and there is no sex differences in the scores obtained.

Educational Implications

The use of computer assisted learning is not a take-it-or-leave it option; computers will impinge on Science education, the only question is how, there is increasing recognition that learning in Science requires move than just the transfer of knowledge and that students must be active participants in their own learning processes, not passive recipients of information. Computer assisted instruction; an effective method of instruction in Science in thepresent study may be integrated with the education system at the different levels as under, in order to filter out the benefits for the young generation at school level.

Initiation and Motivation has to be made by school principals, with the help of professionals and develops as resources persons and the interest has to be reflected by the teachers. Teachers need to be provided training for using computers in educational settings.

It is found that the mean achievement score of the students learning with computer assisted instruction is better than student taught through traditional instruction only. Students found computer assisted instruction to be an effective method of learning. With this conclusion, it seems motivational to develop more computer assisted instructions in future on different topics with in the subject and experiment at different levels.

Conclusion

In the globalizing computer based Indian economy, apart from educating faculty the contents of the subject, one of the objectives of the school boards for teaching Science at primary level is necessarily to develop computer related skills. In Indian classrooms majority of the teachers are teaching with traditional methods for instructions. From time to time, the national policies on school education have states that computer should be integrated with the school education system with stress on developing and using specially prepared course ware (educational software) for education, but the things are not so motivational. In the subjects like Science where the profession has flourished with the inclusion of computers, the expectations by the society are much higher that, instruction through computers at primary school level (basic) may positively prepare out an all-rounder with strong caliber. Therefore there should be more and more number of CAI packages used in the classroom. The constant use of CAI packages will makethe students understand more and achieve more in their academic achievement. Hence it is concluded that the CAI approach is considered to be one of the best techniques for Science teachings at primary level.

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ROLE OF TECHNOLOGY FOR EFFECTIVE TEACHING AND LEARNING IN 21st CENTURY

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Introduction

In the world that we currently live in, technology is a vital factor. With each passing day a new software or gadget is being brought into the market that serves to improve our lives in one way or another. Technology plays a major role in every field and one such field where its presence is utmost is in education sector. With the advancement in technology, education among the people has begun to proliferate and there is continuous research and development going on in introducing advanced technologies to make education easier, joyful and accessible. Nowadays with the help of technology the education for children is no longer boring and cumbersome as the educational. Technologies have made it much more interesting and easy to use. Study while playing has been made possible only by the new technology. Distance education is a great aid to students who were not able to pursue their degrees. Now due to rapid change in technology, distance is no more barriers.

Comparison of traditional education and today's Education

Traditional and Modern education are both related to each other and also different from each other. In fact modern education is inherited from the traditional education. In the past there were no schools or institutions for children. They acquired the education or knowledge in gurukuls from their gurus who mainly focus on the rituals orcustoms. In contrast to this modern education focuses on reading, writing, arithmetic and religion. With the invention of new technologies the modern education was able to replace the indigenous education.

Need of technology in the classroom

- It will help students to prepare for their future careers, which will include the use of wireless technology.
- The integration of technology into the classroom is a great way to reach the diversity in learning styles.
- It gives students the chance to interact with their classmates more by encouraging collaboration.
- Technology helps the teachers to prepare students for the real world environment.
- Integrating technology in education helps students to take interested in learning as they are excited about being able to use technology and therefore are more apt to learn.
- Mobile technology is available in the classroom; students are able to access the most up to date information quicker and easier than ever before.
- The traditional passive learning mold is broken with technology in the classroom the teacher becomes the encourager, adviser, and the coach.
- Students can have access to digital textbooks that are constantly updated and often more vivid, helpful, creative and a lot cheaper than those old heavy books.

Role of Information and Communication Technology (ICT)

Information and communication technology (ICT) is a boom for students today as it has a significant and positive effect on student achievement.ICT basically includes television, computers, internet etc. when used appropriately it can strengthen, expand and raise quality of education.

The use of computers and the internet for enhancing the quality of education by making learning more relevant to life has been seen as an ideal by educational institutions. The citizens of tomorrow who are our students now are going to live in the age of the electronic media.

ICT can boost creativity and problem solving capability in students. However, ICT also provides new tools that can be used in teaching science and technology. The whole range of conventional software is used, including databases, spreadsheets, statistical and graphical programs. In addition, modelling, visualization and the simulation of processes are important. ICT is also used for taking time series of measurements of a wide variety of parameters (data logging).

Science and Technology are likely to be key elements of strategies to develop ICT as are source for promoting teaching and learning. It is also likely that science and technology teachers are better equipped, by virtue of their training, for this task than many of their colleagues, although they, too, are likely to need to have their skills brought up-to-date by means of suitable training programmes.

Advantages of Technology in Education

- **Easily access to learning material:** E-books, revision guides and past examination papers that are available on World Wide Web and students can take advantages of these to improve knowledge base.
- **Continuous learning:** With the help of information technology in education it is possible for students to keep on learning, irrespective of where they are even at home. This has greatly enhanced efficiency in the education sector.
- **Sharing of knowledge:** Students from all over the world can come together and can share the experiences; the geographical distances are no more barriers, it has been made possible only through technology.
- **Learning aids:** By using audio and visual materials, we can put some practical aspect to the theory taught in class, students can develop a better understanding of topics being taught.
- **Distance learning:** Now it's possible to attend a college overseas without even getting out of your home country and at your own convenience. With the help of online courses anyone can get the second degrees or additional certifications.
- **Proper record keeping:** Unlike in the past when records used to be kept manually and there were many cases of lost files, the use of information technology in education has made it possible for safe and proper record keeping.

Limitations of Technology in Education

- **Access to inappropriate content:** The biggest concern to the use of technology is that how easy pornographic, violent, and other inappropriate materials can be easily accessed and viewed.
- **A disconnected youth:** The harmful effect of technology is that when people are attached to their screens almost 24/7, which is causing an entirely new set of social issues to pop up.
- **Cyber bullying trap:** Giving students access to anonymous accounts and endless contact avenues can only lead to trouble. Cyber bullying has become a problem among young people today. This harassment has no end. There is no way to monitor or discipline students who are involved in it.
- **Inevitable cheating:** Easy access to information may seem like a great thing, it can become a real problem in a test taking environment. Cell phones have made cheating easier than ever.
- **A major distraction:** Attentiveness drops drastically in the classroom when students have their cell phones or other technologies out. The focus shifts from their teacher and education, to whatever they are looking at, playing, or doing on their phones.

Conclusion

With technology, education has taken a whole new meaning that it leaves us with no doubt that our educational system has been transformed owing to the ever advancing technology. Now we can prepare students for their lifelong learning which requires new approaches to education that incorporate technologies increasingly as a part of student's everyday lives. It's accepted that a well-rounded education is a gateway to personal success. It sets students on a path to life long learning that enables them to succeed in ever changing world. Through education, individuals can expand their minds and embrace new ideas and opportunities, and at the same time, build better lives for themselves and their communities. In a world where geographic boundaries are blurring, students also need the flexibility to connect with and collaborate with people any where at any time communicating information in more dynamic, engaging ways. In addition, it is necessary to consider the impact education plays in competitive economies, where once local industries now compete on a global scale. For today's students to become tomorrow's leaders in science, technology, healthcare, the arts, and other areas, they need to know how to use all the tools at their disposal. It is an exciting time to be teaching and we must seize this moment to challenge ourselves, our students and our administrator and policy makers throughout the country to help all teachers make the best use of the technology tools available to them.

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PERCEPTION OF SECONDARY SCHOOL TEACHERS TOWARDS USEFULNESS OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN TEACHING AND LEARNING

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Introduction

Growth of information and communication technology (ICT) brought in rapid changes in various fields. It has also made entry into school education because of its appropriateness, applicability and versatility in use for classroom teaching. It facilitates individualized learning and develops problem solving skills. Its interactive nature motivates students to learn. Educationists and teachers believe that with the help of ICT quality of education given to the students can be significantly improved. To take advantages of ICT, 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 inteaching 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 redesign and reconstruct the educational systems based on the new educational paradigms so that both teachers and students develop necessary knowledge and skills sought in this digital age. Updating the knowledge of ICT is the need of the hour. The teachers must acquire new knowledge of ICT before they canprepare their students to meet the demands and challenges of the 21st century. Information and Communication Technology is an important instrument, which can transfer the present isolated, teacher-centered, book- centered learning environment into a rich student-centered environment (Das, 2007).

Teacher education system empowered by ICT-driven infrastructure can have a great opportunity to come up to the center stage and ensure academic excellence, quality instruction and leadership in a knowledge-based society (Jaiswal, 2011). Educational systems around the world are under increasing pressure to use the new Informational and Communication Technologies (ICTs) to teach students the knowledge and skills they need in the 21st century. At this point, information 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.

Hence, teachers having positive attitude towards ICT is very essential for integration and utilization of ICT effectively in teaching learning process by teachers. ICT are basically information handling tools a varied set of goods, applications and services that are used to produce, store and process, distribute and exchange information. Information and communication technologies in education refer to teaching and learning the subject matter that enables understanding the functions and effective use of information and communication technologies. As of 2004, a review and contextualization of the literature on teaching ICT as a subject implied that there was limited, systematically-derived, quality information. ICT is a teaching tool. Its potential for improving the quality and standards of pupil's education is significant.

Need for the study:

New technologies have provided new possibilities for the teaching profession. However, teachers have to learn how to use these new technologies in the classroom situations for which having right perception towards ICT is essential. Most of the schools are facing difficulties like shortage of ICT trained qualified teacher educators, weak curricula, lack of ICT equipment etc. Perhaps one of the greatest challenges facing in education today concerns the preparation of good quality teachers capable of using ICT effectively. Unless and until the teachers are trained and show positive attitude towards ICT we cannot expect any qualitative changes in teaching.

Review of Related Literature: Tedla (2012) conducted a study of understanding the importance, impacts and barriers of ICT on teaching and learning in East African countries.This research is based on synthesis of the research literature, observation and focused group discussion with East African scholars on the use of ICT in primary and secondary schools with a particular focus to understand the importance, impacts and barriers of ICT into classroom instruction.

The study explored internal and external factors that surround ICT issues, policies of ICT integration and factors that facilitate or impede the use of ICT with the focus of improving the quality of teaching-learning process. The study reveals that the inhibiting factors are unrealistic policies of ICT, poor infrastructure, lack of teacher competence, confidence incentive, perceptionand believes, imposed curriculum, lack of proper network, political instability, braindrain, sporadic electricity, poor transportation, lack of public awareness and participation, poor school leadership, technological illiteracy and lack of pedagogical skills.

The study further revealed that ICT integration is far behind in East African schools as a consequence of ICT deficiency, absence of pre-service and in-service teacher training and poor teacher's welfare and morale. Eventually, the study concluded that ICT is crucial for anytime and any place learning to ensure economic growth and it highlighted the important issues for consideration and improvements.Technology is used to enhance learning; therefore it is important for educators to be comfortable using it to ensure that students get the 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 within a technological setting. It requires adifferent pedagogical approach. For better education, we need better learning skills as well as good healthy mind and environment. For a healthy mind and environment, an individual needs proper learning skills. Learning skills are defined as the reading and thinking skills requisite to any study task; that is those necessary to define, analyse, 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. ICT can be defined as anything which allows us to get information, to communicate with each other or to have an effect on the environment using electronic or digital equipment (Margaret Carr and et.al., 2004) The overview of the studies related to ICT reveals that there are few studies in this area of research and especially the studies conducted on school students engineering and management students and faculties.

Only few studies are conducted on secondary school teachers. So the present study on influence of few variables of secondary school teachers on their perception towards ICT is a needed area of research. Therefore the present research is an attempt to examine the effect of few selected variables of secondary school teachers on their perception towards usefulness of ICT.

Objectives of the study:

- To know the perception of male and female secondary school teachers towards the usefulness of ICT in teaching and learning.
- To know the perception of Arts and science background secondary school teachers towards the usefulness of ICT in teaching and learning.

Sampling

The population of the present study was secondary school teachers of Bangalore urban district. Giving representation to Sex totally 160 teachers were selected, where 81 were male and 79 female teachers using stratified random sampling technique.

Table: Distribution of sample over independent variables Sl. No. Variables Number Percentage Total Percentage 1 Sex Male 81 50.62% 100 Female 79 49.37% 2 Educational Background Language and Arts 104 65 100 Math and Science 56 35

Tools used to for the collection of data

The study had a sample of 160 Secondary School Teachers chosen from different government, private-aided and private- unaided schools of Bangalore urban district using a stratified random sampling technique. The data was collected in the form of responses from the samples for the questionnaire developed by the researcher Mrs. K H Monisha and Dr. Haseen Taj (2015) which consisted of 46 items to know the perception of secondary school teachers.

Statistical techniques used for data analysis

The present study makes use of percentage analysis, a simple statistical technique for analyzing the data which was computed by using the standard formula.

Major findings of the study:

In a total of 160 teachers, 96.25% of them have opinion on ICT as an effective teaching aid and having wide scope in learning and collecting information. 95% fells that ICT is an appropriate teaching aid in present situation followed by 93.13% who feel that ICT helps in presenting the subject matter systematically. 56.25% of them have not undergone any training programme to use ICT. 91.25% feel ICT helps to find out any information whenever they need followed by 75.63% of them having opinion that ICT makes teaching more complicated and also 68.75 % of them find difficulty in using ICT in teaching. 94.38% of them feel that ICT integrated teaching is more attractive than normal teaching followed by 93.75% of teachers who feel that ICT enhances teaching and learning environment and participation of students in teaching and learning process. In contrast 63.13% feel that usage of ICT in schools is only for display. In a total 96.25% of science and arts background teachers feel ICT is an effective teaching aid and have wide scope in learning and collection of information.95% agree that ICT is an appropriate teaching aid in present situation followed by 93.13% feels ICT helps in presenting subject matter systematically. 56.25% have not undergone any training program to use ICT. 95.63% teachers with science and arts background feel it is essential for all teachers to have knowledge of ICT followed by 94.38% feel ICT can be used for self-instruction and learning. 93.75% encourage or provide opportunity for students to use ICT in learning. 81.25% feel ICT has negative impact on teaching and 50% feel ICT hinder the creativity of teacher.

98.08% of language and arts background teachers feel ICT support teachers to experiment for active teaching approaches followed by 94.23% feel all schools should facilitate for effective teaching and learning. 91.35% feel ICT help to find any information whenever they need. 75.96% find difficulty in using ICT in teaching followed by 72.12% feel ICT make teaching more complicated. 60.58% feel ICT increases the gap between the teacher and students hence they prefer traditional method of teaching.96.64% of math and science background teachers feel ICT support teachers to experiment for active teaching approaches followed by 91.07% feel all schools should facilitate for effective teaching and learning and they feel ICT helps to find any information whenever they need. 82.14% feel ICT bring more interaction between teacher and student's followedby 82.14% feel ICT make teaching more complicated and also 57.14% feel ICT increases the gap between teacher and students. 55.36% find difficulty in using ICT in teaching and also prefer traditional method of teaching. 50 of them feel ICT consumes more time for preparation of class.

95 of teachers with both arts and science background have opinion that ICT enhance teacher training program and 94.38% feel ICT integrated teaching is more attractive than normal teaching. 93.75% feel ICT enhances teaching and learning environment and also enhances participation of students in teaching learning process. Surprisingly 63.13% feel that usage of ICT in schools is only for display.

Educational implications

There is a need to update the course component in computer education in pre-service teacher education programme and also in-service teachers of all subjects and teachers at every level should be motivated to upgrade their knowledge and skills of using the computers, projectors, and other ICT devices in teaching and learning. Particularly secondary school teachers should come forward to use the information technology with the help of experts in their daily teaching activities.

Education department and management of schools should conduct workshops, seminars, exhibitions and fairs frequently and also in the collaboration with IT companies to train all teachers in a phased manner. Deputation or appoint of personnel with technical skills from the management and department will help the teachers and students to work in the direction of integrating technology in teaching and learning. Content must be of high quality and relevant to the needs, learning levels, and life experiences of the learners and in local languages for maximum use. Teachers should be motivated to use ICT such as videos, television and multimedia computer software that combine text, sound and colorful moving images can be used to provide challenging and authentic content that will engage the student in the learning process.

Interactive radio likewise makes use of sound effects, songs, dramatizations, comic skits and other performance conventions to compel the students to listen and become involved in the lessons being delivered. More so than any other type of ICT, networked computers with internet connectivity can increase learner motivation as it combines the media richness and interactivity of other ICT with the opportunity to connect with real people and to participate in real world events. The transmission of basic skills and concepts that are the foundation of higher order thinking skills and creativity can be facilitated by ICT. This can be achieved by providing sufficient drill and practice to the teachers to use ICT.

Conclusion

ICT 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.The faculty members and teachers will have to update themselves with regard to the improvements in the technology and undergo regular in-service training programmes to enhance the knowledge and skills in ICT. It is also essential in the technological era as teachers to have better mental disposition towards the technology.

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E-PEDAGOGY NEED AND IMPORTANCE IN EDUCATION

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Introduction

E-pedagogy, as a field of pedagogy, is in its early stages of development.E-pedagogy is still in its early stages of development. Even though digital technologies are already playing an essential part in educational processes, it creates learning technologies and enhances pedagogic methods to a successful technology application. Methods and learning materials are viewed as pedagogical tools that are sequentially and methodically utilized to fulfil educational goals in this perspective of pedagogy. Since the 1990s, digital technologies such as cell phones, the internet and communications software have been fast-evolving, dramatically altering the way people interact and their social behaviour in general. Pedagogy should respond to the requirements of the digital generation by developing a new scientific sub-discipline e-pedagogy. E-Education aims to provide the youth with the opportunity to acquire as much knowledge as possible on action models that may be used in the digital environment to develop communication skills in social networks and cultivate a sense of responsibility towards processes occurring in a digital environment.

Pedagogy

Pedagogy is derived from a Greek word meaning to lead the child. Its current meaning refers to thesart and science of teaching, as well as philosophies of teaching and learning. According to Merriam Webster, pedagogy is the art, science, or profession of teaching. This wide term encompasses many areas of education, and pedagogy has numerous moving pieces, such as instructional methods, feedback, and evaluation. The term pedagogy refers to the study of various teaching approaches.

E-Pedagogy

E-Pedagogyis the method of teaching with technology for active learning to create a participatory, connected and reflective classroom environment that fosters the future-ready learner. Although digital technologies are already playingsa significant role in educational processes, e-pedagogy is still not well defined conceptually. Empirically, e-pedagogy is characterized in pedagogical practice as a field of pedagogy that investigates and develops learning technology. Various definitions of e-pedagogy have been proposed in educational practice.

- The study of teaching via the internet, also known as online instruction.
- Online and/or mixed learning methodologies created expressly for online and/or blended context.
- E-pedagogyis an e-learning pedagogy.

Need for e-pedagogy in education:

So far, we've looked at some of the factors that contribute to the demand for digital pedagogy. They are all concerned with a sense of expectation, and they are all social, involving others. So far, the social imperatives identified include students, parents and the larger community.

But what about educators? Do they have a sense of digital anticipation? Teachers may have a distinct sense of expectation. There is a feeling of digital pressure. New programs like the laptop rollout, as well as new classroom technology like interactive white boards and digital projectors, all contribute to feelings of digital pressure. Teachers want to be able to successfully use new technology, and they want to know how to do it in ways that result in excellent learning outcomes. This is where digital pedagogy comes into play.

Importance of e-pedagogy in education

Teachers want to be able to use new technology successfully, and they want to know how to do it in ways that result in great learning outcomes. This is where digital pedagogy comes in. It prepares instructors to encounter new digital tools and apply them successfully in their classrooms. Digital pedagogy is successful in supporting, enriching and revolutionizing the process of teaching and learning, resulting in enhanced, diverse, and adaptable learning possibilities for learners.

Principles of e-pedagogy

- Establish and maintain frequent and consistent contact between the teacher and pupils, as well as among students.
- Encourage student collaboration and reciprocity.
- Give pupils more feedback than evaluation.
- Create a good and encouraging learning atmosphere.
- When developing learning activities and resources, consider the various skills and learning styles.
- Set clear expectations for students from the start of the course.
- Provide proper e-learning training to students and teachers.

Benefits of e-Pedagogy

E-learning adapts to your specific needs. Online learning is intended to meet the requirements of all students.

- Cost-cutting measures.
- Using a remote approach to various classes.
- Transfer credits and commuting
- Immediate career advancement.
- Scalability.
- Teacher scarcity and consistency

Conclusion

E-pedagogy is regarded as a part of pedagogy, its content structure should resemble pedagogical content structure: didactics and education. The term E-education has never been used in pedagogy. To provide e-pedagogy as a content- structured branch of pedagogy, it is necessary to create the idea of e-education, which is the theoretical knowledge foundation and purposeful education practice of teachers. It will enable the next generation to get the information, skills, and attitudes required to operate responsibly in the digital environment. The activities of the digital generation and their requirements in the digital world define the content of e-education, which should be analysed to guarantee its suitable application for the right personality development. As a result, e-pedagogy research should track changes in the digital environment and the social behaviour of its members.

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STUDENT-TEACHERS AWARENESS TOWARDS MOOC'S : A CASE STUDY

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Introduction

Education is considered as an important instrument in our life. Education as we all know has been evolving at a greater speed to meet the ever-changing demands of the society. From the Gurukul system of education of the Vedic period to the present technology oriented classrooms of the modern society, the way education has been imparted has transformed to a greater extent. The transformation seen in the field of education has led to a lot of change in the instructional process of education as a whole. The usage of electronic gadgets assists students to learn and comprehend the content more easily and will also help them to remember the same for a longer duration. The improvement seen in the education system has led to a change in instructional process of education as well. The usage of various devices helps the students to learn, comprehend and reach students through a specific mode of instruction.

In India, before pandemic (COVID), classroom transaction was based on general methods and approaches used by the teachers based on the nature of the content. With the emergence of pandemic, educators all over the world have started using technology to reach students through various platforms. The challenges in imparting education vary depending on the level of students thus during these testing times, there is a necessity to use novel, creative and innovative methods to impart education.This cannot be acquired through formal instruction alone. So, students need to equip themselves through various MOOC programmes offered by various academic platforms for which there is facility of credit transfer.

Need for knowing Student - teachers Awareness towards MOOCS

In addition to whatever one learn and acquire in the formal mode of instruction is not sufficient enough for us to face the challenges that one faces in this 21st century. One need to compete with the world and to keep one self in this field individuals are required to acquire as much as possible through other open resources that are easily made available to all the aspirants. There comes the role of MOOC's where in majority of the courses are free and also available as online courses. They provide an affordable and more flexible way of enhancing one's knowledge and there by helping in proving themselves in terms of their capability. Millions and millions of people are being educated through a variety of MOOC'S so that there are avenues open for their career related opportunities.

Thus, the present study is extremely significant to improve learning of student-teachers. So knowing their awareness will be helpful to guide student-teachers in particular and all students in general.

Literature review

Researchers have conducted few studies to know the importance of MOOC Courses in the present context. Some of the researches which are very much related and pertinent with reference to the present paper are considered in this section of related literature. The investigator thought of making an attempt to study and analyze the awareness of student-teachers studying at different levels. Here are few studies conducted in this area.

Preeti Goel and Navita Malik conducted a study on awareness and usage of e-resources portals among 50 prospective teachers. The study was conducted with an objective of studying the awareness attitude for usage literacy of E-resources and also to investigate the status of enrolment in MOOC courses of prospective teacher's. The study revealed that national bodies should create awareness about various portals.

Rupali S Ambadkar's article on e-learning through SWAYAM MOOC's: Awareness and Motivation among Commerce students. The study reveals low awareness among commerce students although they show positive attitude towards SWAYAM MOOC's is observed. The other major observation for this low awareness is due to the lack of ICT Skills. Nilanjana Purkayastha and Manoj Kumar Sinha in their study on awareness of MOOC's among P.G students of North East India with special reference to Assam University, Silchar and Tripura University, Agartala. The study revealed that students are interested in pursuing MOOC courses but have less knowledge on how to enroll in these courses. Hence they are in need of proper guidance and also awareness of various courses available.

Objectives of the study

To study and analyse the awareness of student-teachers (B.Ed and M.Ed) towards MOOC with respect to their course, subject discipline, gender and native background.

Hypotheses of the study

1. Student-teachers from different Courses (B.Ed and M.Ed) do not differ significantly in their awareness of towards MOOC.

2. Student-teachers from disciplines of Science and Arts do not differ significantly in their awareness of towards MOOC.

3. Student-teachers from disciplines of Arts and Commerce and other streams do not differ significantly in their awareness of towards MOOC.

4. Student-teachers from disciplines Science and Commerce and other streams do not differ significantly in their awareness of towards MOOC.

5. Male and female student-teachers do not differ significantly in their awareness of towards MOOC.

6. Rural and urban native backgrounds do not differ significantly in their awareness of towards MOOC.

Methodology of the study

Descriptive survey method was employed for the present study. 92 student-teachers selected from two different groups of B.Ed and M.Ed of R.V Teachers College constitutes the sample. An awareness questionnaire developed and validated by the author was the tool used for collecting the research data. The questionnaire comprises of 20 multiple choice items on various dimensions and information related to MOOC in India. Each item was provided with 4 alternatives, out of which the respondent has to choose the right response. Every correct response was assigned a score of 1 and 0 for an incorrect response. The summated score of all the 20 items provided the total awareness score of every student. The maximum possible score will be 20 and the minimum is 0. The data thus collected was analyzed using appropriate descriptive and inferential statistical techniques.

Results and discussions

      The awareness of student-teachers belonging to different categories towards MOOC was assessed by using the answer key by the investigator. Hence, the maximum score is 20 and the minimum is 0. On the basis of this score pattern, the Mean and S.D, for the entire groups of 92 subjects were calculated.

TABLE -1
MEAN AND S.D OF STUDENT TEACHERSAWARENESS TOWARDS MOOC

Variables	N	Mean	S.D
B.Ed	73	7.397	2.670
M.Ed	19	9.263	2.864
Science	49	8.02	2.488
Arts	25	6.75	3.151
Commerce and Others	18	8.823	2.899
Male	12	7.25	1.215
Female	80	7.8	2.922
Urban	54	7.603	2.698
Rural	38	7.972	2.910

Interpretation: The mean scores in table-1 indicate that, all categories of student-teachers belonging to variables like Course, Subject discipline, Gender and Native background do not have awareness towards MOOC in India as the mean values of all the categories are less than the neutral value.

TABLE-2

N, MEAN, STANDARD DEVIATIONAND t-VALUES OF ATTITUDE SCORES OF STUDENTS

	Variables	N	M	S.D	t-Value	Significance
Course	B.Ed	73	7.397	2.67	2.5649	Significant at 0.05 Level
	M.Ed	19	9.263	2.864		
Subject discipline	Science	49	8.020	2.488	1.7555	Not Significant
	Arts	25	6.75	3.151		
	Science	49	8.020	2.488	1.0428	Not Significant
	Commerce and others	18	8.823	2.899		
	Arts	25	6.75	3.151	2.230	Significant at 0.05 Level
	Commerce and others	18	8.823	2.899		
Gender	Male	12	7.252	1.215	1.1435	Not Significant
	Female	80	7.8	2.922		
Native Background	Urban	54	7.603	2.698	0.6171	Not Significant
	Rural	38	7.972	2.910		

From Table-2

- It can be seen that, obtained t-value 2.5649 is greater than the tabled t-value of 1.984 at 0.05 level of significance with degrees of freedom 90. Therefore, the null hypothesis that, B.Ed and M.Ed student teachers do not differ significantly in their awareness towards MOOC is rejected and an alternative hypothesis that B.Ed and M.Ed student teachers differ significantly in their awareness towards MOOC is accepted. Hence, it is concluded that, there is a significant difference in the awareness of B.Ed and M.Ed student teachers towards MOOC.

- It can be seen that, obtained t-value 1.7555 is lesser than the tabled t-value of 1.984 at 0.05 level of significance with degrees of freedom 90. Therefore, the null hypothes is that Science and Arts student teachers do not differ significantly in their awareness towards MOOC is accepted. Hence, it is concluded that, there is no significant difference in the awareness of Science and arts student teachers towards MOOC.

- It can be seen that, obtained t-value 1.0428 is lesser than the tabled t-value of 1.984 at 0.05 level of significance with degrees of freedom 90. Therefore, the null hypothesis that Science and commerce and other streams of student teachers do not differ significantly in their awareness towards MOOC is accepted. Hence, it is concluded that, there is no significant difference in the awareness of Science and Commerce and other streams student teachers towards MOOC.

- It can be seen that, obtained t-value is 2.230 greater than the tabled t-value of 1.984 at 0.05 level of significance with degrees of freedom 90. Therefore, the null hypothesis that Arts and Commerce and other streams of student teachers differ significantly in their awareness towards MOOC is rejected and an alternative hypothesis that Arts and Commerce and other streams student teachers differ significantly in their awareness towards MOOC is accepted. Hence, it is concluded that, there is a significant difference in the awareness of Arts and Commerce and other streams student teachers towards MOOC.

- It can be seen that, obtained t-value 1.1435 is lesser than the tabled t-value of 1.984 at 0.05 level of significance with degrees of freedom 90. Therefore, the null hypothesis that male and female student teachers do not differ significantly in their awareness towards MOOC is accepted. Hence, it is concluded that, there is no significant difference in the awareness of male and female student teachers towards MOOC.

- It can be seen that, obtained t-value 0.6171 is lesser than the tabled t-value of 1.984 at 0.05 level of significance with Degrees of freedom 90. Therefore, the null hypothesis that urban and rural student teachers do not differ significantly in their awareness towards MOOC is accepted. Hence, it is concluded that, there is no significant difference in the awareness of urban and rural student teachers towards MOOC.

Conclusion

India being a country known for its rich culture and heritage with respect to imparting education in a more formal way. But, in the present context, it demands an individual to acquire as much as possible in the form of knowledge as well as skills to compete in this fast changing world. Education whatever one receive through formal set up is not sufficient enough to prove oneself in his academic endeavours and also in the professional carrier. The study revealed

that there is a significant difference between M.Ed and B.Ed students in their awareness towards MOOC. It may be because of their exposure to the various programmes offered by various platforms of MOOC. Though, both male and female student-teachers had exposure towards the use of on line learning using technology. The study found out that, male and female student teachers as well as student teachers from different subject disciplines do not differ in their attitude/orientation towards on line learning. It is an indication that, both gender and subject disciplines are not showing any favourable attitude towards on line learning in teacher education programme. It is evident from the present study that, the course should include the component of educating student-teachers to take up various courses offered through MOOC platforms so as to enrich their professional competency required to face the 21st century learners with utmost confidence.

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THE ROLE OF EDUCATIONAL TECHNOLOGY IN TEACHER EDUCATION

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Introduction

Educational technology is the efficient organization of any learning system adapting or adopting methods, process and products to accomplish the educational goals. This involves systematic identification of the goals of education, recognition of the diversity of learner's needs, the contexts in which learning will take place and the range of provisions needed for each of these. The challenge is to design appropriate systems that will provide for and enable appropriate teaching-learning systems that could realize the identified goals. Educational technology acts as an agent of change in the classroom, which includes not only the teacher and the teaching learning process but also attends the issues related to reach, equity and quality in teacher education programme. Derek Rowntree (1973) says Educational Technology is as wide as education itself. It is concerned with the design and evaluation of curricula and learning experiences and the problems of implementing and propagating them. Essentially it is a rational problem solving approach to education, a way of thinking scientifically and systematically about learning and teaching. Educational technology according to Gillett (1973) is a systematic way of designing, applying and evaluating process of teaching and learning.

a. **Information Technology:** The Skill and knowledge base associated with the information technology serves as the fundamental or core by computing technology.

b. **Communication Technology:** It encompasses the fundamental or core skills and knowledge base for essential computer applications and information processing.

c. **Media Technology:** It acknowledges the continuous evaluation of how reading, writing and sharing of information is viewed and applied. The importance of educational technology is to promote the efficiency in teacher educators by improving the quality of teaching, of educational administration and of educational research. So, educational technology is important for the following reasons:

d. **For effective instruction:** Research in instructional media reveals that motivated students can learn great deal from any of the media. ET can improve the effectiveness of instruction.

e. **For facilitating individual difference:** ET facilitates individual students to learn according to their requirement and pace of learning. Individual students interact with instructional materials and pursue their learning tasks by themselves at their own rate of learning and are presented with opportunities to obtain information about their progress. Thus ET individualizes instruction.

f. **For providing equal educational opportunities:** ET is needed for educational opportunities. For instance educational radio and television programs being broadcasted all over the country to all and unlimited number of students without discrimination. Programmed instructions can be studied by any student even in remote or under developed area.

g. **For preservation of knowledge:** Modern electronic gadgets provide tremendous capabilities to preserve Knowledge and information for future use including print media. Bulk of information can be preserved electro mechanically in the form of audio-video programs, computer software, video discs etc. Even this is apart of ET.

h. **For transmission of knowledge:** Use of modern methods in education helps in reaching and teaching students in any part of the globe. Almost the entire country can be covered simultaneously through radio or television networking system. Communication satellites have added to the effectiveness and efficacy of communication at a distance and made it possible to link more than one location and more than one group of students through two ways talk back system.

i. **For imparting quality education:** Because of advance planning and involvement of experts available in the area of study mediated-teaching imparts quality education to unlimited students. Where as mediated education enables the use of the best teacher available in the area to all.

j. **For educational planning:** Educational technology helps in overall School planning and is concerned with the qualitative and quantitative design of a community's entire education system. A systematic approach to teaching-learning includes specification of objectives, designing and structuring content, determining evaluation techniques, etc.

k. **For improving learning:** It is needed to facilitate human learning through systematic identification, development, organization and utilization of a full range of learning resources and through management of these resources.

l. **For pre-service and in-service teacher education:** Educational technology is needed to make teacher training more effective via various new approaches, via micro-teaching, simulated teaching, models of teaching and analysis for improving classroom interaction, producing effective teachers and helping teachers to become better teachers.

m. **Basic knowledge:** Educational technology has provided a scientific base to educational theory and practice.

n. **Action research:** It has helped the teachers to use scientific and systematic approaches to conduct action research in the classroom situation to overcome the classroom problems related to classroom environment, content, curriculum etc. It helps in teacher's professional growth.

o. **Dynamic:** It helps the teacher to modernize and mechanize the teaching learning process.

p. **For assistance:** Educational technology supplements teachers in their instructional programs through the structured lessons for remedial, enrichment or drill purposes. The learners get training of self-instruction and teachers are relived of the burden of routine repetition for exercise and revision purposes.

q. **For preparation:** Through analysing the content and organizing it in a systematic, logical and psychological order in their lesson plans for teachers, especially prospective teachers, visit the classroom with confidence and put up a high- profile performance due to their total control on content and process.

r. **For modification**: It adds to the teaching competence, modifies their teaching behaviour and style, inculcates a scientific outlook, approach and attitude and helps them in transferring to the learners.

Conclusion

In addition to the above mentioned, we can say that the main approach of educational technology in the educative process is that it helps to develop a training module using multi-channel learning which includes self-learning, action learning, face to face interactive learning and learning through interactive television. The entire multi channel learning is the core of educational technology. The Educational Technology has extended from primary to universities and has even reached open universities.

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ROLE OF ICT IN 21st CENTURY LEARNER'S LEARNABILITY

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Introduction

The impact of technology on teaching and learning in higher education in the 21st century is so great that students all over the world make use of the various tools and techniques of IT i.e., television, computers, multimedia software, internet and Tele-conferencing, advanced computing and telecommunication technology, learning can also be qualitatively different. Communication Technology notably with the advent of the World Wide Web and its associated graphical user interfaces along with an explosion of electronic information resources. Together with the proliferation of powerful computers, learners in upper primary school to develop the skill of learning and projects in the present system of continuous comprehensive evaluation.

ICT in Education

The 21st Century classrooms will be wherever the learner is located at school, on the bus ride, home, in the park, at a museum, or in the play ground. The impact of technology on teaching and learning in higher education in the 21st century is so great that students all over the world make use of the various tools and techniques of IT i.e., television, computers, multimedia software, internet and tele-conferencing, with advanced computing and telecommunication technology, learning can also be qualitatively different. Communication Technology notably with the advent of the World Wide Web and its associated graphical user interfaces along with an explosion of electronic information resources. Together with the proliferation of powerful computers, learners in upper primary school to develop the skill of learning and projects in the present system of continuous comprehensive evaluation.

Concept and meaning of ICT

ICT stands for information and communication technology which is a generic term which includes technology which are used for collecting storing, editing, processing, creating and transmitting information from one source to another in various forms.

It is a combination of IT (Information Technology) and CT (Communication Technology) where former denotes usage of electronic equipment for storing, analysing and transmitting information and later means a process of sending, receiving and exchanging information. It is defined as the technology used to manage information and ICT is defined as the technology used to manage information and to aid communication. ICT is a comprehensive term which combines both IT and CT for effectiveness, efficiency and innovation.

According to UNESCO, ICT is a diverse set of technological tools and resources used to transmit, store, create, and share or exchange information. These technological tools and resources include computers, the internet (websites, blogs and emails), live broad casting technologies (radio, television and webcasting), recorded broad casting technologies (podcasting, audio and video players and storage devices) and telephone (fixed or mobile satellite, video-conferencing, etc.). It is clear through the definition that it consists of a variety of tools and its main purpose is to store, manipulate, create and disseminate information.

ICT in Teaching and Learning

ICT changes classroom teaching through its potential as a source of knowledge, a medium to transmit content, a means of interaction and dialogue **(Sharma and Koli, 2014)**. Classrooms are serving as places of collaboration and discovery where ICT and audio visual aids are being integrated into the teaching-learning process **(Haydar, 2017)** for creating students entered and interactive learning environment.

In the field of education, its presence is not new. But with technological advancement, it has become the agent of revolution in education system. ICT is about enhancing the teaching learning process through integration of different Information Communication Technology using different hardware and software tools to effectively manage the teaching learning process this includes the computing and communication facilities and features that support and felicitate teaching learning and range of activities in education from delivery of content to assessment of learners. Innovative views of ICT is defined as the use of ICT applications that support the educational objectives based on the needs of the current knowledge society **(Drent and Meelissen, 2008)**.

It has been concern of every teacher to improve and facilitate teaching learning in classroom for enhancing the quality of learning experiences of the students. As a result, technology entered into classrooms which can be used to facilitate the acquisition of skills such as critical thinking, independent learning, communication and life long learning involving analysis, synthesis, evaluation and organisation of information **(Haydar, 2017)**. It helps students taking responsibility of their learning and constructing their own knowledge. When it is used in teaching and learning, it should a developing higher order thinking skills among learners which are essential element of 21st century skills. It should help students move from lower skills of knowledge and understanding to higher skills of evaluation and creation. When it is used for class learning, it should be ensured that learners are engage through multi-sensory delivery, active learning, cooperative learning, opportunities for communication and providing motivation. Before using ICT in classroom these two questions must be asked on oneself such as

- Who are your learners?
- What is your content of teaching?

Effectiveness of ICT depends upon its selection and usage according to the nature of content and learners and their learning styles. Different content asks for different tools and resources. Some needs simple explanation but other may need demonstration. Its usage should be according to the learner's needs and their styles of learning.

ICT Integration in School Education in India

ICT and its potential was witnessed and documented in the national policy of education, 1986 and program of action 1992 where it was trust to employee educational technology to bring improvement in the quality of education. Central is sponsored schemes namely educational technology ET and computer literacy and studies in schools (class bracket close immersed in India for social transformation and national progress. It paved way for more comprehensive scheme Information and Communication Technology in school) ICT at schools bracket close in 2004 as a window of opportunity to the learners in the Schools of India to bridge the digital divide.It was further revised in 2010 to provide opportunities to build student's capacity on ICT skills and to make them learn through computer aided learning process. The role of ICT is highlighted in NCF-2005 also. Department of schools education and Literacy, MHRD has framed National Policy on ICT for School Education with latest draft revision in 2012. It promotes ICT enabled processes in order to improve accessibility, quality and efficiency of the school system.

Benefits of ICT

Talking about the benefits of ICT it can be said that it is one of the major skills of 21st century learning ICT is equally effective in both conventional and distance education system. It has the potential to innovate, accelerate, enrich and deepen skills to motivate and engage students to help in relating school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping and schools change **(Lemke and Coughlin, 1998: Davis and Tearle, 1999, Yusuf, 2005: in Haydar, 2017)**

The other benefits of ICT in classroom are given in the following points:

- To provide learning opportunities at any time and at any place.

- To increase learner's interest in teaching-learning process.

- To provide equity in access to quality education.

- To provide effective communication channel for geographical dispersed learners.

- To customize programmes as per the individual learner's need and requirements.

- To provide lifelong learning opportunities to bring flexibility in learning.

- To aid in understanding of difficult concepts and process.

- To enrich learning experience through multi-sensory learning.

- To provide opportunities for authentic learning and assessment.

- To make teaching learning process co-operative enterprise.

- To help in unleashing creativity of learners. They are not mere receivers of knowledge but active constructors of knowledge with creativity and critical thinking.

- To cater different learning styles.

- To create anxiety free and stress free environment.

- To promote self-study sense of responsibility towards their learning/active learning.

- To help in transforming the teacher centred instruction to learner centred approach to teaching and learning.

Challenges of using ICT

- Lack of facilities, materials and equipments and favourable conditions for its usage.

- Ignorance about the use and advantages of ICT.

- Lack of provisions to train teachers for required ICT skills. The challenges is not simply improving the infrastructure of school but cultivating an urge and capacity of teachers in using ICT (Haydar, 2017).

- Fear and apprehension among teachers regarding losing their dominance over teaching.

- A shift from teaching to learning.

As technology has created an exchange in all aspects of society it is changing our expectations of what students must learn in order to function in the new world economy. Students must learn to navigate through large amounts of information, to analyze and make decisions, and to master new knowledge domains in an increasingly technological society. A shift from teacher-centered instruction to learner-centered instruction is needed to enable students to acquire the new dimensions knowledge and skills. This new environment also involves a change in the roles of both teachers and students **(Reddy, D. 2005)**.

In order to assist the best and brightest learners, the teachers can do the following.

    i.   Exercise great patience and give plenty of praise and encouragement to the pupil to motivate him or her.

   ii.   Break down complex tasks into simple steps and allow the pupil to master each step before going on the next.

  iii.   Frequently revise and reinforce steps already learnt.

Utility of ICT in Teacher Education

- The new ICT enables self-paced learning through various tools such as assignments, tutorials, computers etc., with sensitivity to different learning styles and continuous assessment of student's progress. With the result, the teaching- learning enterprise has become more result-oriented.

- ICT facilities the education transaction between provide and users by keeping student well informed about the courses enhancing teacher-learner contact through e-mail, chasession, etc enhancing active learning, sharing idea providing immediate feedback encouraging spaced learning and allowing for effective mapping learning pathways.

Conclusion

ICT transforms the teaching learning process from teacher-centred, textbook and product-oriented to more student-focused, rich interaction based and process-oriented. This results in bringing creativity, critical thinking, cooperative and self- confidence in learners and makes them competent with 21st century skills, knowledge and attitude. These skills are developed through the application and integration of ICT and its modern tools in classroom. These tools have fundamentally changed the processes involved and exercise in the field of education. Undoubtedly, ICT helps in enhancing the teaching learning process.

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ENHANCING THE QUALITY AND ACCESSIBILITY OF HIGHER EDUCATION THROUGH THE USE OF ICT

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Introduction

In recent times, factors have emerged which have strengthened and encouraged moves to adopt ICTs in to classrooms and learning settings. These have included a growing need to explore efficiencies in terms of program delivery, the opportunities for flexible delivery provided by ICTs; the capacity of technology to provide support for customized educational programs to meet the needs of individual learners and the growing use of the Internet and WWW as tools for information access and communication. As we move into the 21st century, these factors and many others are bringing strong forces to bear on the adoption of ICTs in education and contemporary trends suggest we will soon see large scale changes in the way education is planned and delivered as a consequence of the opportunities and affordances of ICT. This paper seeks to explore how ICT acts as a powerful agent to change many of the educational practices to which we have become accustomed. In particular, the paper will explore the impact both current and emerging information and communication technologies will be likely to have in coming years on what is learned, when and where learning will take place and how the learning will occur.

The effect of ICT on 'what' is learned

Conventional teaching has emphasized content. For many years course have been written around textbooks.Teachers have taught through lectures and presentations interspersed with tutorials and learning activities designed to consolidate and rehearse the content. Contemporary settings are now favouring curricula that promote competency and performance. Curricula are starting to emphasize capabilities and to be concerned more with how the information will be used than with what the information is.

Competency and performance-based curricula

The moves to competency and performance based curricula are well supported and encouraged by emerging instructional technologies. Such curricula tend to require:

- Access to a variety of information sources.
- Access to a variety of information forms and types.
- Student-centered learning settings based on information access and inquiry.
- Learning environments centred on problem-centred and inquiry-based activities.
- Teachers as coaches and mentors rather than content experts.

Contemporary ICTs are able to provide strong support for all these requirements and there are now many outstanding examples of world class settings for competency and performance-based curricula that make sound use of the affordances of these technologies. For many years, teachers wishing to adopt such curricula have been limited by their resources and tools but with the proliferation and widespread availability of contemporary ICTs, many restrictions and impediments of the past have been removed. And new technologies will continue to drive these forms of learning further. As students and teachers gain access to higher band widths, more direct the capability to support these quality learning settings will continue to grow.

Information literacy

Another way in which emerging ICTs are impacting on the content of education curricula stems from the ways in which ICTs are dominating so much of contemporary life and work. Already there has emerged a need for educational institutions to ensure that graduates are able to display appropriate levels of information literacy, the capacity to identify and issue and then to identify, locate and evaluate relevant information in order to engage with it or to solve a problem arising from it. The drive to promote such developments stem from general moves among institutions to ensure their graduates demonstrates not only skills and knowledge in their subject domains but also general attributes and generic skills. Traditionally generic skills have involved such capabilities as ability to reason formally, to solve problems, to communicate effectively, to be able to negotiate outcomes, to manage time, project management, and collaboration and teamwork skills. The growing use of ICTs as tools of everyday life have seen the pool of generic skills expanded in recent years to include information literacy and it is highly probable that future developments and technology applications will see this set of skills growing even more.

The effect of ICT on 'how' students learn

Just as technology is influencing and supporting what is being learned in colleges and universities, so is it supporting changes to the way students are learning. Moves from content-centered curricula to competency-based curricula are associated with moves away from teacher-centered forms of delivery to student-centered forms. Through technology - facilitated approaches, contemporary learning settings now encourage students to take responsibility for their own learning. In the past students have become very comfortable to learning through transmissive modes. Students have been trained to let others present to them the information that forms the curriculum. The growing use of ICT as an instructional medium is changing and will likely continue to change many of the strategies employed by both teachers and students in the learning process.

The following sections describe particular forms of learning that are gaining prominence in universities and schools worldwide.

Student-centered learning

Technology has the capacity to promote and encourage the transformation of education from a very teacher directed enterprise to one which supports more student-centered models. Evidence of this today is manifested in:

- The proliferation of capability, competency and outcome focused curricula

- Moves towards problem-based learning

- Increased use of the web as an information source. Internet users are able to choose the experts from whom they will learn.

The use of ICT in educational settings, by itself acts as a catalyst for change in this domain. ICTs by their very nature are tools that encourage and support independent learning. Students using ICTs for learning purposes become immersed in the process of learning and as more and more students use computers as information sources and cognitive tools, the influence of the technology on supporting how students learn will continue to increase.

Supporting knowledge construction

The emergence of ICTs as learning technologies has coincided with a growing awareness and recognition of alternative theories for learning. The theories of learning that hold the greatest way today are those based on learning is achieved by the active construction of knowledge supported by various perspectives within meaningful contexts. In constructivist theories, social meaningful contexts. In constructivist theories, social interactions are seen to play a critical role in the processes of learning and cognition. In the past, the conventional process of teaching has revolved around teachers planning and leading students through a series of instructional sequences to achieve a desired learning outcome.

Typically these forms of teaching have revolved around the planned transmission of a body of knowledge followed by some forms of interaction with the content as a means to consolidate the knowledge acquisition. Contemporary learning theory is based on the notion that learning is an active process of constructing knowledge rather than acquiring knowledge and that instruction is the process by which this knowledge construction is supported rather than a process of knowledge transmission.

The strengths of constructivism lie in its emphasis on learning as a process of personal understanding and the development of meaning in ways which are active and interpretative. In this domain learning is viewed as the construction of meaning rather than as the memorization of facts. Learning approaches using contemporary ICTs provide many opportunities for constructivist learning through their provision and support for resource-based, student centered setting and by enabling learning to be related to context and to practice. As mentioned previously, any use of ICT in learning settings can act to support various aspects of knowledge construction and as more and more students employ ICTs in their learning processes, the more pronounced the impact of this will become.

The effect of ICT on 'When' and 'Where' students learn

In the past educational instructions have provided little choice for students in terms of the method and manner in which programs have been delivered. Students have typically been forced to accept what has been delivered and instructions have tended to be quite staid and traditional in terms of the delivery of their programs. ICT applications provide many options and choices and many institutions are now creating competitive edges for themselves through the choices they are offering students. These choices extend from when students can choose to learn to where they learn.

Any place learning

The concept of flexibility in the delivery place of educational program is not new. Educational institutions have been offering programs at a distance for many years and there has been a vast amount of research and development associated with establishing effective practices and procedures in off-campus teaching and learning.

In many instances traditional classroom learning has given way to learning in work-based settings with students able to access curses and programs from their workplace. The advantages of education and training at the point of need relate not only to convenience but include cost savings associated with travel and time away from work and also situation and application of the learning activities within relevant and meaningfull contexts.

- The communication capabilities of modern technologies provide opportunities for many learners to enroll in courses offered by external institutions rather than those situated locally.

- These opportunities provide such advantages as extended course offerings and eclectic class cohorts comprised of students of differing backgrounds, cultures and perspectives.

- The freedoms of choice provided by programs that can be accessed at any place are also supporting the delivery of programs with units and courses from a variety of institutions. There are now countless ways for students completing undergraduate degrees for example, to study units for a single degree, through a number of different institutions, an activity that provides considerable diversity and choice for students in the programs they complete.

Any time learning

In concern with geographical flexibility, technology, facilitated educational programs also remove many of the temporal constraints that face learners with special needs. Students are starting to appreciate the capability to undertake education any where, any time and any place. This flexibility has heightened the availability of just-in-time learning and provided learning opportunities for many more learners who previously were constrained by other commitments.

- Through online technologies learning has become an activity that is no longer set within programmed schedules and slots. Learners are free to participate in learning activities when time permits and these freedoms have greatly increased the opportunities for many students to participate in formal programs.

- Opportunities for many students to participate in formal programs.

- The wide variety of technologies that support learning are able to provide a synchronous supports for learning, so that the need for real-time participation can be avoided while the advantages of communication and collaboration with other learners is retained.

- As well as learning at any time, teachers are also finding the capabilities of teaching at any time to be opportunistic and able to be used to advantage. Mobile technologies and seamless communications technologies support 24x7 teaching and learning. Choosing how much time will be used with in the 24x7 envelope and what periods of time are challenges that will face the educators of the future.

The continued and increased use of ICTs in education in years to come, will serve to increase the temporal and geographical opportunities that are currently experienced. Advancements in learning opportunities tend to be held back by the ICT capabilities of the lowest common denominator, namely the students with the least access to ICT. As ICT access increases among students so too will these opportunities.

Emerging issues

A number of other issues have emerged from the uptake of technology. These include changes to the make up of the teacher pool, changes to the profile of who are the learners in our courses and paramount in all of this, changes in the costing and economics of course delivery.

Expanding the pool of teachers

With technology facilitated learning, there are now opportunities to extend the teaching pool beyond this specialist set to include many more people. The changing role of the teacher has seen increased opportunities for others to participate in the process including work place trainers, mentor specialists from the workplace and others.

Expanding the pool of students

Through the flexibilities provided by technology, many students who previously were unable to participate in educational activities are now finding opportunities to do so. The pool of students is changing and will continue to change as more and more people who have a need for education and training are able to take advantage of the increased opportunities. Interesting opportunities are now being observed among, for example, school students studying university courses to overcome limitations in their school programs and workers undertaking courses from their desktops.

The cost of education

The costs associated with the development of high quality technology-facilitated learning materials are quite high. It has found to be more than a matter of repackaging existing materials and large scale reengineering has been found to be necessary with large scale costs. Likewise costs associated with delivery have not been found to diminish as expected. The main reason for this has been the need to maintain a relatively stable student to staff ratio and the expectation of students that they will have access to teachers in their courses and programs. Compared to traditional forms of off-campus learning, technology-facilitated learning has proven to be quite expensive in all areas of consideration, infrastructure course development and course delivery.

Conclusion

ICT will become a strong agent for change among many educational practices.Extrapolating current activities and practices, the continued use and development of ICTs within education will have a strong impact on what is learned, How it is learned. The up shot of all this activity is that we should see marked improvements in many areas of educational endeavour. Learning should become more relevant to stake holder's needs, learning outcomes should become more deliberate and targeted, and learning opportunities should diversify in what is learned and who is learning. At the same time, quality of programs as measured by fitness for purpose should continue to grow as stakeholder groups find the offerings matched to their needs and expectations. To ensure that the opportunities and advantages are realized, it will be important as it is in every other walk of life to ensure that the educational research and development rupees is sustained so that educationat large can learn from within and that experiences and activities in different institutions and sectors can inform and guide others without the continual need for re-invention of the wheel. Once again ICTs serve to provide the means for much of this activity to realize the potential it holds.

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DEVELOPMENT OF PLM SOFTWARE WITH MULTIMEDIA SUPPORT AND IT'S VALIDATION

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Introduction

Programmed instruction a represents the effective innovations in teaching learning process as highly as individualized and systematic instructional strategy. It is found to be quite useful for class room instruction as well as for self- learning. In our country there have been attempts for the use of programmed instruction especially in providing material to the students of all types of courses including correspondence course. Suitable self-instructional programmed materials for different subject and grades have been prepared and it is being used for instructional or self-instructional purposes.

Historical Growth and Development of Programme Learning Material (PLM)

Socrates is said to be the first programmer, who developed a programme in geometry which was recorded by his disciple Plato in the dialogue menu. Some consider that the origin of programmed learning material is the Bhagvat-Geeta as the first programmed text in the world. Programmed instructions owe its origin to the psychology of learning as propounded by **E L Thorndike (1874- 1949)**. Thorndike gave some laws of learning. According to one of his law, the law of effect, learner likes to repeat his programme or takes more interest in further learning of the pleasant learning that give him pleasure on satisfaction. **Sydney L Pressey (1976**) invented teaching machine. The device is also linked with the origin of programmed instruction. The device contained the format of having descriptive note with the choice of items having provision for immediate feedback. In such a device out of the several choice provided for answering a question. Only one choice will be correct and if student chooses his correct answer the device present the next item, if not he is required to continue his selection process to see correct answer. The machine developed by him had some ingredients of programming. In the recent fifties the development of programmed instruction was put forward though the idea of operant conditioning by B.F. Skinner of Harvard University. In operant conditioning, response of the organism is more voluntary and spontaneous and the proficiency of the occurrence of these responses is increased if there is a provision of immediate reinforcements. He performed these experiments on pigeon. Skinner tried to develop the core principles of learning and through these principles he developed a teaching model, which is popularly known as Skinnerian or linear model or programmed instruction.

Importance of the study

Programmed instruction continues to be used to this date. However, the material in the form of programmed instructional material is not on abundant. The material is not available in the e-media. The efforts done in the form of teaching machines did not continue due to difficulties of heavy investment, maintenance, space requirement, and non-availability of material. The limitations of machines do not exist in the present computer devices. Further the computers have the added facility of having facility to use multimedia. The PLM which is basically a text intense material can now be integrated with multimedia and made available in the enriched form. The addition of multimedia will not only provide a base but also will help to provide a large number experience on a given point with different media. The linear programming will have the inbuilt branching advantage.

Statement of the problem

Development of PLM software with multimedia support and its validation.

Objectives of the study

1. Development of generic PLM software for PLM development, and use in educational setup.

2. To find out the effectiveness of developed PLM software in terms of teachers and user-friendliness and acceptability.

Hypothesis

Teachers opine positively to the developed generic software in terms of its user friendliness and usefulness.

Reviews of related literature

A large number of researches are reviewed to identify the methodology adopted for validation, types of PLM developed, usefulness of PLM for different types of learning and interaction of learning outcomes in terms of co variables. Some of the reviews are detailed out here.

- **Chaudhary M,** Preparation and Evaluation of Programmed Learning Material in Geography for the Secondary Level, Ph.DEdu. Avadh U., 1985.

The main objectives of the study were:

To prepare programmed learning material on selected items of the geography syllabus and to evaluate the programme in terms of learning induced among the reader's by reading the programmed. The secondary objectives of the study were to evaluate the effectiveness of the programme offer. The rural and urban student's separately for boys and girls and for the individual institutions separately.

The study was experimental in nature and employed the single group i.e., pre-test / post test design. The sample of the study comprised 300 students (223 male and 77 female) of classes IX and X drawn from ten secondary institutions (six boys and four girls) of Faizabad city and rural areas in the neighbourhood. For collecting date the investigator prepared programmed material containing 226 frames (95 on movements of earth 68 on art pressure and 63 on major land forms) following the standard procedure; and an achievement test in geography on the content of the programmed learning material. The findings of the study were;

a) Students gained significantly in the acknowledge of the subject by reading the programmed.

b) The programme was equally effective in producing learning among the rural and Durban population. However, the girls gained slightly more than the boys on this programmed.

- **Desai R,** A study of effectiveness of programmed learning strategy in teaching of physics in the eleventh grade, Ph.D. Edu. Bom. U. 1986.

The main objectives of the study were:

a) To prepare programmed material on heat in physics for pupils studying if, standard XI (Science) in the schools of Bombay and Greater Bombay.

b) To try out the programmed on a sample of pupils and tests its effectiveness as auto-instructional material.

The study employed the experimental design. The method of cluster sampling was used for the selection of 100 pupils from four science classes of standard XI in Bombay and Greater Bombay. A pretest was administered on a small sample to as certain the pupil's previous knowledge. The difficulty level and items having ambiguous structures were modified and then a post-test was administered on the same sample of the population.

The following are the findings of the study

i. Pupils took active interest in reading and learning through programme material.

ii. Pupils solved examples on conversion of scalded and on coefficients of linear and cubical expansion of solids.

Design of the study

The study falls under the area of instructional material development and validation. The study has major steps of material development and experimental validation. The material development has incentives software development steps. The procedure of study has elements from educational technology and computer technology. The study has three phases namely development of software, internal validation of software and external validation of software. During the first phase, the researcher was intensively depended on the computer software specialists for developing the software; the researcher had the responsibility of meeting the needs of the instructional mode and environment specification and to monitor the design of the software with learning principles and strength for its friendliness, flexibility, usability, and learning experience enrichment. The second phase is the internal validation where in the software under development was constantly under supervision of researcher monitoring for the adherence software to the pre decided parameters. The third phase involved the convention mode of experimenting the software with learners by creating a double group design with students. For the third phase, researcher selected a suitable content form the history and developed the content inputs for the software.

Phase-I: Development of software

The researcher at this phase prepared a flow chart that satisfy the needs of software and have the ability to take up the frames of PLM material of school subjects in various terms like power point presentation, audio form, summary note form, and gallery of graphics representation, and a set of questions for evaluation. The developed flow chart was given to a computer software man to prepare the computer program with the help of suitable computer programming language required assistance was given so as to develop a good software with all the functions

The details of the steps followed are as below:

A. Development of CA-PLM software

During this stage following procedural details are followed so as to meet the needs of the software parameters.

1. Consumer needs (URS) user requirement specification.
2. Administrative needs (SRS) software requirement specification.

3. Educational principles to be cosidnered.

4. Coverage of teaching learning component inventory.

5. Development of flowcharts and frontend platforms.

B. Software Programme features

The software developed with the help of software specialist has the following features:

1. **Installation of software (Software programme):** The software has the installation procedure as for any other software. The software gets installed in to a programme file directory with all necessary subsidiary files. There will be an exe file in the programme files. If required a shortcut icon can be created on the desktop. The program has uninstalled facility that will uninstall the software from the computer.

2. **Admin feed procedure software (admin procedure software):** The software has two sections. The first one is the admin section which can be accessed by the administrative personnel with the help of password. The admin will provide facility to build content of the units to be taught with standard, unit number and any other specification. In this section the admin will be a teacher.

3. **Data folders for software:** PLM requirement storage process - The teacher can upload the text content, audio, video, graphics for each smallbit of content with objective specification. The loaded material will get stored for use of the learner.

4. **Compatability - with data storage and restore:** The software has the facility to edit the content as and when the admin desires. Further, the content files can be stored separately while uninstalling the programme and reuse them as and when required.

5. **Development of Flow Chart**
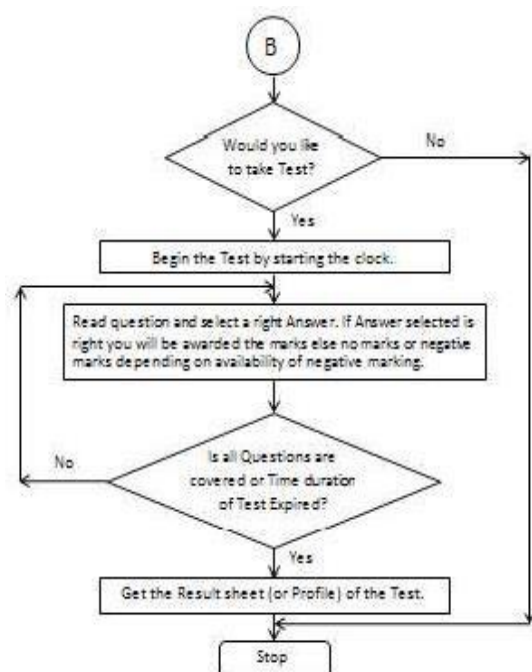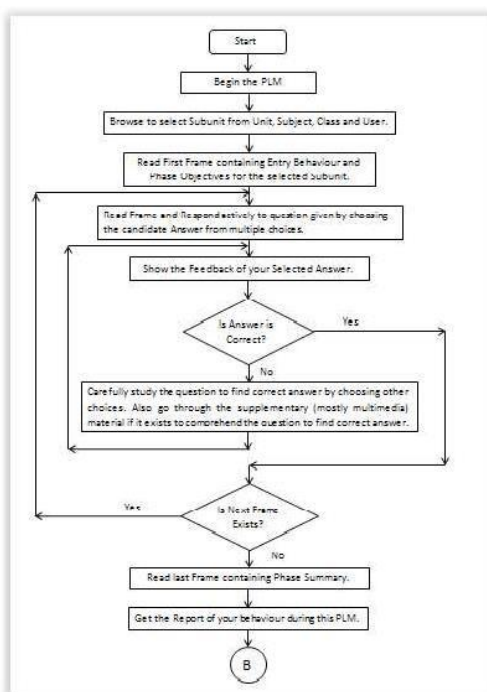
Phase II: Internal validation of PLM software:

1. **Compatibility and Installation testing:** The programme runs by installing into different computers with different windows versions and tried for its correct installation, hard disk setting, the base management and other requirements. The programme has undergone debugging by using demo content.

2. **Admin comfort testing with teachers:** The developed material was taken for lab try out with few teachers who had some exposure of using the CA-PLM. They were asked to use the software to upload some sample lines with various types of multimedia files and find out the operation. The reactions in the form of suggestion were taken to the software specialist for the needed modification. This was repeated till a satisfactory level was reached for external validity.

3. **The programmed developed is tried with a sample of students:** so as to find out the errors. It has given to few teachers to find out their views and required necessities in modifying the content. The try out helped to debug the left out problems to find out the smooth flow of programme and set the running programmed, the projection of all the modes of presentation with its variety also tested. The language comfort of the candidate was another component that also screened.

Phase-III: External validation of PLM software

1. **Content development for experimentation:** The researcher developed frames on different topics in different subjects as lab try out for higher secondary school. The researcher further selected 20 teachers to develop programmed learning materials with the help of software and was used for the learning effectiveness.

2. **Tools developed and used:** The study required a set of tools to measure dependent variable measuring important determinants that affect the study. Teacher reaction scale prepared for this purpose.

3. **Procedure used for scale development:** A brain storming session was conducted with fifteen research scholars for each of the tools. Before the session the conceptual idea of the construct was explained to the group. The group was then called upon to suggest the activities, tendencies, feelings, and behaviours that will either express the proaction towards or anti stand of the individual. A large number of items were collected. During the green signal session each of the items were critically analysed for its scope to use and limitations. The group provided items for field try out. The available items were then placed in the attitude scale format and were administered to a sample of 40 students cantering on a musement software that was introduced to them earlier and were allowed to use. The data collected was further statistically analysed with item analysis were selected the tools.

4. **Preparation of tool to test user friendliness, flexibility and usability:** A reaction scale is prepared to test all the components using the methodology by using Likert method.

5. **Preparation of tool for teachers' acceptance:** This reaction scale is also developed using the method of attitude scale procedure by using Likert method.

6. **Design of the study:** The design of the study has one part the first part was to try out the software with teachers' and find out the effectiveness of software inform of its acceptability and user friendliness.

The software was distributed to 20 teachers who had the computer literacy and attitude. They were given required support to use the software and prepared a PLM in the software of their choice. They were then administered with scales and tools.

7. **Administration of reaction scales:** During the post experiment phase, researcher selected 20 teachers from various schools who had the experience of teaching with PowerPoint and smart class. They were personally attended in the one to one situation. They were exposed to the software with a demo session. Some of them opted to use the software for a week. After the sessions, they were administered with the following scale:

1. Tool to test user friendliness, flexibility and usability:
2. Tool for teacher's acceptance:

Procedure for data analysis: The data obtained on various tools ware treated quantitatively basically computation of mean and testing the hypotheses with t-tests for other variables percentage analysis and graphical representations were used with all other types of data except achievement.

I: Testing of hypothesis:

A) Graphical representation showing the effectiveness of CAP software among teachers:

Graph-1: Percentage of responses for user friendliness:
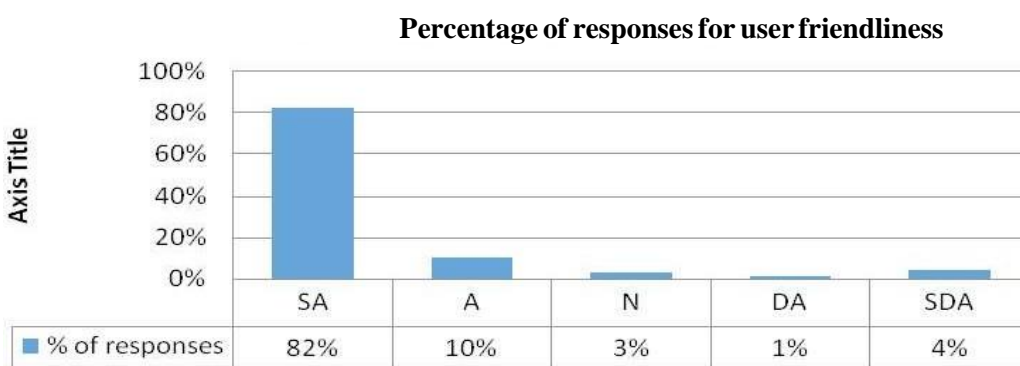
Percentage of responses for user friendliness

	SA	A	N	DA	SDA
■ % of responses	82%	10%	3%	1%	4%

The above graph shows that, more than 92% of teachers are having positive attitude towards CAP software in terms of user friendliness.

Graph-2: Percentage of responses for flexibility:
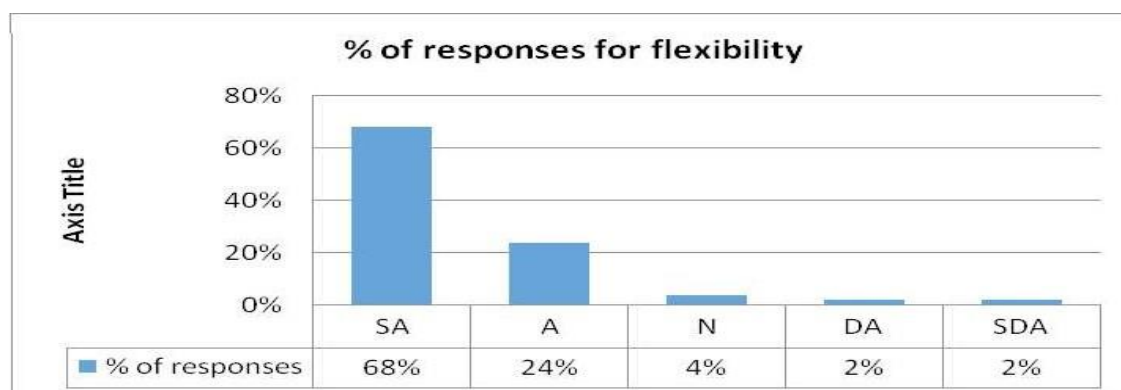
% of responses for flexibility

	SA	A	N	DA	SDA
■ % of responses	68%	24%	4%	2%	2%

The above graph shows that, more than 92% of teachers are having positive attitude towards CAP software in term so for user flexibility.

Graph-3: Percentage of responses for acceptance:

% of responses for acceptance

% of responses	SA	A	N	DA	SDA
% of responses	75%	20%	2%	2%	1%

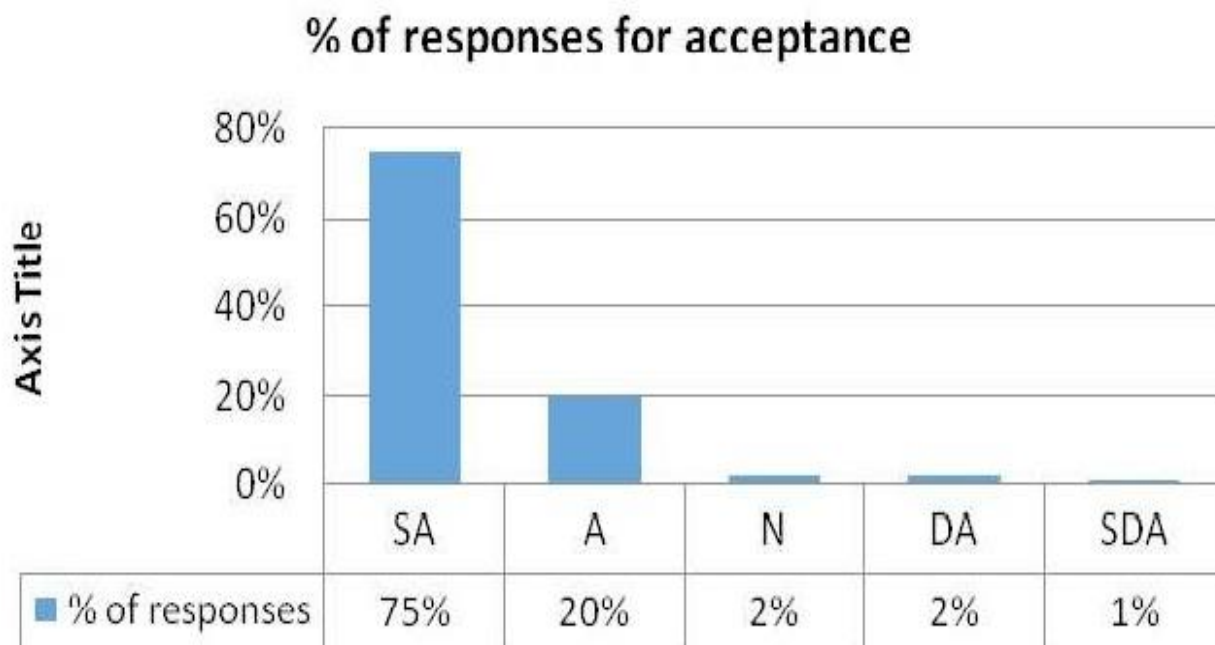The above graph shows that, more than 95% of teachers are having positive attitude towards CAP Software in term so f user acceptance. Graphical representation showing the effectiveness of CAPsoftware among Students:

Findings of the Study

1. The computer aided PLM is more effective than the manual method of making PLM.
2. The CAP software is effective in terms of its user friendliness, usability, flexibility and acceptance by teachers.

Implications of the study

1. The study provided a tried out software package to be used for developing computer aided PLM for teaching learning process.

2. Study also helpful to understand the various dimensions of PLM, utility etc.

3. Maximizing the opportunity to create PLM frames for the teachers.

4. It encourages self-guided PLM.

5. It motivates the students, teachers, up- to-date to the technology.

Conclusion

Presently, the E-media market has multimedia packages having text documents, graphics, and animation just like books. Programmes linking instructional objectives, teaching points and relevant multimedia will help teachers and learners to maximize learning out comes. Present software is an example of such product development and validation. The software also helps teacher to collect and systematize the required content in various media form as in banks and use as per the class room requirement.

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ROLE OF ICT IN 21st CENTURY LEARNER'S LEARNABILITY PRIME OBJECTIVES OF ICT

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Introduction

ICT has revolutionized the field of education. ICT has developed to such an extent that it has remote access to information science education as a field and area of study is indispensable in this digital area of knowledge and information management and the technological advancement in the area of ICT has made significant changes in the profession towards achieving the desired objectives and to meet the modern trends of effective information services delivery. ICT means the application of computers and communication technologies to the acquisition, organization, storage, retrieval and dissemination of information process. Convergence of computer and communication technologies and their subsequent application to library and information activities has changed the philosophy of information. The impact of ICT is characterized on information services by changes in format, content and method of production, and delivery of information products. Emergence of the internet as the largest repository of information and knowledge, changed role of liberty and information science professionals from intermediary to facilitator with new tools for dissemination of information and shift from physical to virtual services environment and extinction of some conventional information services and emergency of new and innovation web based. Library and information science educator should acquire adequate information communication technology and for this government andwell - meaning individual should provide financial support. Finally, library professionals in research and academic libraries need to update their knowledge and expertise in Information and Communication Technology (ICT) in order to successfully undertake their roles of being responsible for improving the library and information centers knowledge support network for society.

Information is Dynamic resource

ICT has revolutionized the field of education. ICT has developed to such an extent that it has remote access to information science education as a field and area of studyis indispensable in this digital area of knowledge and information management and the technological advancement in the area of ICT has made significant changes in the profession towards achieving the desired objectives and to meet moderate of effective information services delivery.

ICT means the application of computers and communication technologies to the acquisition, organization, storage, retrieval and dissemination of information process. Convergence of computer and communication technologies and their subsequent application to library and information activities.

Components of ICT

ICT is a broad term that covers a wide range of technologies. It is the convergence and micro electronic based techniques. The technologies and devices like radio, television, telegraph, fax, TV and telephone, mobile phone, internet, WWW, Email, LAN, ISDN, video conference and satellite communication techniques are a major part of the ICT. With the help of LAN, CASAT community easily shares the information. Telephone and other devices play important role in library services like SDI, Inter library Loan, reference services and online information retrievel. ISDN has increased the capacity for data transmission which facilitated introduction of new services such as e mail, fax etc. Cheaper data storage media has increased the storage capacity of libraries.

Purpose of using ICT

- E-mail and document exchange
- Electronic journals
- Electronic books
- Collect data through internet
- Online data bases
- For career development
- To update knowledge
- Search web opacs/opacs
- Discussion forums
- Blogging
- Casual internet surfing

Needs and development of information technology

- Information and Communication Technology involves the handling of information (which includes text, graphics, audio and video) and communication process using technology such as computers, internets, multimedia and voice over internet protocol **(osunade oluwasrsin, 2006)**

- According to **Ekoja (2007)** Information and communication technology is the equipment used for capturing, processing, storing, transmitting and accessing information, which has offered librarians and other information professional stremendous opportunities in information handling.

- Due to information explosion it is very difficult to handle large information with traditional library tools like manual catalogue, bibliographies, etc. In today's library environment, providing the right way is not possible without ICT application. ICT has become necessity and need. Internet, in fact is changing the way the librarians view information source related infrastructure and sharing. In this process, many libraries have re-examined their traditional methods and services to overcome inadequacies through automation and computerization.

The use of computers for library operations avoids respective jobs and saves considerable amount of time, resources and labour. It also speeds up technical processing and information services. ICT has been a means to bring quality services. Systematic planning of its introduction and application will assure that the technology based information services are sustainable, and enhance the ability of library. In the present scenario, the library and information centers at global level are able to provide access to:

- Online data bases across the country and world wide
- Comprehensive statistical databases and content page services.
- Full text information sources with keyword searching

ICT in Teaching and Learning

ICT changes classroom teaching through its potential as a source of knowledge, a medium to transmit content, a means of interaction and dialogue **(Sharma and Koli, 2014)**. Classrooms are serving as places of collaboration and discovery where ICT and audio visual aids are being integrated into the teaching-learning process **(Haydar, 2017)** for creating students entered and interactive learning environment. In the field of education, its presence is not new. But with technological advancement, it has become the agent of revolution in education system.

ICT is about enhancing the teaching learning process through integration of different Information Communication Technology using different hardware and software tools to effectively manage the teaching learning process this includes the computing and communication facilities and features that support and felicitate teaching learning and range of activities in education from delivery of content to assessment of learners. Innovative views of ICT is defined as the use of ICT applications that support the educational objectives based on the needs of the current knowledge society **(Drent and Meelissen, 2008)**.

It has been concern of every teacher to improve and facilitate teaching learning in classroom for enhancing the quality of learning experiences of the students. As a result, technology entered into classrooms which can be used to facilitate the acquisition of skills such as critical thinking, independent learning, communication and life long learning involving analysis, synthesis, evaluation and organisation of information **(Haydar, 2017)**. It helps students taking responsibility of their learning and constructing their own knowledge.

When it is used in teaching and learning, it should my developing higher order thinking skills among learners which are essential element of 21st century skills. It should help students move from lower skills of knowledge and understanding to higher skills of evaluation and creation.

When it is used for class learning, it should be ensured that learners are engage through multi-sensory delivery, active learning, cooperative learning, opportunities for communication and providing motivation. Effectiveness of ICT depends upon its selection and usage according to the nature of content and learners and their learning styles. Different content asks for different tools and resources. Some needs simple explanation but other may need demonstration. Its usage should be according to the learner's needs and their styles of learning.

ICT integration in school education in India

ICT and its potential was wednesday and documented in the national policy of education, 1986 and program of action 1992 where it was trust to employee educational technology to bring improvement in the quality of education. Central is sponsored schemes namely educational technology (ET) and computer literacy and studies in schools (class bracket close immersed in India for social transformation and national progress. It paved way for more comprehensive scheme Information and Communication Technology in school) ICT at schools bracket close in 2004 as a window of opportunity to the learners in the Schools of India to bridge the digital divide. It was further revised in 2010 to provide opportunities to build student's capacity on ICTskills and to make them learn through computer aided learning process. The role of ICT is highlighted in NCF-2005 also. Department of schools education and literacy, MHRD has framed National Policy on ICT for school education with latest draft revision in 2012. It promotes ICT enabled processes in order to improve accessibility, quality and efficiency of the school system.

Benefits of ICT

Talking about the benefits of ICT it can be said that it is one of the major skills of 21st century learning ICT is equally effective in both conventional and distance education system. It has the potential to innovate, accelerate, enrich and deepen skills to motivate and engage students to help in relating school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping and schools change **(Lemke and Coughlin, 1998: Davis and Tearle, 1999, Yusuf, 2005: in Haydar, 2017).**

The other benefits of ICT in classroom are given in the following points:

- To provide learning opportunities at a time and at any place.
- To increase learner's interest in teaching-learning process.
- To provide equity in access to quality education.
- To provide effective communication channel for geographical dispersed learners.
- To customize programmes as per the individual learner'sneed and requirements.
- To enrich learning experience through multi-sensory learning.
- To provide opportunities for authentic learning and assessment.
- To encourage interaction and student's participation in classroom teaching and learning.
- To help in unleashing creativity of learners. They are not mere receivers of knowledge but active constructors of knowledge with creativity and critical thinking.
- To cater different learning styles.
- To create anxiety free and stress free environment.
- To help in transforming the teacher centred instruction to learner centred approach to teaching and learning.
- To provide immediate access to rich resource material from a large number of sources.

Confrontation of using ICT

- Lack of facilities, materials and equipment's and favourable conditions for its usage.
- Ignorance about the use and advantages of ICT.
- Lack of provisions to train teachers for required ICT skills. The challenges is not simply improving the infrastructure of school but cultivating an urge and capacity of teachers in using ICT **(Haydar, 2017).**
- Fear and apprehension among teachers regarding losing their dominance over teaching.

Conclusion

In conclusion, it can be said that ICT transforms the teaching learning process from teacher-centred, textbook and product-oriented to more student-focused, rich interaction based and process-oriented. This results in bringing creativity, critical thinking, cooperative and self-confidence in learners and makes them competent with 21st century skills, knowledge and attitude. These skills are developed through the application and integration of ICTand its modern tools in classroom. These tools have fundamentally changed the processes involved and exercise in the field of education. Undoubtedly, ICT helps in enhancing the teaching learning process.

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ROLE OF ICT IN 21ST CENTURY SKILLS IN LEARNER'S LEARNABILITY

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Introduction

Our current era is known as the age of technological revolution.The last decade of the 20th century and the beginning of the 21st century witnessed a tremendous progress in the field of information technology. Modern technology has transformed the world into a little global village. This development is reflected in numerous areas, but the area in which it benefited greatly is education and the era of distance learning has begun. As a result of this, revolution in the methods and techniques of education provide scientific materials to students in an easy, fast and clear originated various forms of online learning to suit the needs of learners of 21st century. The amount of change from the end of 20th century and where we are now is significant. We are far more technologically advanced now in the 21st century. With smart devices, it has also changed the way that the world learned, and will learn forever. Based on the various changing needs of our society now emphasis is also give to the various educational theories and educational practices. According to these theories and practices changes are also undergo in teacher education also. It is natural that teacher education must include new technology. Teacher should also know the right attitudes and values, besides being proficient in skills related to teaching. As we know the minimum requirement of any training programme is that it should help the trainee to acquire the basic skills and competencies of a good teacher.

Trends in Teacher Education

Now-a-days new trends in teacher education are interdisciplinary approach, correspondence courses, orientation courses etc. Simulated teaching, micro teaching, programmed instruction, team teaching are also used in teacher education. Now-a- day's action research also implemented in teacher education. ICT acts as a gateway to the world of information and helps teachers to be updated. It creates awareness of innovative trends in instructional methodologies, evaluation mechanism etc. for professional development. Not only has technology helped the world's teachers to teach more efficiently, but technological advances have helped the learner as well. In 21st century, there have been so many new technological advances already, such as the Smart phone, it is obvious that technology has changed the world in the 21st century and will continue for centuries to come Smart phones, Smart devices and tablets, potential access to internet have truly changed the way in which someone can learn. We are for more advanced now in the 21st century.

Core Skills

This paper elaborates on the seven core skills supported by the use of ICT:

- Technical support
- Information management
- Communication
- Collaboration
- Creativity

- Critical teaching and
- Problem solving.

The ability to take the course anywhere and the ability to access the learning materials whenever a student wants is the benefit that technology brings. By adopting technology into the learning process, teacher, students and parents will see positive improvements in academic performance and real life work skills. Completing our course online we are already many steps closer to success students will have excellent knowledge on internet research; able being an independent person. E-learning will provide a convenient learning to students and helps to promote environmental friendliness. Online education has been begun since 1993 and is a new way of teaching students of all ages.

The internet has made it easier for people to stay connected and has provided people with unlimited resources of the World Wide Web. But now lectures and trainings can be given through video lectures and also virtual sophisticated labs. In the light of these roles of technology, teachers are able to use the internet and multimedia to deliver the content of the curriculum for students. Teachers can connect with their student's virtually and without any restrictions unlike traditional schooling. ICT enabled education will ultimately lead to the democratization of education in the 21st century.

A competent teacher has several skills and techniques for providing successful teaching. So development and increase of skills and competencies of teacher required knowledge of ICT and science and technology. The knowledge of ICT is also required to teacher educators during their training programme, because this integrated technological knowledge helps a prospective teacher to know the world of technology in a better way by which it can be applied in future for the betterment of students. ICT also provides teachers and students more facilities and opportunities for feed back. Continuous and comprehensive evaluation (CCE) helps students as well as teachers to use more technology for making teaching-learning more attractive for the betterment of our future generation. So, the knowledge of ICT is very much essential for the both prospective teachers as well as inservice teachers also.

ICT can be used for providing education to the people who are not able to come to school due to various constraints which was recently witnesssed during Covid-19. All worlds is facing pandemic situation. To be out of this situation, we all are struggling. All fields are affected due to Covid-19. And also education field is affected. At this time, Covid-19 was declared as a global pandemic on 11th March 2020. Education is crucial to individuals and society and Covid-19 has affected educational systems worldwide. The closure of schools as a result of Covid-19 has been a critical global incident from which to re-think how education works in all our countries. At this moment, ICT is very much helpful to teachers and students. ICTs have transformed classroom communication methods and modified instruction strategies.

ICTs have made teaching and learning interactive and collaborative instead of the traditional teacher-talking and students listening approach. Among the many changes generated by this crisis, all teaching became mediated by digital technologies. The teachers change their classrooms into online learning spaces. The critical global incident generated by the pandemic forced most teachers to assume virtual teaching where they had to use digital technologies to facilitate their students learning. At this time ICT was helping the community and it is catering to the young population's education needs. Teachers used the digital technologies or ICTs during the confinement to become familiar with their practices and use them to review their conceptions of teaching and learning.

In this way, their integration in the curriculum would contribute to the acquisition of 21st century competencies (autonomy) collaboration, (critical thinking and problem solving) that the OECD **(Ananiadou and claro, 2009)** links to the so called global competence that should define the current education **(Ertmer etal, 2015)**. ICT appears as a bridge to break the distance and survive'the learning. In case of distance, teachers can use ICT through video conference to enable them to teach or monitor the students learning process. In this smart ICT education system, teachers can access the recently published material and break down the learning outline into activities and lessons to gain more content consolidation and rehersal for the students.

21st century teaching learning strategies technologies play an important role in training programme of teachers. Students access knowledge and information through TV, digital media, cable network, internet and social media i.e, facebook, twitter, whats app, linked inn, igo, line and we chat etc ICT is very importance for pre-service teacher education programme in the 21st century. New technology and approaches to teaching learning are transforming 21st century's classrooms. Educational institutions from primary schools to colleges 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 Course (MOOC), mobile learning, artificial intelligence etc. are slowly finding there way into educational institutions. Teachers can interact with students sitting at remote centres with the help of numerous tools such as e-notepad, chat, document sharing, white board, hand raise, video sharing, desktop sharing, question and answer, quiz, poll, viewer, video wall, library and recording and playback. Over the years, government has been able to enhance access and familiarity to ICT among the teachers and students.

As per as e-content is concerned the Digital Infrastructure for Knowledge Sharing (DIKSHA) is being envisaged as one nation, one digital platform. This will be a single point access of all e-content. E-pathashala, NROER and similar other portal hosting e-content and digitized textbooks are being integrated with DIKSHA. This platform is a central infrastructure built on sophisticated technology. It has browser and app capabilities. 21st century teaching and learning environment has above characteristics such as smart use of space, integration of technology, collaborative stations and student mobility.

In this regard ICT is an effective tool for this emerging paradigm and judicious application of ICT will provide quality education for all. Role of ICT in 21st century's teacher education the following functions of ICTs make it a key player in the 21st century in enhancing learner's learn ability:

- ICT helps teachers in both pre-service and in-service teachers training.
- ICT helps teachers to interact with students.
- It helps them in preparation of their teaching, provides feedback.
- It helps teachers to access with institutions and universities, NCERT, NAAC, NCTE and UGC etc.
- It helps in effective use of ICT software and hardware for teaching learning process.
- ICT can support creativity in multiple ways including developing ideas and creating or realizing ideas.
- It helps in improve teaching skill, helps in innovative teaching.
- Digital environments allow works to access various design concept, experiences and ideas.
- ICT helps teachers motivate students and growing interest in learning.

- ICT helps teachers for organizational preconditions (Vision, policy and culture).

- ICT also helps the teachers for their personnel support (Knowledge, attitude, skills).

- ICT will be useful for enhancing skills as listening, speaking, and writing.

- ICT helps teachers in preparation for teaching. In order to introduce ICT in pre-service teacher education different methods and strategies are applied.

- It appears in many different forms, such as drill and practice exercises, in simulations and educational networks.

- ICT is plays an important role in students evaluation.

- ICT helpful for designed learning situations which are needed for both vocational education and the training of future teachers (in the teacher training institutes).

- Teacher training institutes can develop their curriculum using ICT.

- With the help of ICT teacher training institutes can develop communication network.

Conclusion

Teaching occupies an honourable position in the society. ICT helps the teacher to update the new knowledge, skills to use the new digital tools and resources. By using and acquiring the knowledge of ICT, student teacher will become effective teachers. It can change the nature of education and roles of students and teachers in teaching-learning process. Teachers in India now started using technology in the class rooms.laptops, LCD projectors, desktop, EDUSAT, EDUCOM, smart classes and memory sticks are becoming the common media for teacher education institutions. So 21st century learners should employ the ICT 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 learners in active role of self-directed learning, providing flexibility and interactivity in teaching and learning process. We need to have interactive teaching and this changing role of education is inevitable with the introduction of 21st century digital trends and producing technologically savy generation of youths. So we should use information and communication technology in 21st century because teachers only can create a bright future for students.

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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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ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN 21st CENTURY

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Introduction

The twenty first century is knowledge and information revolution century. Technology will have a critical role in 21st century **(Alinston, 2002)**. Information and communication technology (ICT) is a force that has changed many aspects of the way we live. During the past 20 years, the use of ICT has fundamentally changed the working of education.In the current environment conscious world, the importance of education and acceptability of ICT as asocial necessity has been increasing. Social acceptability of information and communication tools is necessary to improve the mobility in the society and increase the pitch for equity and social justice. Information and communication technology resources play an important role during education. Student-teachers can accesses knowledge and information through digital media, internet and social media networks, online learning platforms, Web 2.0 Technologies (Blog, Wiki, and Podcasts), massive open online courses, web conferencing, online video and teaching channel, e-portfolio, e-publication, telecommunication, EDUSAT Experiment etc. Without Information and communication technology integration teaching-learning process remains incomplete in the 21st century.

Information and Communication Technology

Information and Communication Technologies (ICTs) are referred to as the varied collection of technological gear and resources which are made use of to communicate. They are also made use of to generate, distribute, collect and administer information. ICT is a force that has changed many aspects of the way we live. Information and communication technologies consist of the hardware, software, networks, and media for collection, storage, processing, transmission and presentation of information (voice, data, text, images), as well as related services. ICTs can be divided into two components, Information and Communication Infrastructure (ICI) which refers to physical telecommunications systems and networks (cellular, broadcast, cable, satellite, postal) and the services that utilize those (internet, voice, mail, radio, and television) and Information Technology (IT) that refers to the hardware and software of information collection, storage, processing, and presentation. When looking at the integration of ICT to support the achievement of educational objectives, it can be found that after almost a decade of using ICT to stimulate development, it is not yet fully integrated in development activities and awareness rising is still required.

Significance of ICT in the 21st century classrooms

The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning and research **(Yusuf, 2005)**. ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change **(Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005)**. Contemporary ICTs are able to provide strong support for all these requirements and there are now many outstanding examples of world class settings for competency and performance-based curricula that make sound use of

the affordances of these technologies **(Oliver, 2000)**. The use of ICT will not only enhance learning environments but also prepare next generation for future lives and careers **(Wheeler, 2001)**. Changed pool of teachers will changed responsibilities and skill sets for future teaching involving high levels of ICT and the need for more facilitative than did actic teaching roles **(Littlejohn et al., 2002)**. Students using ICTs for learning purposes become immersed in the process of learning and as more and more students use computers as information sources and cognitive tools **(Reeves and Jonassen, 1996)**, the influence of the technology on supporting how students learn will continue to increase.

Need and Importance of ICT in Education

The impact of ICT on what is learned conventional teaching has emphasized content. For many years course have been written around textbooks. Teachers have taught through lectures and presentations interspersed with tutorials and learning activities designed to consolidate and rehearse the content. Contemporary settings are now favouring curricula that promote competency and performance. ICT and their outcomes as play by other technologies in making our lives quite comfortable and purposeful. The ICT has been developing very rapidly now a days. Therefore, in order to balance it, the whole educational system should be reformed and it should be integrated into educational activities, traditional learning was hard, introduction of ICT has change the traditional concept. It has the potential to transform the nature of education. ICT and their role have a tremendous potentiality of serving its cause and helping the persons connected with the process and product in a number of ways. Role or impacts of ICT in education are:

- ICT helps teachers in both pre-service and in-service teachers training.

- ICT helps teachers to interact with students

- ICT also helps teachers to access with institutions and universities, like NCERT, DSERT, NAAC NCTE and UGC etc.

- It also helps in effective use of ICT software and hardware for teaching–learning process.

- It helps for innovative teaching.

- ICT prepares teacher for the use of their skills in the real classroom situation and also make students for their future occupation and social life.

- Teachers must provide technological support to learn using motion picture, animation, simulation training which helped student teachers to give model presentation. If the teacher is highly equipped with technology, the student will also be equipped with technology.

- It removes the traditional method of teaching and prepare teacher to apply modern method of teaching.

- ICT is plays an important role in student evaluation.

- ICT is store house of educational institution because all educational information can safely store through ICT.

- ICT helpful for designed learning situations which are needed for both vocational education and the training of future teachers (in the teacher training institutes).

- Teacher training institutes can develop their curriculum using ICT.

Major ICT initiatives in India

- **UGC-INFONET:** UGC-INFONET was established in the end of 2004 by UGC (University Grant Commission). UGC INFONET offers an electronic access to all the scholarly literature and material available on the internet. The programme was executed by the director, Information and Library Network (INFLIBNET) Centre, Ahmedabad and the UGC affiliated universities are the member of this programme.

- **BRIHASPATI:** It is an e-learning platform. It was developed as an open source freeware by IIT Kanpur. Faculties can post their hand outs, lecture notes and study material in electronic format on the internet.

- **EDUSAT:** EDUSAT was launched by the ISRO (Indian Space Research Organization) in collaboration with Ministry of Human Resource Development (MHRD). This project aims on multicasting interactive multimedia for the educational sector and augment distance education capabilities in the country.

- **E-SIKSHAK:** E-SIKSHAK is an e-learning framework launched by Centre for Development of Advanced Computing (CDAC) a Scientific Society of the Ministry of Communications and Information Technology, Government of India. This portal can be used to learn free courses in Telugu.

- **E- PG Pathshala:** E-PG Pathshala is an initiative of the MHRD under its National Mission on Education through ICT (NME-ICT) being executed by the UGC.

- **Shodhganaga platform:** Shodhganga is the name coined to denote digital repository of Indian Electronic Theses and Dissertations set-up bythe INFLIBNET Centre.

Limitations

- Technology is being used in every aspect of education, whether it is medical, engineering, management economics or social studies. Hence it is the duty of education department or educationalist to implement ICT in their curriculum.

- Most of our educational institutions are still using the traditional methods like chalk and talk method. Computers, laboratories, projectors and ICT laboratories are more for exhibition than for education

Conclusion

Teaching occupies an honourable position in the society. ICT helps the teacher and students to update the new knowledge, skills to use the new digital tools and resources. ICT is one of the major factors for producing the rapid changes in our society. By using and acquire the knowledge of ICT that helps teacher to teach effectively. ICT in education is not transformative on its own. ICT is only a tool. Only by effective implementation it becomes useful. Unless teacher educators model effective use of technology it will not be possible to prepare a new generation of teachers who effectively use the new tools for teaching and learning. It can change the nature of education and roles of students and teacher in teaching learning process. Both the teachers and students in India now started using technology in the class room. Laptops, LCD projector, Desktop, EDUCOM, smart classes, Memory sticks are becoming the common media in education institutions in the 21st century usage of information and communication technology in education sector is very essential in creation of bright future for students.

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SIGNIFICANCE OF SKILLS DEVELOPMENT AMONG LEARNERS IN 21st CENTURY

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Introduction

The paper also focuses on the aspect that skills development among learns in 21st century skills refers to abroad set of knowledge, skills, work habits and character traits that are believed by educators, school reformers,college professors, employers and others to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces. Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life. While the specific skills deemed to be 21st century skills may be defined, categorized, and determined differently from person to person, place to place, or school to school, the term does reflect a general if somewhat loose and shifting consensus. These soft skills are essential for modern day life and the work place. Teaching 21st century skills to students, is as important as teaching content. Each skill is unique in how it helps students. The skills are intended to help students keep up with the lightning-pace of today's modern markets and they are also essential in the age of the Internet. The present paper makes an effort to highlight significance of developing theme skills among learners in 21st century.

21st century skills comprise skills, abilities, and learning dispositions that have been identified as being required for success in 21st century society and workplaces by educators, business leaders, academics, and governmental agencies. This is part of a growing international movement focusing on the skills required for students to master in preparation for success in a rapidly changing, digital society. Many of these skills are also associated with deeper learning, which is based on mastering skills such as analytic reasoning, complex problem solving, and team work. These skills differ from traditional academic skills in that they are not primarily content knowledge-base.

The NEP 2020 emphasized on developing the 21st century skills essential to survive in today's world. Multiple intelligence theory Ash been so to improve that 21st century skills. 21st century skills are 12 abilities that today's students need to succeed in their careers during the information age.

21st century skills such as:

- Critical thinking
- Technology literacy
- Creativity
- Flexibility
- Collaboration
- Leadership
- Communication
- Initiative

- Information literacy
- Productivity
- Media literacy
- Social skills

The three 21st century Skill Categories

Each 21st Century skill is divided into three categories:

- Learning skills
- Literacy skills
- Life skills

Learning skills (the four C's) teaches students about the mental processes required to adapt and improve upon a modern work environment.

Literacy skills (IMT) focuses on how students can discern facts, publishing outlets and the technology behind them. Their SA strong focus on determining trust worthy sources and factual information to separate it from the misinformation that floods the internet.

Life skills (FLIPS) take a look at intangible elements of a student's everyday life. These intangibles focus on both personal and professional qualities.

The 4 C's of 21st century Skills are:

- **Critical thinking:** Finding solutions to
- **Collaboration:** Working with others problems
- **Communication:** Talking to others

Creativity: Thinking outside the box

The four C's are by far the most popular 21st century skills. These skills are also called learning skills. More educators know about these skills because they reuniversal needs for any. They also vary in terms of importance, depending on an individual's career aspirations.

Literacy skills: Literacy skills are the next category of 21st century skills. They're sometimes called IMT skills, and they're each concerned with a different element in digital comprehension.

The three 21st Century literacy skills are:

Information literacy: Understanding facts, figures, statistics and data

Media literacy: Understanding the methods and outlets in which information is published

Technology literacy: Understanding the machines that make the information age possible

Life skills is the final category. Also called FLIPS, these skills all pertain to someone's personal life, but they also bleed into professional settings.

The five 21st century life skills are:

- **Flexibility**   **:** Deviating from plans as needed.
- **Leadership**   : Motivating a team to accomplish a goal.
- **Initiative**   : Starting projects, strategies, and plans on one's own.
- **Productivity**   : Maintaining efficiency in an age of distractions.
- **Social skills**   **:** Meeting and networking with others for mutual benefit.

Here is a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with 21st century skills : Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information research skills and practices, interrogative questioning creativity, artistry, curiosity, imagination, innovation, personal expression Perseverance, self-direction, planning, self-discipline, adaptability, initiative oral and written communication, public speaking and presenting, listening leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming civic, ethical, and social-justice literacy economic and financial literacy, entrepreneurialism global awareness, multicultural literacy, humanitarianism scientific literacy and reasoning,the scientific method environmental and conservation literacy, ecosystems understanding health and wellness literacy, including nutrition, diet, exercise, and public health and safety.

Conclusion

The basic idea is that students, who will come of age in the 21st century, need to be taught different skills than those learned by students in the 20th century, and that the skills they learn should reflect the specific demands that will placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society.

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IMPACT OF ICT ON TEACHING AND LEARNING IN THE 21st CENTURY

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Introduction

Today's age of 21st century and it is also the age of information and technology (IT). Every aspects of life are related to science and technology. Huge flow of information is emerging in all fields through out the world. Now information and technology is popularly using in educational field for making teaching learning process successful and interesting for students and teacher both. In 1998, UNESCO world education report refers about student and teachers must have sufficient access to improve digital technology and the internet in their classroom, schools, and teacher educational institutions. Teachers must have the knowledge and skills to use new digital tools to help all students achieve high academic standard. The quality of professionsl development of teacher education depends on the extent of ICT integration in teacher education programme. Teachers are at the core of any living society. Technologies play an important role in training programme of teachers. Student's accesses knowledge and information through TV, digital media, cable network, internet and social media i. e. Facebook, Twitter, WhatsApp, LinkedIn, Igo, Line, We chat etc. ICT is very important for pre-service teacher education programme in the 21st century.Without proper knowledge of ICT teacher cannot perform in his/her classroom and it could not be said to be a complete one. For education, the purpose of ICT is generally to familiarize students and teachers with the use and workings of computers, related social and ethical issues. It is generally believed that ICT can empower both teachers and learners. It promotes change to education in 21st century. ICT not only transforms teaching but also the learning processes. The transformation gets to increase learning gains for students that provide learners an opportunity to develop creativity, communication skills, and other thinking skills. Besides, smart solutions for the future including laptop learning, e-learning, smart classrooms, did actic equipment and stimulations is the key to education today. An entire learning environment is needed in which students; teachers, administrators and parents can easily communicate and collaborate with each other, share secure information around the clock, and, ultimately, access a world of knowledge beyond classroom walls.

ICT is very useful to society, especially to students in colleges. An ICT-rich educational experience brings benefits to the students. Technology is an important part of student's every day lives. Necessary software and hardware is having been made available for students to use, while also helping them develop their own ICT skills. More than 60% of the students in the world have a computer, laptop or internet accessible device at home as well so that they can search for information regardless of time and place. Based on the research of internet, training is provided in some of the schools in Nigeria as well as to make students to learn to become more independent in their work. In some schools, ICT as a course is now a mandatory. Therefore, ICT is provided for the students to have quick and easy ways in doing research, and to train society. It has a great impact for students to have an easier way for research and information compared to the earlier period. For example without ICT student have to go to the library to collect or gather information. It is not only a waste of time but also there is a limit to the information they can get.And now, ICTis saving time in doing the work and there is no limit to the information which they seek.

On the other hand, we can have our self-test before the exam. Besides buying the books for exercise, students can get the question from the internet. It makes students more comfortable to have a test. ICT is also like a learning center that could help to share ideas and understanding to the students. It teaches students some basics grammar and improves the use of English by themselves. For example, when we are working in pairs and yet by using ICT that students can experience with collaborative learning. ICT represent as the local champions. It supports local needs for the learners which mean social information can be found easily.

In fact, ICT empowers students to engage in the learning process and give them an interest in their personal education. By integrating ICT into the classroom, students have the ability to learn more effectively, collaborate with each other and explore the world around them. Anytime, anywhere access to internet-based tools is necessary toencourage learning inside the classroom and beyond. For example, students who are always online or having Facebook, they will always explore something and share with their friends. It unknowingly makes them more collaborate with each other. However, ICT provided e-learning to the learners. It is a flexible learning to those who are busy in their own things.

Important Roles

- ICT helps teachers in both pre-service and in-service teachers training.
- ICT helps teachers to interact with students.
- It helps them in preparation their teaching, provide feedback.
- ICT alsohelps teachers to access with institutions and universities, NCERT, NAAC, NCTE and UGC etc.
- It also helps in effective use of ICT software and hardware for teaching-learning process.
- It helps in improve teaching skill, helps in innovative teaching.
- It helps in effectiveness of classroom.
- It also helps in improving professional development and educational management as well as enhances active learning of teacher trainees.
- ICT helps teachers in preparation for teaching. In order to introduce ICT in pre-service teacher education different methods and strategies are applied.
- Different tools are used such as word processing, database, spreadsheet etc.
- Various technology based plans are used to help the teachers for their practice teaching.
- ICT prepares teacher for the use of their skills in the real classroom situation and also make students for their future occupation and social life.
- ICT used as an assisting tool for example while making assignments, communicating, collecting data & documentation and conducting research.
- Typically, ICT is used independently from the subject matter.
- ICT as a popular tool for organization and management in institutions.
- It removes the traditional method of teaching and prepare teacher to apply modern method of teaching.
- ICT is plays an important role in student evaluation.
- ICT is store house of educational institution because all educational information can safely store through ICT.
- ICT helps teacher to pass information to students within a very little time.
- ICT helps teacher to design educational environment.
- ICT helps teacher to identify creative child in educational institute.

Conclusion

Teaching occupies an honorable position in the society. ICT helps the teacher to update the new knowledge, skills to use the new digital tools and resources. By using and acquire the knowledge of ICT, student teacher will become effective teachers. ICT is one of the major factors for producing the rapid changes in our society. It can change the nature of education and roles of students and teacher in teaching learning process. Teachers in India now started using technology in the class room. Laptops, LCD projector, desktop, EDUCOM, smart classes, memory sticks are becoming the common media for teacher education institutions. So we should use information and communication technology in teacher education in 21st century as because now teachers only can create a bright future for students.

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INFORMATION AND COMMUNICATION TECHNOLOGY IN ENGLISH LANGUAGE TEACHING AND LEARNING

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Introduction

Learning is a complex process of discovery, collaboration, and inquiry facilitated by language. It is relatively permanent change in person's knowledge or behaviour due to experience. **(Richard E. Mayer)**. The language provides strong base for learning. It is composed of interrelated and rule-governed symbol systems; language is a social and uniquely human means of representing, exploring, and communicating meaning. As well as being a defining feature of culture, language is a mark of personal identity, and is essential for forming interpersonal relationships, understanding social situations, extending experience, reflecting on thought and action, and contributing to a democratic society. Language is not merely the medium of instruction at all levels of Education; it is the medium of growth. Language is the most powerful and central tool in achieving our educational goals. Its role is not limited to communication; rather it extends into the vast branches of knowledge and human sciences. It has become a continuous interest of psycholinguists to explain the similarities and differences in the way people acquire their first language (L1) naturally and learn their second language (L2). **Chomsky (1959)** believed that children are equipped with an innate template or blueprint for language, which is called the Language Acquisition Device (LAD) which accounts for the swift mastery of language among children despite the extremely abstract nature of language. It is believed that children do not start from scratch when it comes to language learning as they can acquire complex grammar quickly. As children have to learn the second language, deliberate effort is required on the part of the learners as well as the teachers. It is the on us of the teachers to be well versed with the new methods and techniques of teaching the second language.

Information and communication technologies (ICTs) are currently being used in education to assist students to learn more effectively by providing teachers with access to a wide range of new pedagogy and their use in the field of language teaching. ICT has made the process and style of language teaching and learning ever changing. Today's language classrooms are drastically different from that of the mid to late 20th century (Eaton, 2010). The focus of language teaching is an integration of cultural, content and linguistic knowledge for making global communication effective and more comprehensive rather than teaching grammar, memorizing and learning rules and vocabulary in isolation from rote. It is a known fact that India is a multilingual country and English language is taught as second language in all the schools. Since students do not get the natural environment to learn English, it is a great challenge for teachers to develop fluency in language among students. In this regard to make English language enjoyable and meaningful ICT tools and approaches are being used widely due to their convenience, omnipresence, effectiveness and being economic. Some of these approaches, facilities and tools are:

Computer: This is the most important tool of information and communication technology and backbone of modern human life. All the modern communication processes are impossible without the use of computer. It is helpful in collecting and storing data for communication. It is helpful in the development of listening and speaking skills.

Computer-assisted instruction (CAI): is an interactive instructional technique where by a computer is used to present the instructional material and monitor the learning that takes place. It uses a combination of text, graphics, sound and video in enhancing the learning process. CAI programs use tutorials, drill and practice, simulation, and problem solving approaches to present topics and also to test the student's understanding.

Types of computer assisted instruction

1. **Drill-and-practice**: Drill and practice provide opportunities for students to repeatedly practice the skills that have previously been presented and that further practice is necessary for mastery.

2. **Tutorial**: Tutorial activity includes both the presentation of information and its extension into different forms of work, including drill and practice, games and simulation.

3. **Games**: Game software often creates a contest to achieve the highest score and either beat others or beat the computer.

4. **Simulation:** Simulation software can provide an approximation of reality that does not require the expense of real life or its risks.

5. **Discovery:** Discovery approach provides a large database of information specific to a course or content area and challenges the learner to analyse, compare, infer and evaluate based on their explorations of the data.

6. **Problem Solving**: This approach helps students develop specific problem solving skills and strategies.

Computer Assisted Language Learning: CALL is a broad and an ever changing discipline. Beatty defines, CALL as any process in which a learner uses a computer and as a result improves his or her language and it covers the wide range of current practices in the field. The internet anddifferent computer applications. Computer Assisted language learning (CALL) software, CD-ROMS and office software applications have become common in many teaching and learning environments. The computer can act as as stimulus which generates analysis, discussion and writing.

Other tools like CALA (Computer Assisted Language Assessment), MALL (Mobile Assisted Language Learning), TELL (Technology Enhanced Language Learning), wiki, e-mail facility, digital libraries, multimedia, mobile learning, Free and open source software and social media, MOOCs, virtual classrooms, documentaries,digital story telling, mobile applications, I-pads, digital notebooks, tablets, smart phones, recorded audio - video materials, online spoken tutorials, digital pronunciation dictionaries, internet, social media, online facilities like e-guidance, e- tutoring, e-teaching, e-journals, e- books, e-library, virtual classes etc.

Online language related courses are available on internet. Some of them are free and some of them are payable. Students can enroll themselves in these courses and get education and training easily at their own pace. Some of the agencies which are providing on line courses are following MOOCS, future learn and NPTEL, students can watch onlineand offline videos of language learning for the enhancement of their language skills. Feature films can be used in the teaching of English language. Films may be documentaries, educational and entertainment based. These can arouse high level of motivation. It results in a most satisfying learning experience.

Some of the digital devices which enable total transition from traditional approach to latest innovative constructivist approach such as ALEKS: A web based adaptive learning platform that uses artificial learning intelligence, Connect ED, Engrade, Udemy, RCampus: Learnopia, Thinkific, Edmodo, Podcast, Dogme, Quizlet, FluentU, Skype, Duolingo, Livemocha, Memrise, IPods, Web 2.0 Applications includes variety of application such as blogs, social networking websites etc. Blogs are regular opinion columns posted on the internet. The writer posts a diary

entry which others can read and comment on. Another effective modern technological tool is Language Laboratory which helps students to learn language by listening to the audio and learn accent and pronunciation of native speakers. There is also scope for speaking and even to record their voice.

Conclusion

UNESCO (2005) reiterates that most of the countries in the world have integrated ICT into their education system because of its profound implications in several domains of education. It enables both teachers and students for creating and constructing rich interactive and multi sensory contexts with almost unlimited teaching and learning potential.The use of ICT in language classroom focuses on obtaining, analysing and organizing information to expose students with huge and authentic resources. From the above discussions it is clear that ICT tools have changed the paradigm of English language teaching learning process. So it is essential for a teacher to be familiar with modern ICT tools and use it properly to achieve the aims of English language teaching. Modern studies and researches show positive results of integration of ICT in the field of ELT and development of English language skills. These facilities have paved the way of individualized learning and provided freedom of learning anytime, anywhere according to needs and convenience of the learners. So, we should take proper step to integrate ICT in the field of ELTto make the learners wellversed in English language skills.

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THE ROLE OF ICT IN HIGHER EDUCATION FOR THE 21st CENTURY LEARNER'S LEARNABILITY

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Introduction

Information and communication technology (ICT) is a force that has changed many aspects of the way we live. If one was to compare such fields as medicine, tourism, travel, business, law, banking, engineering and architecture, the impact of ICT across the past two or three decades has been enormous. The way these fields operate today is vastly different from the ways they operated in the past. But when one looks at education, there seems to have been anun canny lack of influence and far less change than other fields have experienced. A number of people have attempted to explore this lack of activity and influence. There have been a number of factors impeding the wholesale uptake of ICT in education across all sectors. These have included such factors as a lack of funding to support the purchase of the technology, a lack of training among established teaching practitioners, a lack of motivation and need among teachers to adopt ICT as teaching tools. But in recent times, factors have emerged which have strengthened and encouraged moves to adopt ICTs into classrooms and learning settings. These have included a growing need to explore efficiencies in terms of program delivery, the opportunities for flexible delivery provided by ICTs. The capacity of technology to provide support for customized educational programs to meet the needs of individual learners and the growing use of the internet and WWW as tools for information access and communication.

The importance of ICT in education

Today we do not need to go any further than our own home or even room, to see some form of ICT in ourlives. Whether it be a computer, plasma TV or mobile phone, we all have them in some part of our lives. In today's society, people as consumers of ICT, all strive for the one dream the dream of a connected life.This makes ICT a lifestyle choice for much of the population. In addition, this lifestyle choice is changing the way we communicate, increasing the rate of consumerism, and changing how we interact and gather information ICT has invaded and transformed many aspects of our lives to the extent that we live in an environment that is dominated by technology which itself is consumer-driven. No matter how we perceive its presence, there is no denying that it is an important part of our lives and that it is here to stay.

- **E-learning or Online Learning:** The presence of ICT in education allows for new ways of learning for students and teachers. E-learning or online learning is becoming increasingly popular and with various unprecedented events taking place in our lives, this does not only open opportunities for schools to ensure that students have access to curriculum materials whilst in the classroom but also allows them to ensure students outside the classroom such as at home or even in hospitals can learn.

- **ICT brings inclusion:** The benefits of ICT in education is of such that students in the classroom can all learn from the curriculum material. Students with special needs are no longer at a disadvantage as they have access

to essential material and special ICT tools can be used by students to make use of ICT for their own educational needs. Despite this, it opens up new issues related to the digital divide'and providing access to ICT tools and resources for those who are less fortunate.

- **ICT promotes higher-order thinking skills:** One of the key skills for the 21st century which includes evaluating, planning, monitoring, and reflecting to name a few. The effective use of ICT in education demands skills such as explaining and justifying the use of ICT in producing solutions to problems. Students need to discuss, test and conjecture the various strategies that they will use.

- **ICT enhances subject learning:** It is well known these days that the use of ICT in education adds a lot of value to key learning areas like literacy and numeracy.

- **ICT use develops ICT literacy and ICT capability:** Both are 21st century skills that are best developed whilst ICT remains transparent in the background of subject learning. The best way to develop ICT capability is to provide them with meaningful activities, embedded in purposeful subject-related contexts.

- **ICT use encourages collaboration:** You just have to put a laptop, iPad or computer in the classroom to understand how this works. ICT naturally brings children together where they can talk and discuss what they are doing for their work and this in turn, opens up avenues for communication thus leading to language development.

- **ICT use motivates learning:** Society's demands for new technology has not left out children and their needs. Children are fascinated with technology and it encourages and motivates them to learn in the classroom.

- **ICT in education improves engagement and knowledge retention:** When ICT is integrated into lessons, students become more engaged in their work. This is because technology provides different opportunities to make it more fun and enjoyable in terms of teaching the samethings in different ways. As a consequence of this increased engagement, it is said that they will be able to retain knowledge more effectively and efficiently.

- **ICT use allows for effective differentiation instruction with technology:** We all learn differently at differentrates and styles and technology provide opportunities for this to occur.

- **ICT integration is a key part of the national curriculum:** The integration of digital technologies or ICT is a significant part of the Australian Curriculum for example and this is a trend that many global governments are taking up as they begin to see the significance of ICT in education.

- **We live in a "knowledge economy":** This is an economy where it is vital to have the ability to produce and use information effectively. It is a time when ICT is pervasive and permeates throughout all industries in the economy whether it may be health, education, environment or manufacturing.

Importance of students engaging with ICT

It is important for students to engage with ICT so that:
1. Learn 21st century skills and develop their ICT capability and ICT literacy.
2. Improves their attainment levels.
3. Prepares them for an integrated society dominated by ICT developments.
4. So that they learn the notion of using ICT as a tool for life long learning.

If you put a lot of thought into your planning, you will notice a higher degree of engagement and this can lead to the development of 21st century skills such as complex thinking, creative problem-solving, and collaboration. Technology integration in the classroom is an instructional choice by you, the teacher, and should always involve collaboration and deliberate planning.

Role of ICT in higher education in 21st century

ICT is a mode of education that uses information and communications technology to support, enhance, and optimize the delivery of information. The advancement of education technologies and digital content development tools has made personalized learning available to wider audiences. Based on research and practical evidence there are several advantages of ICT s in learning:

➢ ICTs can present content in an engaging and attractive form.

➢ ICTs help teachers to record and constantly monitor the progress of each student.

➢ ICTs allow customized delivery of relevant education material to each individual learner.

➢ ICTs can build virtual social communities among different educational institutions, teams of students or teachers.

➢ ICTs facilitate learning-to-learn skills.

➢ The latest innovations in ICTs (mobiletools, cloudsolutions, etc.) Allow to implement continuous learning processes in different learning contexts and provide on-demand support to students.

Let's see how ICTs enable the implementation of the above mentioned components of personalized learning in the classroom.

➢ **Using ICTs for assessment of learning:** Assessment in a classic educational institution is usually limited to several examinations at the end of completing the syllabus. The assessments are usually done using grades/marks and its primary goal is to compare student's achievements with a set of predefined standards More detailed assessment of students needs, abilities and progress has been too difficult to perform until now. Adaptations of Academic Management Systems (AMS) helps make assessment easily manageable and more optimized throughout the learning process. The complete data on student's progress including multiple-choice tests results, portfolios, works in progress, feedback from classroom performances, etc. can be collected at the desired rate, and compiled in the desired format. Teachers can use this information to make data-driven decisions regarding the adjustment of instruction of each individual student.

➢ **Using ICTs for effective teaching and learning:** Even the most advanced teachers have to use the universal teaching strategies to deliver course material to students in the traditional classroom. Thus, the one size fits all approach is a coercive measure to keep classes going. This approach has become highly popular in e-learning, but it can also be implemented in the classroom, when selective delivery of digital content becomes a part of personalized instruction. Blended learning is the combination of multiple approaches to learning. It is usually used to define a situation where different delivery methods are combined together to deliver a particular course. These methods may include a mixture of face-to-face learning, self-paced learning and online classrooms.

- **Using ICTs for curriculum personalization:** Students within a group in the typical classroom environment have to follow the same learning program at a pace that allows even poor achievers to master the material. This undermines the progress of talented students. With the use of academic management platforms and limiting accessibility constraints through mobile-learning, not only learning paths, but also curricula can be personalized for every student. Each person in the classroom can be presented with the material he or she needs. A learning management system will keep track of the advancements of every student in the class, ensuring that the core material will be covered by everyone, but also giving the best achievers an opportunity for in-depth intensive teaching.

- **How the use of IT changes the organization of educational institutions:** The emergence of information technologies hasn't changed educational institutions as such. In most of them, computers are still primarily used as tools for teaching information technologies and don't change the way students learn other subjects. When used for personalized teaching and learning, computers and mobile devices transform the respective processes and also change the organization of educational institutions. The classroom layout is redesigned to reflect the shift of attention from the teacher to students. Instead of typical rows of tables, classroom setup can be organized in such a way that students equipped with individual computers or tablets will be facing each other and the teacher.

ICT and 21st century skills

They present skills as critical for both people and organizations for keeping up with developments and innovating products and processes also examine the relation between ICT and 21st century skills and conclude that ICT is at the core of the majority of 21st century skills frameworks. While some frameworks emphasis ICT related competences asseparate domains (P21 and ATC21S), others call attention to more integrative approaches where the development of ICT skills is embedded within other 21st century competences, such as critical thinking, problem-solving, communication and collaboration When defining ICT related competences in the context of 21st century skills, most frameworks reference three types of literacies:

- **Information literacy:** The capacity to access information efficiently and effectively, to evaluate information critically and competently, and to use information accurately and creatively.

- **ICT literacy:** ICT literacy focuses mainly on how to make an effective and efficient use of digital technologies. The main difference between ICT literacy and technological literacy lies in their emphasis with regard to the competences needed to function in a knowledge society.

- **Technological literacy:** Emphasises the inter play between technology and society, as well as the importance of understanding the technological principles needed to solve complex problems and face the challenges of a knowledge society. ICT literacy in its traditional form refers to the technical skills related to the use of technology. However, this term can also be conceptualised in a much broader way as the use of digital technology, communication tools, information literacy and/or networks to access, manage, integrate, evaluate and create information in order to function in a knowledge society.

Conclusion

To ensure that the opportunities and advantages are realized, it will be important as it is in every other walk of life to ensure that the educational research and development dollar is sustained so that education at large can learn from within and that experiences and activities in different institutions and sectors can inform and guide others without the continual need for re- invention of the wheel. Once again ICTs serve to provide the means for much of this activity to realize the potential it holds. The work of ICTs in an instruction are unavoidable and recurring. Rapid advancement in the innovations is demonstrating that the impact of ICT, later on, will develop hugely in education. Eventually, the utilization of ICT will improve the learning encounters of learners. Likewise, it causes them to think autonomously and convey innovatively. It additionally helps learners for building successful professions and lives, in an undeniable technological world.

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SECTION 7: NEP 2020 RECOMMENDATIONS TO TEACHER EDUCATION AND LEARNABILITY

EMPOWERING TEACHERS IS THE KEY FOR SUCCESS OF NATIONAL EDUCATION POLICY - 2020

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Introduction

The National Education Policy recognises and identifies teachers and faculty as the heart of the learning process. The Policy will empower teachers of India and lists out various reforms for their recruitment, continuous professional development, service conditions, etc. Teachers will be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. Teachers will also focus on socio - emotional learning a critical aspect of any student's holistic development. Teachers will be recognised for novel approaches to teaching that improve learning outcomes in their classrooms. Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. A robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage that incentivises and recognises outstanding teachers.

Importance of competent teacher

Our demographic size and variables may defeat us however, there is one common factor that can turn the tide and lead the Indian education system out of its current morass of aimlessness and inflexibility to become a progressive, flexible, multidisciplinary, technology and skill focussed education system that will have the capability to produce competent, creative, skilled, employable and ethical learners. This common factor is the Teacher. The Kothari Commission, 1966 said, of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. The NEP 2020 too exhorts, Teachers truly shape the future of our children and, therefore, the future of our nation there by implying that teachers play the most important role in nation-building by creating high qualityof human resource in their classrooms.

The pitfalls in our education system

While this idea of an empowered teacher has the potential to move mountains, the ground realities are quite different. Justice JS Verma Committee Report, 2012 said, a broken teacher education sector is putting over 370 million children at risk upon inspection scores of private Teacher Education Institutes (TEI) were found to have only a foundation stone in the name of infrastructure and 99% passing rate. The report also revealed that on an average 85% teachers failed to qualify the post-qualification competency test Central Teacher Eligibility Test (C-TET). The challenges and issues post employment range from exploitative employment conditions, characterised by adhocism and poor salaries on one hand to absenteeism, outdated teacher knowledge and skills, lack of teacher professionalism and commitment on the other.

Instead of blaming teachers for poor learning outcomes in Indian classrooms, the NEP 2020 holds these dismal conditions of teacher education, recruitment, deployment, and service conditions responsible for the lack of teacher quality and motivation. Recognising the power of teacher NEP 2020 has put in place systemic reforms that would help Teaching emerge as an attractive profession of choice for bright and talented young minds. It proposes several reforms to empower teachers and restore the high respect and statuses to this profession hoping that it would eventually attract the best minds and talent to choose teaching as their profession.

Strategies to empower teachers and their teaching competencies

Pre-service teacher education based on the recommendations of NEP 2020 on teacher education and training, a National Curriculum Framework for teacher education, NCFTE 2021 will be drafted to guide all teacher education, pre-service and in-service, of teachers working in academic, vocational and special education streams.

The 4-year integrated B.Ed., the minimal degree qualification for school teachers, is conceived as a multidisciplinary and integrated dual-major bachelor's degree, in education as well as a specialized subject. The admission to this course shall be through suitable subject and aptitude tests conducted by the National Testing Agency (NTA). All multidisciplinary Universities have been directed to set-up an education department and run B.Ed. programmes in collaboration with their other departments such as psychology, philosophy, sociology, neuroscience, languages, arts, music, history, literature, physical education, science and mathematics. In addition to this they will also carryout cutting- edge research in various aspects of education to enhance the qualityof their B.Ed. programme.

The B.Ed. degree will teach a range of knowledge content and pedagogy and include strong practicum training. The curriculum will also include effective techniques in pedagogy on foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, with special interests or talents, use of educational technology and learner - centred and collaborative learning. Shorter post-B.Ed. certification courses will also be available for career growth of teachers who wish to move into more specialized areas of teaching or into leadership and management positions in the schooling system or to move from one stage to another between foundational, preparatory, middle, and secondary stages.

A provision that truly has the potential to enhance respectability and acceptance of teaching profession is that all fresh Ph.D. entrants, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period including actual teaching experience gathered through teaching assistantships.

Teacher Recruitment and Employment

For recruitment in private or government school the teacher must qualify through TET, give a demonstration class, pass the interview and have knowledge of local language(s). The NEP 2020 provides Teacher Eligibility Tests (TETs) will now be extended to cover teachers across all the new stages (Foundational, Preparatory, Middle and Secondary) of school education. For subject teachers, TET as well as NTA test scores in the corresponding subjects will also be considered for recruitment.

NEP 2020 promotes the idea of recruiting teachers to a school complex and sharing them across the group of schools to deal with shortage of teachers particularly for music, dance, art, craft, counsellors, coaches, vocational education trainers, classical language teachers, socialworkers, technical and maintenance staff.

The NEP 2020 also encourages school complexes to hire local eminent persons or experts as master instructors in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture etc to meet the need of teachers to teach the newly introduced classical languages and vocational and skill subjects.

Teaching Career and Professionalism

The NEP 2020 talks of creating performance standards for teachers clearly spelling out the role of the teacher at different levels of expertise/stage and competencies required for that stage.

By 2022 a set of National Professional Standards for Teachers (NPST) will be created that will determine all aspects of teacher career management, including tenure, continuous professional development efforts, salary increases, promotions, and other recognitions.

NEP 2020 also talks of Teacher Audit or Performance Appraisals that will be carried at regular intervals. These standards for performance appraisal, will also be formulated. Hence forth, promotions and salary increases will not occur based on the length of tenureor seniority, but only based on such appraisal.

School teachers must undergo 50 hours of CPD opportunities every year to keep themselves by attending workshops or on-line teacher development modules.

School Principals too must undergo CPD in modules related to leadership, school management and for implementing competency-based learning. In addition, International pedagogical approaches will be studied by NCERT, identified, and recommended for assimilation in pedagogical practices in India though CPD.

Conclusion

The secret of success is to be ready when your opportunity comes For Indian teacher's time has come to seize the opportunity and become makers of their own destiny. To do this Dream and work hard to achieve your dreams. Become an aware, enthusiastic and empowered practitioner. Share your ideas, grow by experimenting and researching. Gain insights also from the thoughts, beliefs and experiences of your peer-practitioners. Enjoy your journey by forging beautiful relationships with generations of learners who transition through your classrooms and remain a life-long learner.

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NATIONAL EDUCATION POLICY 2020 MAJOR CHANGES

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Introduction

The NEP 2020 replaces the National Policy on Education of 1986. In January 2015, a committee under former Cabinet Secretary TSR. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organization (ISRO) Chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by a number of public consultations.

The National Education Policy 2020, which was approved by the Union Cabinet of India on 29th July 2020, outlines the vision of India's new education system. Some of the major changes introduced in the National Education Policy 2020 are as follows

- **New System of Education:** The 10+2 system will be divided into 5+3+3+4 format. The National Education Policy has changed the school education system to 5+3+3+4 format. This means the first 5 years of the school will comprise of the foundation stage including three years of pre-primary school and classes one and two. The next three years will be divided into a preparatory stage (classes 3 to 5). Three years of middle stage (6 to 8) and four years of secondary stage (9 to 12). Schools will not have any rigid formation of streams of Arts, commerce and Science students can take up whichever courses they want.

- **By 2030, one large multi-disciplinary college in every dstirict:** By 2030 all higher education institution will become multidisciplinary institutions and each of them at least have an enrolment of 300 students. By 2030 be atleast one large multidisciplinary HEI in or near every district.The aim is to increase the gross enrolment ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035.

- **Music, Arts and literature to be taught in all colleges:** Departments in languages, literature, music, philosophy, Indology, art, dance, theatre, education, mathematics, statistics, pure and applied sciences, sociology and economics, sports, translation and interpretation etc will be introduced in all higher education institutions.

- **Vocational skills to be taught:** Every student will be taught a vocational skill his / her choice by the time they complete their schooling. Students will also be taught coding from class VI.

- **No rigid separation between arts and science curriculum:** There will not be a huge difference between the Curriculum of these to streams and all subjects like music will be taught.

- **IITs to follow holistic approach:** IITs will have to follow a more holistic approach and multidisciplinary education with more arts and humanities as per the National Education Policy.

- **Academic Bank of Credit to be established:** An academic Bank of Credit (ABC) will be set up which will digitally store the academic credits earned. The four year course may also lead to a degree with Research if the student completes a rigorous research projects within the respective time frame.

- **Importance of Practical Assignments, Skill Development:** The National Education Policy lays emphasis on practical knowledge and skill development which will begin from class 6th.

- **Single Common Entrance Exam for all Colleges:** According to the NEP 2020 there will be a single common entrance exam for admission to all higher education institutes which will be held by NTA. The entrance exam will be optional and not mandatory.

- **Ramp-up Digital Learning:** To ramp up digital learning a National Education Technology Forum NETF will be created and e-courses in 8 regional languages will be uploaded on the same.

- **Multiple Entry and Exit System:** With the help of the academic bank of credits, multiple entries and exit system will be introduced in the higher education sector. This will allow students to take as abbatical and then join back their studies after a period of time, without losing any credits. Students will also be free to choose major and minor subject for their degree.

- **India to be promoted as Foreign Study Destination:** Every institution will have an international student's office to host foreign students. Colleges will be promoted to provide premium education at affordable costs.

- **Foreign Colleges can Setup Colleges in India:** Top 100 foreign colleges will be allowed to setup their campuses in India as per NEP. They will be given special dispenses and regulations to setup the campuses.

- **Expenditure on Education:** The expenditure on Education will be changed to 6% of the total GDP, as opposed to earlier, which was 4% of the GDP. Both state as well as central government will be working together on the expenditure.

Conclusion

National Education Policy 2020 envisions an India centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high quality education to all. The National Education Policy 2020 recommends that the students must develop skills. National Education Policy 2020 contributes directly to transferming India in to an equitable and vibrant knowledge society by providing high quality education to all and there by making India a global knowledge super power.

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IMPACT OF NATIONAL EDUCATION POLICY 2020 AND OPPORTUNITIES FOR STAKEHOLDERS

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Introduction

The NEP 2020 is expected to put India on the track to attain goal four of the 2030 agenda for sustainable development by ensuring inclusive and equitable quality education and promoting life long learning opportunities for all in the next decade. In the subsequent sections, this report highlights the transformational changes as laid out for the ECCE, higher and the vocational education segments followed by stakeholder-wise action take aways. The transformational dimensions highlighted in the policy are well-supported by the systemic changes that unfold for the ECCE, school and the higher education segments coupled with critical digital elements. The NEP has certainly created a need for perspective planning at the central as well as the state level to be able to achieve the policy goals. Themes such as scale, autonomy, and accreditation reiterate the requirement of efficient usage of academic as well as non-academic resources, i.e. faculty, infrastructural capacity (such as school complex), digital mode of delivery, greater funding etc. to be tuned for purpose.The vision is to institutionalize national-level accreditation and standard-setting bodies, which will drive quality and will focus on enhancing learning outcomes in their core and at the same time, in still the optimal amount of flexibility and autonomy in the overall administrative framework.

NEP in Higher Education

The NEP 2020 has outlined an ambitious task of nearly doubling the GER in higher education from 26.3% (2018) to 50% by 2035 while improving the quality of Higher Education Institutions (HEI) and positioning India as a global education hub. The focus is on providing a flexible curriculum through an interdisciplinary approach, creating multiple exit points in what would be a four-year undergraduate programme, catalyzing research, improving faculty support and encouraging internationalization. One of the paradigmatic shifts will be the setting up of the Higher Education Commission of India (HECI) for the entire higher education segment. The HECI will act as a single regulator and several functions, including accreditation, funding and academic standard setting, will be carried out by independent verticals. These entities will eventually replace other regulatory bodies like the University Grants Commission (UGC) or the All India Council for Technical Education (AICTE).

Key Impact Areas of NEP on Higher Education

I. Quality universities and colleges through large-scale consolidation

- **Institutional restructuring and consolidation:** This move will have a significant impact on the volume of HEIs in the country, by reducing them to nearly one-third. This will create a less fragmented higher education system in the country. However, it is worth noting that the average enrollment per college in India currently stands at 6931, while the policy aims to create large HEIs with 3000 plus enrollments. Furthermore, despite the long-held view that autonomy helps promote excellence, India only has, 7471 autonomous colleges, out of its nearly 39,000 colleges.

- **Focus on multidisciplinary education:** The Indian higher education system is characterized by single disciplinary is lands of excellence such as the IITs, IIMs and AIIMS. This move will result in the system heading towards creation of large multidisciplinary universities called Multidisciplinary Education and Research Universities (MERUs), like those in the U.S. and the U.K., with increased focus on the large number of specialized colleges to adopt multidisciplinary education. The creation of MERUs, especially inaspirational districts, will provide access to quality education indiverse fields across all segments of society

II. A higher education system that is accessible and inclusive

- **Enhanced equity and inclusion:** currently, SEDGs have poor GER1 (SCs: 22%, STs: 15.9%) and of all enrolled students, less than 10% have access to financial support. The establishment of Special Education Zones in areas of high SEDG population and a greater role of private HEIs in ensuring equity through scholarships and remedial intervention is likely to enhance GER and graduation outcomes among this segment

- **Improving access and equity through Open Distance Learning and online programmes:** Around 40 lakh learners or 11% of the total higher education enrollments in India are through ODL. This is likely to see a significant increase in the coming few years to help double India's GER.

III. Quality and well-incentivized faculty at the core of higher education

- **Transformation addressing faculty shortage and quality:** To optimize teaching loads of faculty, with the current faculty-student ratio (FSR) of 1:29 and taking 1:20 as a healthy ratio, a minimum of five lakh faculty members would need to be hired into the system even at current GER levels. In addition to addressing the faculty shortage, the quality of the faculty also needs to be addressed. The quality-related improvements suggested to the talent management system are also likely to impact faculty motivation levels and in turn, graduation outcomes of students

- **Catalyzing research:** The National Research Foundation (NRF) proposed by the NEP is likely to create a dedicated focus towards quality research, including widening the research funding by making it competitive, improving efficiency of funding processes and having a more targeted approach to more funding research initiatives

IV. Promoting excellence through internationalization

- **Internationalization:** crucial for any knowledge economy to thrive is a two way exchange of thought across borders. Internationalization reforms proposed by the NEP would lead to a greater attraction of international academia to participate in the Indian education system. Further this will result in India's heightened presence in the global higher education map by allowing both Indian HEIs to expand their foot print abroad and reputed foreign players to set up institutions in India. Collaboration with foreign universities by Indian HEIs will aid in integration of global skills in Indian curricula, there by creating an international education ecosystem in India for Indian students and faculty. The framing of a new, liberal legislative framework will form the basis of twinning/articulation agreements between foreign and Indian universities and will be crucial to attract foreign investments in Indian education

V. Accountability and transparency as levers for improved governance

- **Improved governance, efficiency and accountability:** Measures such as creation of a single regulatory body and a suggestion to have a Board of Governors consisting of highly qualified and competent individuals is likely to improve governance and systemic efficiency. Existing HEIs are likely to have a lesser administrative burden in dealing with multiple regulators. A greater move towards transparency through public disclosure of academic and financial information will lead to increased deployment of data tracking, auditing and information systems, both at the state and the institutional level, improving the overall accountability

Conclusion

The National Education Policy 2020 is a progressive policy and aims to address many growing developmental imperatives of our country. The NEP is expected to put India on track to attain goal of the 2030 agenda for sustainable development by ensuring inclusive and equitable quality education and promoting life along learning opportunities for all in the next decade. It is imperative to prioritize the initiatives and implement the NEP in a gradual manner. The policy proposes the revision and revamping of all aspects of education structures, including regulation and governance. It is only possible when the efforts are collaborative in nature, both at the Central and the State level, with significant involvement of private sector stakeholders in close consultation with educational institutes, trainers, technology partners and industry. Additionally, there is a need to support these initiatives with enough budgets at all levels. Any policy is only as good as its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner. Therefore, the implementation of this Policy will be led by various bodies (including MOE, RSA, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools and HEIs) along with time lines and a plan for review, ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education.

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NEP 2020 RECOMMENDATIONS TO TEACHER EDUCATION AND LEARNABILITY

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Introduction

The entire nation is committed to the goal of bringing in the spirit of holistic and multidisciplinary approach in teacher education programme in order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession and there by to attain a successful school system (NEP, 2020). The efforts made by the NCTE and NEP 2020 in this direction and presented in this article under three paradigms. The first paradigm presents the views of NEP 2020 on teacher education programme with an emphasis on 4-year integrated B.Ed. / ITEPcourse. The second paradigm will focus on NCTE norms and standards for 4-year ITEP programme both for pre-primary to primarylevel as well as Upper-primary to secondary level covering both arts and science streams. The third paradigm introduces the model programme structure developed by the U.P. Government for 4-year integrated B.Ed. programme.

The First Paradigm

NEP 2020 and teacher education NEP 2020 ensures that teachers are given the highest quality training incontent, pedagogy and practice, by shifting the teacher education system into multidisciplinary colleges and universities, and establishing the four-year integrated bachelor's degree as the minimum qualification. The teaching profession like all high level service professions requires the very highest standards for education and training. Thus teacher preparation is an activity that requires the multidisciplinary perspectives and knowledge; the formation of dispositions and values; and the development of practice under the best mentors. The NEP strongly assures that the teacher education is vital in creating a team of teachers that will shape the next generation. Thus, teachers must be grounded in Indian values, ethos, knowledge and traditions, while also being well-versed in the latest advances in education and pedagogy. Therefore, there is an urgent need for revitalization through radical action the teacher education system in order to raise standards and restore integrity, credibility, efficacy, and high quality. Thus, the teacher education NEP 2020 recommendations to teacher education and learnability. Require multidisciplinary inputs and combination of high quality content and pedagogy that can only be attained if teacher preparation is conducted within the composite multidisciplinary institutions.

The NEP 2020 assures that integrated programmes of teacher preparation for all levels of education and in all areas of the curriculum, must be launched across the higher education sector. Hence, the policy expects that, all large multidisciplinary universities including all Public Universities as well as all Model Multidisciplinary Colleges must aim to establish and develop outstanding education departments which, apart from carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes in collaboration with other departments such as psychology, philosophy, sociology, neuro science, Indian languages, arts, history and literature along with science and mathematics. This is the major transformation of teacher education that will bring back high quality to the system in accordance with the true multidisciplinary requirements of modern education. The NEP 2020 ensures that all currently existing genuine teacher education Institution (TEIs) must aim to become multidisciplinary Higher Educational Institutions (HEIs) by 2030. 2.2 Shifting Teacher Education into Multidisciplinary Colleges / Universities NEP in its draft copy (2019) revealed that many of the difficulties relating to the quality of education available to students today can be traced to the systemic neglect of teacher education during last several decades.

Current teacher preparation programme: Present program build very little perspective or capability among teacher trainees regarding the reality of the schools and the children. The NEP 2020 policy states that the curriculum and pedagogy in teacher education must provide for rigorous theoretical understanding of educational perspectives subjects, and pedagogy along with practice.

Teachers must have deep knowledge regarding history of education, aims of education, relationship between education, society and ethics. They need to have an understanding of the family surrounding of the child, the social context of learning, conceptual understanding of the subject matter and learning how to teach. NEP (2020) proposes that teacher preparation requires sufficient time and space to develop educational perspectives, understanding of subject and pedagogy along with developing an identity as a teacher. Hence, there is a need to integrate theory with continuous graded practice. This is possible only in multidisciplinary knowledge environment. NEP 2020 recommendations to teacher education and learn ability.

Further, NEP (2019 drafts) states that institutions with faculty across disciplines and with different programmes besides teacher education are best suited to run teacher preparation programmes. Faculty must be expert in all areas related to education, such as, early childhood education, understanding and pedagogy of subjects, assessment, curriculum and material development, school leadership and management along with psychology, philosophy, sociology, history of India, as well as history of education. Institutions that can provide for faculty across disciplines and offer different programmes besides teacher education are best suited to run teacher preparation programmes.

Present Context: Stand-alone teacher education institutions are functioning in an intellectual and professional isolation from the rest of higher education. These institutions cannot build the kind of varied faculty that good teacher education needs. However, the teacher education faculty must have deep disciplinary understanding along with a strong and positive attitude towards teaching. NEP (2020) declares that all pre-service teacher education programmes will hence forth be offered only in multidisciplinary HEIs to satisfy the modern requirements of the teaching profession and give prospective teachers with multidisciplinary exposure and education necessary to become outstanding teachers.

The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will become the minimal degree qualification for school teachers by 2030 (p. 40). NEP 2020 reiterates that all stand-alone TEIs will be required to convert into multidisciplinary institutions by 2025 and also offer the 4-year integrated teacher preparation programme (NEP, 2020, p. 40). All multidisciplinary universities and colleges shall establish and develop outstanding education departments which apart from carrying out advanced research in various aspects of education, will also run B.Ed. programmes.

Major Highlights: The entire perspective of NEP 2020 regarding teacher education programme has been summarized and presented in a nutshell as follows:

Teacher preparation requires multidisciplinary perspective and knowledge, the formation of dispositions and values and the development of practice under the best mentors. The teacher education must be conducted with the composite multidisciplinary institutions having departments of education, philosophy, sociology, neurosciences, Indian languages, arts, history, literature, science, mathematics, etc.

Second Paradigm

NEP 2020 Recommendations to Teacher Education and Learn ability: All stand-alone TEIs will be required to convert to multidisciplinary institutions by 2025 and offer the 4-year ITEP. All multidisciplinary universities and colleges shall establish and develop Education departments which will conduct research in various aspects of education and will also run B.Ed., programmes. The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will become the minimal degree qualification for school teachers by 2030.

The 4-year ITEP degree will be dual-major'holistic Bachelor's degree in Education as well as specialized subject (such as a language or history, music, mathematics, computer science, chemistry, economics, etc. Teacher education program will include in addition to the teaching a pedagogy, the grounding in sociology, history, science, psychology, ECCE, knowledge of India andits values/ethos/art/traditions, etc.The Second Paradigm Norms and Standards for Four Years Integrated Teacher Education Programme (4-Year ITEP) for Pre-Primary to Primary and Upper-Primary to Secondary in Arts Stream as well as Science Stream.

The 4-years Integrated Teacher Education Programme (ITEP) in Arts and Science Streams in offered after +2 level (Pre-primary to Primary and Upper-primary to Secondary) which aims at preparing committed responsible and professional teachers. This programme integrates general studies like 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. It maintains a balance between Theory and Practice and ensures coherence and integration among the various components of the programme. It is expected to equip the aspirant school teacher with the requisite attitude, skill and knowledge to address the challenges of becoming an effective school teacher. The ITEP shall be launched in a multi and inter disciplinary academic institution. NEP 2020 Recommendations to Teacher Education and Learnability. An HEI offering UG or PG courses in the field of liberal arts or humanities or social sciences or sciences or commerce or mathematics shall be eligible to start ITEP. Curriculum and Programme Implementation.

The curriculum is designed inculcating the world's best practice in the field of Teacher education sector. This is a specialized course with integration of pedagogy and content, along with continued involvement with liberal disciplines of knowledge and field of education. The curriculum and the implementation of the programme shall be based on the model curriculum developed by the NCTE. However, universities/ colleges are allowed 30% flexibility for modifying the model curriculum to suit the local requirements subject to the approval of the NCTE. For Additional units, the faculty requirement shall be as under: for three units, the faculty shall be increased by the exact number of faculty as is prescribed for one single unit (except Head of the Department). For four units, the faculty requirement is exactly double of the faculty requirement for two units (except the Head). However, the services of existing faculty in the institution could also be utilized for this programme, if one possesses the prescribed qualification. Faculty for Health and Physical Education may be shared, if available in the institution. An Arts Professor in Education having guidance and counseling as one of the papers in M.Ed., may be identified as a Counsellor‖.

Third Paradigm

The Third Paradigm B.Ed. Integrated (Arts/Science Stream) UP Government Course Committee, 2021 all education commission and committees unanimously claim that the quality of any education system depends upon the quality of its teachers. Further, it is the universal truth that the quality of NEP 2020 Recommendations to Teacher

Education and Learnability. Teachers, by and large, depend on the quality of teacher education. The quality of teacher education, in turn, is ensured by the nature of teacher education programmes offered. At present the minimum qualification to become a teacher in the country is 2 year B.Ed. degree. The students are allowed to take admission to this course only after the completion of graduation. But, the NEP 2020 reiterates that in order to raise standards and restore integrity, credibility, efficacy, and high quality in the teacher education programme the 4 year integrated B.Ed. will be most preferred in the future to become a school teacher.

The Conception of the programme the pleading for the 4 year integrated B.Ed. programme, to which students will take admission after completion of class XII is based on the assumption that opting for teaching profession must be a first choice rather than a last preference. The 4 year integrated B.Ed. programme is based on the two assumptions. First, if one wants to opt for teaching profession, he/she should opt for it soon after completion of the schooling, rather than pursuing it after graduation. Second, a teacher will be a dual major bachelor''s degree holder, in education as well as a specialized subjects. A prospective teacher need not be trained separately in specialized subject first and pedagogy next, rather a student should be allowed to learn the subject and practice its pedagogy side by side. The integrated B.Ed. will be four years (eight semesters) programme with two streams: (i) B.Ed. Integrated (Science Stream), (ii) B.Ed. Integrated (Arts Stream). Graduates from Science stream will be eligible to become teachers in physical sciences and biological sciences at the middle and secondary level of schooling. Graduates from the Arts stream will be eligible to become teachers in social sciences or languages at the middle level and secondary level of schooling. Merits of the Programme. The programme will very well fits into the prevailing programme structure of different graduate courses. The programme has provision for multiple exits after first year, second year, third year and fourth year. In the third year of the programme, students can opt for two major subjects leading to B.A., / B.Sc., or one subject major with education leading to B.Ed. Integrated degree.

NEP2020 Recommendations to Teacher Education and Learnability

The programme provides knowledge of the subject, and the opportunity to learn and practice its pedagogy simultaneously. Every teacher education course includes either research-orientation or practicum activities to ensure that what students have learned in theory must also practice in the field. The programme lays a significant emphasis on acquiring teaching skills and school experiences. The programme is economically available for educational institutions, and academically enriching for the learners. The programme includes contemporary trends and practices in the school education sector and also caters to the needs of the prospective employer.

Conclusion

Based on all these recommendations, it may be noted that NEP (2020) envisages that multidisciplinary higher educational institutions will work towards establishing high quality education departments and teacher education programmes. Such institutions will ensure the availability of a range of experts in education and related disciplines as well as specialized subjects. These institutions will develop holistic teacher education programmes based on their academic subject strengths related to education as well as in specialized subjects. Beyond the teaching of cutting edge pedagogy, the curriculum will include grounding in sociology, history, science, philosophy, psychology, early childhood education, foundational literacy and numeracy, knowledge of India and its values / ethos / art / traditions, etc. Every HEI offering a teacher education programme will be multi disciplinary and offer the 4 year integrated B.Ed. programme by 2030. The integrated B.Ed. degree will be a dual- major liberal Bachelor's degree, in education as well as aspecialized subjects.

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ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳ ಸಾಂಸ್ಥಿಕ ವಾತಾವರಣದ ಕುರಿತು 2020ರ ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯ ಶಿಫಾರಸ್ಸುಗಳು

ಪ್ರೊ. ಜಗನ್ನಾಥ ಕೆ. ಡಾಂಗೆ, ಪ್ರಾಧ್ಯಾಪಕರು ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ವಿಭಾಗ
ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ ಶಂಕರಘಟ್ಟ,

ಸಂದೀಪ. ಎಲ್, ಸಂಶೋಧನಾರ್ಥಿ ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ವಿಭಾಗ
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ಪೀಠಿಕೆ:

ಭಾರತದಲ್ಲಿ ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯು ಜಾರಿಗೆ ಬರುವುದರಿಂದ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳ ಸಾಂಸ್ಥಿಕ ಪರಿಸರದಲ್ಲಿ ಉಂಟಾಗುವ ಬದಲಾವಣೆಗಳು ಮತ್ತು ಒಬ್ಬ ವ್ಯಕ್ತಿಯನ್ನು ಸಮಗ್ರವಾಗಿ ಅಭಿವೃದ್ಧಿ ಪಡಿಸುವ ಉದ್ದೇಶದಿಂದ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದಿಂದ ಉನ್ನತ ಶಿಕ್ಷಣದವರೆಗೆ ಪ್ರತಿ ಹಂತದ ಕಲಿಕೆಯಲ್ಲಿ ನಿರ್ಧಿಷ್ಟವಾದ ಕೌಶಲಗಳು ಮತ್ತು ಮೌಲ್ಯಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳುವುದರ ಜೊತೆಗೆ ಉತ್ತಮ ಶಾಲಾ–ಕಾಲೇಜುಗಳ ಸಾಂಸ್ಥಿಕ ಪರಿಸರವನ್ನು ಒದಗಿಸುವುದು ಬಹಳ ಮುಖ್ಯವಾಗುತ್ತದೆ. ಹಾಗಾಗಿ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆ ಎದುರಿಸುತ್ತಿರುವ ಕೆಲವು ಪ್ರಮುಖ ಸಮಸ್ಯೆಗಳನ್ನು ಗುರುತಿಸಿ ಅವುಗಳ ನಿವಾರಣೆಗೆ ಪರಿಹಾರ ಕಂಡುಕೊಳ್ಳುವುದು ಮತ್ತು ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ 2020ರ ಕೆಲವು ಪ್ರಮುಖ ಅನುಕೂಲಗಳನ್ನು ತಿಳಿದುಕೊಳ್ಳಲಾಗುವುದು. ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಗೆ ಹೊಸ ಹಾಗೂ ಪ್ರಗತಿಪರ ದೃಷ್ಟಿಕೋನವನ್ನು ನೀಡುವ ಆಶಯವನ್ನು ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ ಹೊಂದಿದೆ. ಮನುಷ್ಯನ ಉನ್ನತಿಯ ಜೊತೆಗೆ ಸಮಾಜದ ಸ್ವಾಸ್ಥ್ಯವನ್ನು ಕಾಯ್ದುಕೊಳ್ಳುವಲ್ಲಿ ಹಾಗೂ ಸಂವಿಧಾನದ ಕಲ್ಪನೆಗೆ ತಕ್ಕಂತೆ ಭಾರತವನ್ನು ಅಭಿವೃದ್ಧಿ ಪಡಿಸುವಲ್ಲಿ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದ ಪಾತ್ರ ಅತ್ಯಂತ ಮಹತ್ವದ್ದು. ಆದ್ದರಿಂದ ಕಳಪೆ ವಾತಾವರಣ, ಗುಣಮಟ್ಟ ಶಿಕ್ಷಣ ಮತ್ತು ಮಾನಸಿಕ ಸಮಸ್ಯೆಗಳಿಗೆ ಕಾರಣವಾಗಿದೆ. ಉತ್ತಮ ವಾತಾವರಣವು ವಿದ್ಯಾರ್ಥಿ ಶಿಕ್ಷಕರ ಪರಿಸರದಲ್ಲೂ ಸುಧಾರಣೆ ಮತ್ತು ಉನ್ನತಿಗೆ ಕಾರಣವಾಗುತ್ತದೆ. ಹಾಗಾಗಿ ಎಲ್ಲಾ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ಕಾಲೇಜುಗಳಲ್ಲಿ ಎನ್.ಇ.ಪಿ. 2020ರ ಮೂಲಕ ಉತ್ತಮ ಸಾಂಸ್ಥಿಕ ವಾತಾವರಣವನ್ನು ಒದಗಿಸುವ ಅವಶ್ಯಕತೆ ಇದೆ ಮತ್ತು ಶಿಕ್ಷಣದ ಮೇಲಿನ ಸಾರ್ವಜನಿಕ ವೆಚ್ಚವು ಜಿ.ಡಿ.ಪಿಯು ಶೇ 6% ನ್ನು ಏರಿಸಿ ಕೂಡಲೇ ಜಾರಿಗೆ ತಂದು ಅನುಷ್ಠಾನಗೊಳಿಸಬೇಕು. ಹಾಗೂ ಶಿಷ್ಯ ವೇತನ/ಪ್ರೋತ್ಸಾಹ ಧನ ಮತ್ತು ಸರ್ಕಾರದ ನಿಧಿಗಳ ಹಣವನ್ನು ಸಕಾಲದಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಒದಗಿಸುವಂತೆ ನೋಡಿಕೊಳ್ಳಬೇಕು, ಸರಿಯಾದ ಗುಣಮಟ್ಟದ ಮಾನವ ಸಂಪನ್ಮೂಲ, ಮೂಲ ಸೌಕರ್ಯ ಮತ್ತು ಹಣಕಾಸು ಸಂಪನ್ಮೂಲಗಳನ್ನು ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣಕ್ಕೆ ಸಕಾಲದಲ್ಲಿ ಒದಗಿಸಿ, ಉತ್ತಮ ಸಾಂಸ್ಥಿಕ ವಾತಾವರಣವನ್ನು ಒದಗಿಸಬೇಕು ಎಂದು ಸರ್ಕಾರಕ್ಕೆ ಸಲಹೆ ನೀಡಲಾಗಿದೆ.

ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣವು ಜಾಗತಿಕವಾಗಿ ಶೈಕ್ಷಣಿಕ ಕ್ಷೇತ್ರದಲ್ಲಿನ ನೀತಿಗಳು, ಸ್ಪರ್ಧೆಗಳು ಸಮರ್ಪಕ ಶಿಕ್ಷಕರ ತಯಾರಿಯನ್ನು ರೂಪಿಸುವುದರ ಕುರಿತು ಒಮ್ಮತದ ಕೊರತೆಯಿಂದ ಕೂಡಿದೆ. ವಿವಿಧ ಸಂದರ್ಭಗಳಲ್ಲಿ, ಶಿಕ್ಷಕರ ತಯಾರಿಯ ಪರಿಕಲ್ಪನೆಯು ವಿವಿಧ ನೆಲೆಗಟ್ಟಿನಲ್ಲಿ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದ ಮಾನದಂಡಗಳು, ವಿಷಯ ಮತ್ತು ಸ್ವರೂಪದ ಕುರಿತು ಭಿನ್ನಾಭಿಪ್ರಾಯಗಳ ವ್ಯಾಪ್ತಿಯೊಂದಿಗೆ ಚರ್ಚಿಸಲಾಗುತ್ತಿದೆ. ಅದೇ ಸಮಯದಲ್ಲಿ ಸಾಮಾಜಿಕ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಆಕಾಂಕ್ಷೆಗಳು ಬದಲಾಗುತ್ತಿರುವ ಸನ್ನಿವೇಶದಲ್ಲಿ ಮತ್ತು ಜಾಗತಿಕ ಜ್ಞಾನ, ಬೇಡಿಕೆಗಳನ್ನು ಪೂರೈಸಲು ಉತ್ತಮ ಶಿಕ್ಷಕರ ಗುಣಮಟ್ಟವು ಹೆಚ್ಚು ಅನಿವಾರ್ಯವಾಗಿದೆ. ಈ ಮೂಲಕ ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ 2020ರ ನೀತಿಯ ಶಿಫಾರಸ್ಸುಗಳು, ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದ ವಾತಾವರಣದ ಮೇಲೆ ನೇರವಾದ ಪ್ರಭಾವವನ್ನು ಹೊಂದಿದೆ. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣವನ್ನು National Council of Teacher Education (NCTE) ನಿಯಂತ್ರಿಸುತ್ತದೆ. ಇದು 1993 ರಲ್ಲಿ ಶಾಸನಬದ್ಧ ಸ್ಥಾನಮಾನವನ್ನು ಪಡೆದುಕೊಂಡಿದೆ. ಇದರ ಮುಖ್ಯ ಉದ್ದೇಶವೆಂದರೆ ನಿಯಮ ಮತ್ತು ಮಾನದಂಡಗಳು, ಅಭಿವೃದ್ಧಿ ಮತ್ತು ಅನುಷ್ಠಾನದ ಮೂಲಕ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದ ಯೋಜಿತ ಮತ್ತು ಸಂಘಟಿತ ಅಭಿವೃದ್ಧಿಯನ್ನು ಸಾಧಿಸುವುದು. ಆನಂದ (1992) ಶಿಕ್ಷಕ–ಶಿಕ್ಷಣ ತರಬೇತಿ ಸಂಸ್ಥೆಗಳ ವಾತಾವರಣವನ್ನು ಆಡಳಿತ/ನಿರ್ವಹಣೆ ಎಂದು ಪ್ರಧಾನವಾಗಿ ವರ್ಗೀಕರಿಸಿದ್ದಾರೆ. ವಿದ್ಯಾರ್ಥಿಗಳು, ಶಿಕ್ಷಕರು ಮತ್ತು ಸೌಲಭ್ಯಗಳು/ಮೂಲಸೌಕರ್ಯ, ಶಿಕ್ಷಕ ತರಬೇತಿ ಸಂಸ್ಥೆಯ ಸಾಂಸ್ಥಿಕ ವಾತಾವರಣವು ಕೇವಲ ಭೌತಿಕ ಕಟ್ಟಡದಿಂದ ಒಳಗೊಂಡಿರುವ ಅಂಶವಲ್ಲ, ಬದಲಾಗಿ ಶಿಕ್ಷಕ–ಶಿಕ್ಷಕರು, ಶಿಕ್ಷಕ–ವಿದ್ಯಾರ್ಥಿಗಳು, ಪ್ರಾಂಶುಪಾಲರು, ಆಡಳಿತ ಮಂಡಳಿಯವರು, ಮತ್ತು ಮೂಲ ಸೌಕರ್ಯ ಸೌಲಭ್ಯಗಳ ಗುಣಮಟ್ಟವನ್ನು ತಿಳಿಸುವ ಒಟ್ಟಾರೆ ಪರಿಸರವನ್ನು ವಾತಾವರಣ ಎಂದು ವ್ಯಾಖ್ಯಾನಿಸುತ್ತಾರೆ.

ಲುಥಾನ್ಸ್ (1998) ಸಾಂಸ್ಥಿಕ ವಾತಾವರಣವನ್ನು ಸಾಂಸ್ಥಿಕ ಸಂಸ್ಕೃತಿ ಅಂಶವೆನ್ನಬಹುದು ಮತ್ತು ಭೌತಿಕ ವಿನ್ಯಾಸ, ಭಾಗವಹಿಸುವವರ ಸಂವಹನ ಮತ್ತು ಸಂಸ್ಥೆಯ ಸದಸ್ಯರು ಅಥವಾ ಹೊರಗಿನವರು ಇತರರೊಂದಿಗೆ ವರ್ತಿಸುವ ರೀತಿಯನ್ನು ತಿಳಿಸುವ ಒಟ್ಟಾರೆ "ಭಾವನೆ" ಎಂದು ಇದನ್ನು

ವ್ಯಾಖ್ಯಾನಿಸುತ್ತಾರೆ. ಅನಾದಿ ಕಾಲದಿಂದಲೂ ಶಿಕ್ಷಕ ವೃತ್ತಿ ಅತ್ಯಂತ ಶ್ರೇಷ್ಠ ವೃತ್ತಿಯೆಂದು ಪ್ರಸಿದ್ಧಿ ಪಡೆದಿದೆ. ಶಿಕ್ಷಕರು ತಪ್ಪು ಮಾಡಿದರೆ ಸಮಾಜವನ್ನು ತಪ್ಪಿನೆಡೆಗೆ ಕೊಂಡೊಯ್ಯುವಂತೆ, ಉತ್ತಮ ಸಮಾಜದೊಂದಿಗೆ ಸಂತೋಷದಾಯಕ ಸಮಾಜ ನಿರ್ಮಾಣ ಮಾಡುವುದರಲ್ಲಿ ಶಿಕ್ಷಕರ ಪಾತ್ರ ಅಗಾಧವಾಗಿರುತ್ತದೆ ಹಾಗಾಗಿ ಶಿಕ್ಷಕರ ತರಬೇತಿ ಸಂಸ್ಥೆಗಳಲ್ಲಿ ತರಬೇತಿ ನೀಡುವಾಗ ಕಾಲಕಾಲಕ್ಕೆ ಅನುಗುಣವಾಗಿ ಸಾಕಷ್ಟು ಅಂಶಗಳನ್ನು ಬದಲಾಯಿಸಿಕೊಳ್ಳಬೇಕು (ಜಗನ್ನಾಥ ಕೆ.ಡಾಂಗೆ. 2020). ಹಾಗೂ ಸಂತೋಷದಾಯಕ ಸಮಾಜವ ಮಾನವ ಸಂಪನ್ಮೂಲದಿಂದ ಮಾತ್ರ ಸಾಧ್ಯ. ಎಲ್ಲಿ ಮನುಕುಲವು ಸಂತಸದಿಂದ ಇರುತ್ತದೆಯೋ ಅಂತಹ ಸಮಾಜವು ಸಂತೋಷದಾಯಕ ಸಮಾಜ ಎಂದು ಕರೆಸಿಕೊಳ್ಳುತ್ತದೆ. ಇಂತಹ ಸಂತೋಷದ ಸಮಾಜಕ್ಕೆ ಉತ್ತಮ ಪ್ರಜೆಗಳನ್ನು ನೀಡುವ ಜವಾಬ್ದಾರಿ ಶಿಕ್ಷಕರ ಹೆಗಲ ಮೇಲಿದೆ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯ ಸಂತೋಷದಾಯಕ ಕಲಿಕೆಯ ವಾತಾವರಣವನ್ನು ಕಲ್ಪಿಸಿದರೆ ಪಾಠದ ಜೊತೆಗೆ ಸಂತೋಷದ ಅನುಭವಗಳನ್ನು ಪಡೆದು ಕಲಿತ ವಿಷಯ ವಸ್ತುಗಳನ್ನು ದೀರ್ಘಾವಧಿ ನೆನಪಿನಲ್ಲಿ ಉಳಿಸಿಕೊಳ್ಳಲು ಹಾಗೂ ಅವರ ಜೀವನಕ್ಕೆ ಅಳವಡಿಸಿಕೊಳ್ಳಲು ಸಹಾಯಕವಾಗುತ್ತದೆ (ಡಾಂಗೆ ಜಗನ್ನಾಥ ಕೆ. ಮತ್ತು ಭವ್ಯ. ಆರ್ 2020).

ಹಾಗಾಗಿಯೇ ಕಳಪೆ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯ ಸಾಂಸ್ಥಿಕ ವಾತಾವರಣ ಇಡೀ ಗುಣಮಟ್ಟ ಶಿಕ್ಷಣ ಮತ್ತು ಮಾನಸಿಕ ಸಮಸ್ಯೆಗಳಿಗೆ ಕಾರಣವಾಗಿದೆ. ಉತ್ತಮ ವಾತಾವರಣವ ವಿದ್ಯಾರ್ಥಿ ಶಿಕ್ಷಕರ ಪರಿಸರದಲ್ಲೂ ಸುಧಾರಣೆ ಉನ್ನತಿಗೆ ಕಾರಣವಾಗುತ್ತದೆ. ಉತ್ತಮ ವಾತಾವರಣವು, ಶೈಕ್ಷಣಿಕ ಪರೀಕ್ಷೆಗಳಲ್ಲಿ ಕಾರ್ಯಕ್ಷಮತೆ, ಸಾಂಸ್ಥಿಕ ಪರಿಸರದೊಂದಿಗೆ ಹೊಂದಾಣಿಕೆ ತೃಪ್ತಿಗೆ ಕೊಡುಗೆ ನೀಡುತ್ತದೆ. ವಿದ್ಯಾರ್ಥಿಗಳ ಅಗತ್ಯತೆಗಳು, ಅವರ ವರ್ತನೆಯ ಬೆಳವಣಿಗೆಗೆ ಮತ್ತು ಕಲಿಕೆಯ ಸ್ವರೂಪದ ಮೇಲೆ ಪ್ರಭಾವ ಬೀರುತ್ತದೆ. ಪ್ರಾಂಶುಪಾಲರು, ಶಿಕ್ಷಕ–ಶಿಕ್ಷಕರು ಮತ್ತು ಇತರ ಎಲ್ಲಾ ಸಂಬಂಧಪಟ್ಟವರು ಉತ್ತಮ ವಾತಾವರಣವನ್ನು ರಚಿಸುವ ಜವಾಬ್ದಾರಿಯನ್ನು ಹೊಂದಿರುತ್ತಾರೆ. ಗುಣಮಟ್ಟದ ವಿಶ್ವವಿದ್ಯಾನಿಲಯಗಳು ಮತ್ತು ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ಕಾಲೇಜುಗಳು ಭಾರತದ ಉನ್ನತ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಗೆ ಹೊಸ ಹಾಗೂ ಪ್ರಗತಿಪರ ದೃಷ್ಟಿಕೋನವನ್ನು ನೀಡುವ ಆಶಯವನ್ನು ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ 2020 ಹೊಂದಿದೆ. ಮನುಷ್ಯನ ಉನ್ನತಿಯ ಜೊತೆಗೆ ಸಮಾಜದ ಸ್ವಾಸ್ಥ್ಯವನ್ನು ಕಾಯ್ದುಕೊಳ್ಳುವಲ್ಲಿ ಹಾಗೂ ಸಂವಿಧಾನದ ಕಲ್ಪನೆಗೆ ತಕ್ಕಂತೆ ಭಾರತವನ್ನು ಅಭಿವೃದ್ಧಿ ಪಡಿಸುವಲ್ಲಿ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದ ಪಾತ್ರ ಅತ್ಯಂತ ಮಹತ್ತ್ವದ್ದು. ಒಂದು ಪ್ರಜಾಸತ್ತಾತ್ಮಕ ಅಷ್ಟೇ, ಸಾಮಾಜಿಕವಾಗಿ ಜಾಗೃತವಾಗಿರುವ ಸುಸಂಸ್ಕೃತವಂತ ಮತ್ತು ಸ್ವಾತಂತ್ರ್ಯ, ಸಮಾನತೆ ಭ್ರಾತೃತ್ವತೆ ಮತ್ತು ಎಲ್ಲಿಗೂ ನ್ಯಾಯದ ಮೌಲ್ಯವನ್ನು ಎತ್ತಿ ಹಿಡಿಯುವ ಮಾನವಿಕ ರಾಷ್ಟ್ರವಾಗಿ ರೂಪಿಸುವಲ್ಲಿಯೂ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ನಿರ್ಣಾಯಕ ಪಾತ್ರ ವಹಿಸುತ್ತದೆ.

ಒಬ್ಬ ವ್ಯಕ್ತಿಯನ್ನು ಸಮಗ್ರವಾಗಿ ಅಭಿವೃದ್ಧಿಪಡಿಸುವ ಉದ್ದೇಶದಿಂದ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದಿಂದ ಉನ್ನತ ಶಿಕ್ಷಣದವರೆಗೆ ಪ್ರತಿ ಹಂತದ ಕಲಿಕೆಯಲ್ಲಿ ನಿರ್ದಿಷ್ಟವಾದ ಕೌಶಲಗಳು ಮತ್ತು ಮೌಲ್ಯಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳುವುದರ ಜೊತೆಗೆ ಉತ್ತಮ ಶಾಲಾ–ಕಾಲೇಜುಗಳ ಸಾಂಸ್ಥಿಕ ಪರಿಸರವನ್ನು ಒದಗಿಸುವುದು ಬಹಳ ಮುಖ್ಯವಾಗುತ್ತದೆ. ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣವು ಜಾಗೃತಾವಸ್ಥೆಯ, ಸಾಮಾಜಿಕ ಪ್ರಜ್ಞಾವಂತಿಕೆಯನ್ನು ಹೊಂದಿರುವ ಪ್ರಜ್ಞೆ ಮತ್ತು ಕೌಶಲ ಪೂರ್ಣ ರಾಷ್ಟ್ರದ ಅಭಿವೃದ್ಧಿಯನ್ನು ಸಾಧ್ಯವಾಗಿಸಬೇಕು. ಜ್ಞಾನದ ಸೃಷ್ಟಿ ಮತ್ತು ಹೊಸ ಆವಿಷ್ಕಾರಕ್ಕೆ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣವು ತಳಹದಿಯಾದಾಗ ರಾಷ್ಟ್ರದ ಸರ್ವಾಂಗೀಣ ಬೆಳವಣಿಗೆಗೆ ಅದ್ಭುತವಾದ ಕೊಡುಗೆ ನೀಡಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ.

ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ 2020, ಪ್ರಸ್ತುತ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆ ಎದುರಿಸುತ್ತಿರುವ ಕೆಲವು ಪ್ರಮುಖ ಸಮಸ್ಯೆಗಳನ್ನು ಈ ಕೆಳಕಂಡಂತೆ ಗುರುತಿಸಿದೆ ಅವುಗಳೆಂದರೆ:

- ಗುಣಮಟ್ಟ ಕುಸಿಯುತ್ತಿರುವ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದ ಸಾಂಸ್ಥಿಕ ಪರಿಸರ ವ್ಯವಸ್ಥೆ.
- ಸೀಮಿತ ಸಂಖ್ಯೆಯ ಪ್ರಶಿಕ್ಷಕರು ಮತ್ತು ಸಾಂಸ್ಥಿಕ ಸ್ವಾಯತ್ತತೆ.
- ಅರ್ಹತೆ ಆಧಾರಿತ ಉದ್ಯೋಗ ನಿರ್ವಹಣೆ ಮತ್ತು ಬೋಧನಾ ವಿಭಾಗದ ಪ್ರಗತಿಯ ಅಸಮರ್ಪಕ ವ್ಯವಸ್ಥೆ.
- ಪರಿಣಾಮಕಾರಿಯಲ್ಲದ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ನಿಯಂತ್ರಣ ವ್ಯವಸ್ಥೆ.

ಈ ಮೇಲಿನ ಅಂಶಗಳನ್ನು ಪರಿಗಣಿಸಿದರೆ ಎಲ್ಲಾ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ಕಾಲೇಜಿಗೆ ಸಾಂಸ್ಥಿಕ ಸ್ವಾಯತ್ತತೆ, ನಿಯಂತ್ರಣ ವ್ಯವಸ್ಥೆ ಮತ್ತು ಉತ್ತಮ ಪರಿಸರದ ವ್ಯವಸ್ಥೆಗಳು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಬಹು ಮುಖ್ಯವಾದ ಅಂಶಗಳಾಗಿವೆ. ಆದ್ದರಿಂದ ಈ ಸವಾಲುಗಳನ್ನು ಮೀರುವ ದೃಷ್ಟಿಯಿಂದ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯನ್ನು ಕೂಲಂಕುಷವಾಗಿ ಪರಮರ್ಶೆ ನಡೆಸಲು ಹಾಗೂ ಪುನಶ್ಚೇತನಗೊಳಿಸಲು ಈ ನೀತಿ ಪರ್ಯಾಲೋಚನೆ ಅತ್ಯಗತ್ಯವಾಗಿದೆ. ಹಾಗೆಯೇ, ಮುಂದಿನ ಪೀಳಿಗೆಯನ್ನು ರೂಪಿಸುವಂತಹ ಶಿಕ್ಷಕ ಸಮುದಾಯವನ್ನು ಸೃಷ್ಟಿಸುವಲ್ಲಿ ಬೋಧಕ ಶಿಕ್ಷಣದ ಪಾತ್ರ ಬಹು ಮುಖ್ಯವಾದದ್ದು. ಶಿಕ್ಷಕರನ್ನು ಸೃಷ್ಟಿಸುವ ಕಾರ್ಯ ಬಹು ಕೌಶಲ್ಯ ದೃಷ್ಟಿಕೋನಗಳು ಹಾಗೂ ಜ್ಞಾನ ಮೌಲ್ಯಗಳ ರಚನೆ ಹಾಗೂ ಅತ್ಯುತ್ತಮ ಮಾರ್ಗದರ್ಶಕರಿಂದ ತರಬೇತಿ ಪಡೆಯುವುದು ಮುಂತಾದ ಅಂಶಗಳನ್ನು ಒಳಗೊಂಡಿರುತ್ತದೆ. ಹತ್ತು ಸಾವಿರಕ್ಕೂ ಹೆಚ್ಚಿನ ಸಂಖ್ಯೆಯಲ್ಲಿರುವ ಅತ್ಯುತ್ತಮ ಬೋಧಕ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳು

ಬೋಧಕ ಶಿಕ್ಷಣವನ್ನು ಗಂಭೀರವಾಗಿ ಪರಿಗಣಿಸುವ ಪ್ರಯತ್ನವನ್ನು ಮಾಡುತ್ತಿಲ್ಲ, ಇಲ್ಲಿಯವರೆಗೆ ಚಾಲ್ತಿಯಲ್ಲಿರುವ ನಿಯಂತ್ರಕ ಕ್ರಮಗಳು ಈ ವ್ಯವಸ್ಥೆಯಲ್ಲಿರುವ ಅವ್ಯವಹಾರಗಳನ್ನು ನಿಯಂತ್ರಿಸಲು ಶಕ್ತವಾಗಿಲ್ಲ. ಮೂಲಭೂತ ಗುಣಮಟ್ಟ ಜಾರಿಗೊಳಿಸುವಲ್ಲಿ ಯಶಸ್ವಿಯಾಗಿಲ್ಲ. ಬದಲಾಗಿ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯಲ್ಲಿನ ಶ್ರೇಷ್ಠತೆ ವೃದ್ಧಿ ಹಾಗೂ ಹೊಸ ಪ್ರಯೋಗ ಪ್ರಕ್ರಿಯೆಗಳನ್ನು ಕುಂಠಿತಗೊಳಿಸುವ ಮೂಲಕ ಋಣಾತ್ಮಕ ಪರಿಣಾಮ ಬೀರಿದೆ ಎಂದು ಆಯೋಗ ಅಭಿಪ್ರಾಯಪಟ್ಟಿದೆ. ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯ ಗುಣಮಟ್ಟ ಹೆಚ್ಚಿಸಲು ಅದರ ಸಮಗ್ರತೆ, ವಿಶ್ವಾಸಾರ್ಹತೆ ಹಾಗೂ ಅದರ ನಿಯಂತ್ರಣ ಕ್ರಮಗಳನ್ನು ಅಮೂಲಾಗ್ರವಾಗಿ ಪುನರುಜ್ಜೀವನಗೊಳಿಸುವ ತುರ್ತು ಅಗತ್ಯವಿದೆ. ಶಿಕ್ಷಕ ವೃತ್ತಿಯ ಪ್ರತಿಷ್ಠೆಯನ್ನು ಪುನಃಸ್ಥಾಪಿಸಲು ಅಗತ್ಯವಾಗಿರುವ ಸಮಗ್ರತೆ ಹಾಗೂ ವಿಶ್ವಾಸಾರ್ಹತೆಯ ಮಟ್ಟ ತಲುಪಲು ಅಗತ್ಯವಾಗಿರುವ ಕಟ್ಟುನಿಟ್ಟಿನ ಕ್ರಮಗಳನ್ನು ಕೈಗೊಳ್ಳುವ ಅಧಿಕಾರವನ್ನು ನಿಯಂತ್ರಕ ವ್ಯವಸ್ಥೆಗೆ ನೀಡಬೇಕಿದೆ. ಮೂಲಭೂತ ಶೈಕ್ಷಣಿಕ ಉತ್ತಮ ಪರಿಸರದ ಮಾನದಂಡಗಳನ್ನು ಪಾಲಿಸದಿರುವ ಗುಣಮಟ್ಟದ ರಹಿತ ಹಾಗೂ ನಿಷ್ಕ್ರಿಯ ಬೋಧಕ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳ ವಿರುದ್ಧ ನಿಯಂತ್ರಣ ವ್ಯವಸ್ಥೆ ಕಠಿಣ ಕ್ರಮ ಕೈಗೊಳ್ಳಬೇಕಿದೆ. 2030 ರ ವೇಳೆಗೆ ಶೈಕ್ಷಣಿಕವಾಗಿ ಶಕ್ತವಾಗಿರುವ ಬಹುಕೌಶಲ್ಯ, ಸಮಗ್ರ ಬೋಧಕ ಶಿಕ್ಷಣ ಯೋಜನೆಗಳು ಮಾತ್ರ ಜಾರಿಗೊಳ್ಳಲಿವೆ. ಬೋಧಕ ಶಿಕ್ಷಣಕ್ಕೆ ಬಹುಕೌಶಲ್ಯ ಹಾಗೂ ಉನ್ನತ ಗುಣಮಟ್ಟದ ಸಾಂಸ್ಥಿಕ ಪರಿಸರದ ಅವಶ್ಯಕತೆ ಇರುವುದರಿಂದ ಎಲ್ಲಾ ಬೋಧಕ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಸಮಗ್ರ ಬಹುಕೌಶಲ್ಯ ಸಂಸ್ಥೆಯಲ್ಲಿಯೇ ಹಮ್ಮಿಕೊಳ್ಳಬೇಕು. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಎಲ್ಲಾ ಬಹುಕೌಶಲ್ಯ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳು ಹಾಗೂ ಕಾಲೇಜುಗಳು ಮನಃಶಾಸ್ತ್ರ, ತತ್ವಶಾಸ್ತ್ರ, ಸಮಾಜಶಾಸ್ತ್ರ, ನರ ವಿಜ್ಞಾನ, ಭಾರತೀಯ ಭಾಷೆಗಳು, ಕಲೆ, ಸಂಗೀತ, ಇತಿಹಾಸ, ಸಾಹಿತ್ಯ, ದೈಹಿಕ ಶಿಕ್ಷಣ, ವಿಜ್ಞಾನ ಮತ್ತು ಗಣಿತಶಾಸ್ತ್ರ, ವಿಭಾಗಗಳ ಸಹಭಾಗಿತ್ವದೊಂದಿಗೆ ಅತ್ಯಾಧುನಿಕ ಸಂಶೋಧನೆಗಳನ್ನು ನಡೆಸುತ್ತಿದ್ದು, ಬಿ.ಎಡ್ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ನಡೆಸಲಿರುವ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳಲ್ಲಿ ಗುಣಮಟ್ಟದ ಉತ್ತಮ ಪರಿಸರದ ಶಿಕ್ಷಣ ವಿಭಾಗ ಸ್ಥಾಪಿಸುವ ಉದ್ದೇಶ ಹೊಂದಿದೆ. ಬೋಧಕ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳು ನಾಲ್ಕು ವರ್ಷದ ಅವಧಿಯ ಸಮಗ್ರ ಬೋಧಕ ತಯಾರಿಕಾ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ನೀಡಬೇಕಾಗಿರುವುದರಿಂದ 2030 ರ ವೇಳೆಗೆ ಎಲ್ಲಾ ಉನ್ನತ ಮಟ್ಟದ ಬೋಧಕ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳು ಉತ್ತಮ ಕಲಿಕಾ ಪರಿಸರದ ಬಹು ಕೌಶಲ್ಯ ಸಂಸ್ಥೆಗಳಾಗಿ ಬದಲಾಗಬೇಕಿದೆ. ಸರ್ಕಾರಿ ಹಾಗೂ ಖಾಸಗಿ ಶಾಲೆಗಳ ಜೊತೆ ಜಾಲ ವ್ಯವಸ್ಥೆಯನ್ನು ಹೊಂದಲಿವೆ ಹಾಗೂ ಸಮರ್ಥ ಶಾಲಾ ಶಿಕ್ಷಕರು ಬೋಧನೆಯ ಜೊತೆಗೆ ಸಮುದಾಯ ಸೇವೆ, ವಯಸ್ಕ ಹಾಗೂ ವೃತ್ತಿಪರ ಶಿಕ್ಷಣ ಮುಂತಾದ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಭಾಗವಹಿಸಲು ಅವಕಾಶ ಒದಗಿಸಲು ಈ ವ್ಯವಸ್ಥೆ ರೂಪಿಸಲಾಗಿದೆ.

ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ 2020ರ ಕೆಲವು ಪ್ರಮುಖ ಅನುಕೂಲಗಳನ್ನು ಈ ಕೆಳಕಂಡಂತೆ ಗುರುತಿಸಿದೆ ಅವುಗಳೆಂದರೆ:

- ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ವಿಭಾಗದಲ್ಲಿ ವೈವಿಧ್ಯಕ್ಕೆ ಹೆಚ್ಚಿನ ಆದ್ಯತೆ ನೀಡಲಾಗಿದ್ದರೂ ಬೋಧನೆ/ಕಾರ್ಯಕ್ಷೇತ್ರವು/ಸಂಶೋಧನಾ ಅನುಭವಕ್ಕೆ ಹೆಚ್ಚಿನ ಮಾನ್ಯತೆ ನೀಡಲಾಗುವುದು.

- ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ತಂತ್ರಜ್ಞಾನ ಬಳಕೆ ಮತ್ತು ಸಂಯೋಜನೆ.

- ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದಲ್ಲಿ ಉತ್ತಮ ಏಕರೂಪ ನಿಯಂತ್ರಕ ವ್ಯವಸ್ಥೆ.

- ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದಲ್ಲಿ ಆನ್‌ಲೈನ್ ಮತ್ತು ಡಿಜಿಟಲ್ ಶಿಕ್ಷಣ ತಂತ್ರಜ್ಞಾನದ ಸಮಾನ ಬಳಕೆಯ ಭರವಸೆ.

- ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದಲ್ಲಿ ಸಾಮಾಜಿಕ ಹಾಗೂ ನೈತಿಕ ಜಾಗೃತಿಗಳಲ್ಲಿ ಹೆಚ್ಚಿನ ಅರಿವು ಉಂಟುಮಾಡುತ್ತದೆ

- ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಹೊಸ ಆವಿಷ್ಕಾರ, ಉದಾತ್ತ ಚಿಂತನೆ ಮತ್ತು ಯೋಜನಾ ಸಾಮರ್ಥ್ಯಗಳ ಬೆಳವಣಿಗೆ, ಸಮಗ್ರ ಹಾಗೂ ಬಹು ಶಿಸ್ತಿನ ಶಿಕ್ಷಣ.

- ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದಲ್ಲಿ ಪಿಎಚ್.ಡಿ ಗೆ ಪ್ರವೇಶ ಪಡೆದ ವಿದ್ಯಾರ್ಥಿಗಳು, ಡಾಕ್ಟರೇಟ್ ಪಡೆಯುವ ತರಬೇತಿ ಅವಧಿಯಲ್ಲಿ ಸಹಾಯಕ ಬೋಧಕರಾಗುವ ಇನ್ನಿತರ ಮಾರ್ಗಗಳ ಮೂಲಕ ಕನಿಷ್ಠ ಗಂಟೆಗಳ ನೈಜ ಬೋಧನಾ ಅನುಭವವನ್ನು ಪಡೆಯಲಿದ್ದಾರೆ.

- ಶಿಕ್ಷಕರಿಗೆ ಏಕರೀತಿಯ ಶಿಕ್ಷಣ ನೀಡಲು ಅವಕಾಶ ಕಲ್ಪಿಸುವಂತಹ ಸ್ವಯಂ/ದೀಕ್ಷಾ/ಜ್ಞಾನ ದರ್ಶನ/ ಮತ್ತು ಸ್ವಯಂಪ್ರಭಾ ಇ-ಕಲಿಕಾ ಮುಂತಾದ ಆನ್‌ಲೈನ್ ವೇದಿಕೆಗಳ ಬಳಕೆಗೆ ಉತ್ತೇಜನ ನೀಡಲಾಗುವುದು.

- ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದಲ್ಲಿ ಶಾಲಾ ಸಂಕೀರ್ಣಗಳು/ಸಮೂಹಗಳಿಗೆ ಸಾಕಷ್ಟು ಹಾಗೂ ಸಮರ್ಪಕವಾದ ಸಂಪನ್ಮೂಲವನ್ನು ಒದಗಿಸುವುದು.

ಈ ಮೇಲಿನ ಅಂಶಗಳನ್ನು ಪರಿಗಣಿಸಿದರೆ, ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದಲ್ಲಿ ಭಾರತವನ್ನು ಜಾಗತಿಕ ಶಿಕ್ಷಣ ತಾಣವನ್ನಾಗಿ ಮಾಡುವ ಸಾಮರ್ಥ್ಯವನ್ನು NEP ಹೊಂದಿದೆ ಎಂದು ತಿಳಿಯಬಹುದಾಗಿದೆ.

ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನ್ನು ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದಲ್ಲಿ ಅನುಷ್ಠಾನಗೊಳಿಸಲು ಕೆಲವು ಪ್ರಮುಖ ಸಲಹೆಗಳನ್ನು ಈ ಕೆಳಕಂಡಂತೆ ನೀಡಲಾಗಿದೆ, ಅವುಗಳೆಂದರೆ,

- ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದಲ್ಲಿ ಆನ್‌ಲೈನ್ ಶಿಕ್ಷಣವನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ನೀಡಲು ಶಿಕ್ಷಕರಿಗೆ ಸೂಕ್ತ ರೀತಿಯ ಮತ್ತು ತರಬೇತಿ ಅಭಿವೃದ್ಧಿಯ ಘಟಕಗಳನ್ನು ಸ್ಥಾಪಿಸಬೇಕು.

- ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದ ಎಲ್ಲಾ ಕಾಲೇಜುಗಳಿಗೆ ಡಿಜಿಟಲ್ ಮೂಲ ಸೌಕರ್ಯಗಳನ್ನು ಒದಗಿಸುವುದು.

- ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದಎಲ್ಲಾ ಕಾಲೇಜುಗಳಲ್ಲಿನ ವಿದ್ಯುತ್ ಮತ್ತು ನೆಟ್‌ವರ್ಕ್ ವ್ಯತ್ಯಯದಂತಹ ಸಮಸ್ಯೆಗಳನ್ನು ಸರಿಪಡಿಸಬೇಕು/ ನಿಭಾಯಿಸಬೇಕು.

- ಶಿಕ್ಷಕರಿಗೆ ಗುಣಮಟ್ಟದ ಸೇವಾ ಪೂರ್ವ ಮತ್ತು ಸೇವಾ ನಿರತ ಉತ್ತಮ ತರಬೇತಿಯನ್ನು ವಿಚಾರ ಸಂಕಿರಣ ಮತ್ತು ಕಾರ್ಯಗಾರಗಳ ಮೂಲಕ ಸರ್ಕಾರದ ಇಲಾಖೆಗಳಾದ DSERT, NCTE, DIET, NCERT ಗಳ ಮೂಲಕ ಆಯೋಜಿಸಿ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ನಡೆಸುವುದು.

- ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದ ಎಲ್ಲಾ ಕಾಲೇಜುಗಳಲ್ಲಿ ಆವಿಷ್ಕಾರ ಮತ್ತು ಸಂಶೋಧನೆಯನ್ನು ಅಭಿವೃದ್ಧಿ ಪಡಿಸಲೆಂದೇ ಮೀಸಲಾದ ಘಟಕದ ರಚನೆ ಮಾಡುವುದು.

- ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದ ಎಲ್ಲಾ ಕಾಲೇಜುಗಳಲ್ಲಿ ಎನ್.ಇ.ಪಿ. 2020 ರ ಮಹತ್ವವನ್ನು ಸಾರುವ ಫಲಕಗಳನ್ನು ಅಳವಡಿಸುವುದು,

- ಶಿಕ್ಷಣದ ಮೇಲಿನ ಸಾರ್ವಜನಿಕ ವೆಚ್ಚವು ಜಿ.ಡಿ.ಪಿಯು ಶೇ 6% ನ್ನು ಏರಿಸಿ ಕೂಡಲೇ ಜಾರಿಗೆ ತಂದು ಅನುಷ್ಠಾನಗೊಳಿಸಬೇಕು ಮತ್ತು ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣಕ್ಕೆ ಬಹುಪಾಲು ಹಣವನ್ನು ವಿನಿಯೋಗಿಸಬೇಕು.

- ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಶಿಷ್ಯವೇತನ/ಪ್ರೋತ್ಸಾಹ ಧನ ಮತ್ತು ಸರ್ಕಾರದ ನಿಧಿಗಳ ಹಣವನ್ನು ಸಕಾಲದಲ್ಲಿ ಒದಗಿಸುವಂತೆ ನೋಡಿಕೊಳ್ಳಬೇಕು.

- ಸರಿಯಾದ ಗುಣಮಟ್ಟದ ಮಾನವ ಸಂಪನ್ಮೂಲ, ಮೂಲ ಸೌಕರ್ಯ ಮತ್ತು ಹಣಕಾಸು ಸಂಪನ್ಮೂಲಗಳನ್ನು ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣಕ್ಕೆ ಸಕಾಲದಲ್ಲಿ ಒದಗಿಸಬೇಕು.

ಈ ನೀತಿಯ ಅನುಷ್ಠಾನದಿಂದ ಉತ್ತಮ ಸಾಂಸ್ಥಿಕ ವಾತಾವರಣವನ್ನು ಹೊಂದಬಹುದು ಮತ್ತು ಉತ್ತಮ ಗುಣಮಟ್ಟದ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣಕ್ಕೆ ಪ್ರವೇಶ ಪಡೆಯಬಹುದಾಗಿದೆ ಹಾಗೆಯೇ ಪ್ರಗತಿಯ ವಿವಿಧ ಬಾಗಿಲುಗಳು ತೆರೆಯಲಿವೆ. ಪ್ರತಿ ವ್ಯಕ್ತಿಗೂ ಉತ್ತಮ ಗುಣಮಟ್ಟದ ಬೋಧನಾ ತರಬೇತಿ ಮತ್ತು ಶಿಕ್ಷಣಾವಕಾಶ ಕಲ್ಪಿಸುವ ಸಾಧ್ಯತೆಗಳು ಹೆಚ್ಚಾಗಿವೆ ಅದಕ್ಕಾಗಿ ನಿರ್ಧಿಷ್ಟವಾಗಿ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣಕ್ಕಾಗಿಯೇ ಹೆಚ್ಚುವರಿ ಕ್ರಮಗಳನ್ನು ಎಲ್ಲಾ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳು ದೃಢ ಸಂಕಲ್ಪದಿಂದ ಕಾರ್ಯ ನಿರ್ವಹಿಸಲಿವೆ. NEP 2020 ರ ಪರಿಚಯದೊಂದಿಗೆ ಅನೇಕ ಈ ಬದಲಾವಣೆಗಳನ್ನು ಜಾರಿಗೆ ತರುವ ಮೂಲಕ ಭಾರತೀಯ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯು ಉನ್ನತ ಶ್ರೇಣಿಗೆ ತಲುಪುವ ಭರವಸೆಯನ್ನು ಮೂಡಿಸಿದೆ.

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SECTION 8: INNOVATIVE METHODS AND STRATEGIES OF TEACHING

INNOVATIVE APPROACHES FOR PROFESSIONAL DEVELOPMENT INTEACHER EDUCATORS

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Introduction

Significant research efforts in olden days have added a great deal to the body of knowledge about teaching and teachers. However, although the improving interest in trying to uncover the nature and scope of teaching and teacher‖s work over the years has brought focus to teaching about teaching, teachers of teachers who they are, what they willing to do, what they think and their desired characteristics, have often been ignored in studies of teacher education parallelly, questions such as How should teacher educators be competent in what skills and competencies are teacher educators expected to possess and simultaneously, what does it mean to be an efficient teacher educator, Have rarely been investigated so not surprisingly, very little has been discovered about the qualityof teacher education. Teacher educators are defined as people who provide instruction or who give guidance and co-operation to student teachers, and who thus dedicate and substantial contribution to the development of students into competent teachers. They are the ones who are responsible for the quality of teachers and, so as that of education. Thus, it is of crucial importance that the questions above are addressed by exploring what contributes to the professional development of teacher educators and by explicitly setting the quality needs and particular competencies for them. In this regard, the role of professional standards set or implied by educational publications, professional organizations, institutional guidelines for promotion and tenure, and other relevant evidence should be highlighted, as standards are the main criteria by which performance and professional development of teacher educators can be assessed.

Meaning of professional development

The capability to perform the duties of one‘s profession generally, or to perform a particular professional work, with skill of an acceptable quality. Professional developments are skills, knowledge and attributes that are specifically valued by the professional associations, organizations and bodies linked to future career. Professional development is the broad professional knowledge, attitude and skills required in order to work in a specialized area or profession. Disciplinary knowledge and the application of concepts, processes and skills are needed in a test of professional development in any specific area. Disciplinary knowledge shows the use of available sources to recognise facts and terms and in the performance of required formats.

A definition of Professional Development for teachers is given below:

- The process by which teachers review, renew and extend their commitment as change agents and by which they acquire and develop critically the knowledge, skills, planning and practice through each phase of their teaching lives **(Day, 1999: 4)**.

- Teacher‘s Professional Development is the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training and continuous professional development within school settings. **(OECD, 2010)**.

Need of professional development for teachers:

- Expanding knowledge domain of subjects.

- Due to changing pedagogy.

- Increasing involvement of media.

- Focus of use of ICT.

- Enactment of policies and schemes.

- Meeting demands of society and nation.

Characteristics of a teacher educator in professional National Education Organisation:

- To determine professions which are also carried out by teaching profession.

- To equip with intellectual knowledge.

- To acquire opportunities for various types of skills and abilities.

- To generate the desire for service than for personal gain.

- To generate its own standards.

- To provide opportunities for regular and systematic promotion during the period of service.

- To possess strong professional organization behind it.

The Importance of Professional Development

Professional development (PP) keeps teachers and administrators up to date on new curriculum resources, new findings on how children learn and new technological tools for the classroom. PD in education is important because what teachers do in the classroom has a big impact on student learning.

By means of professional development, teachers and administrators can improve their skills, thus becoming more proficient at their jobs. School administrators must realize the benefits of further education and encourage the teachers to pursue professional development to attain the best learning outcomes for students. The following are the benefits and importance of professional development in education:

- **Better learning outcomes:** PD transforms teachers into better educators by empowering them to create relevant and tailored instructions for students. A department of education research showed that student achievement could improve by as much as 21 percentile points when teachers engage in professional development programs. Teachers learn better ways to teach and administrators learn more effective ways to lead professional development for teachers makes them more efficient in their evaluations and presentations by exposing them to new delivery methods and lecture styles. Administrators learn strategies to be more effective and efficient in how they lead their staff.

- **Better organization and planning skills:** PD training enables teachers and administrators to become more organized and better at time management. It allows them to give more time to students/staff rather than paperwork.

- **Educators gain knowledge and insight:** When educators participate in professional development programs, it enables them to expand their knowledge base. It will make them experts in the subject areas they teach.

- **Continuing education:** By means of professional development programs, teachers can learn from specialists and upgrade their skills and knowledge. PD provides teachers with technical assistance, leadership resources, and consultative services, with improved student achievement as the main goal.

- **Better learning outcomes for students:** Educational technology, guidelines for school districts, and standards for curricula are continually changing. This makes it challenging for teachers to keep up with trends and best practices in the field. Professional development for teachers turns teachers into stronger and more fitting teachers by allowing them to produce useful and personalized lessons for the students today.

  Research has shown that as a result of student achievement will increase by as much as 21 percentile points as a result of professional development for teachers. Professionalism in teacher education is the dire need of the hour.

  Knowledge and experience alone are not enough for teachers in their entire careers to supporting them. National Board Certification is one option for teachers abroad for seeking professional development and for adhering to the current educational standards to ensure optimal learning for students. Studies have supported that students taught by the teachers who had National Board Certification had higher scores in all subjects as compared to the students of the teachers without a National Board Certification.

- **Teachers find new ways to teach:** Through discovering new teaching strategies through professional development for teachers, educators can go back to the classroom and make changes to their teaching styles and curricula to better suit their students needs.

  These improvements are difficult to assess, as they are usually introduced slowly. Through introducing educators to new delivery techniques, assessment styles, and record-keeping approaches, Professional Deveopment of Teachers makes them more effective in their presentations and course assessments.

- **Teachers develop better skills in organizing and management:** Much of the teacher's time is spent on student evaluations, curriculum development, and other paper work in addition to the hours spent in classroom preparation. 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.

- **Teachers want to pursue their education:** Teachers find it easy to get burdened with the grind of teaching. Professional development for teachers gives them a chance to step out of their routine they become the student rather than the teacher. It keeps educators motivated as they know they get the professional assistance they need to be better teachers. It keeps educators motivated as they know they get the professional support they need to be better teachers.

  After all, professional development nurtures the skills of teachers willing to take on leadership positions in education, and teachers need to learn from other experienced leaders to become effective leaders themselves in the future.

Conclusion

There are many benefits to professional development for all educators no matter their role. There is a wide variety of professional development to offer staff. Whether it is one-on-one coaching, workshops, online seminars, or large conferences, it is important for all educators to model life-long learning and continue to add to their knowledge base. It is imperiative for teachers to constantly re evaluate there choices. This can be achieved through introducing or promotion of innovative ideas of practices in teacher education.

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BLENDED MODE OF TEACHING AND LEARNING: AN INNOVATIVE APPROACH

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Introduction

Blended learningis 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. Blended learning means the combination of face-to-face teaching methods with computer-mediated activities of delivering instruction, which is a teaching and learning approach i.e., an instructional methodology. This methodological approach means a combination of direct (offline/face-to-face) and computer-mediated (online) activities and the integration of learning tools (synchronous and asynchronous), which helps in the arrangement of learning processes in an optimal, effective way. Blended learning is the practice of mixing up of traditional face-to-face classroom teaching with the digital learning tools. 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. In order 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 in order to transfer the main existing abundant necessary/essential knowledge from teacher to student before each class such as video lectures, podcasts, recordings, articles etc.,

Blended learning is not just a combination of online and face-to-face learning mode, but it refers to a combination of activities of both (online and face-to-face) the modes in a systematic, organized manner. This blend always demands the influence of several factors such as focus on learning outcomes and the instructional environment which is learner-centred/student-centred. 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.

Blended learningis the inter dependent combination of face-to-face and online ducation. It involves combining the best of these two modes of learning in such a way that they complement and supplement each other. Effective blended learning occurs when online and face-to-face modalities are used to their full advantage for optimal interaction and when there is capacity for student-paced and student-directed learning.

Blending the learning environment (Cleveland, 2018) helps in

- Broaden the spaces and opportunities available for learning.

- Enhanced student engagement in learning and enhance respect 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 that combines 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.

Objectives of blended learning

- To identify the ways of making face-to-face instruction/learning and e-learning tools, a blended one.

- To provide links of finding tools related to facilitation of blended learning.

- To provide examples or illustrations where blended learning has been successfully implemented or achieved.

- To consider the implications of using blended learning in the classroom situation.

- To personalize the instructions to meet the specific needs of each student.

- To help each student grow and improve the skill development.

- To work at the students own pace and focus on areas of weakness and further develop other skill areas;

- To provide direct instruction and intervention on a more individualized level.

- To find or choose materials that would help the students.

Scope of blended learning

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.

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 timeframes 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 anytime while enjoying the benefits of face-to-face support and instruction.

Access to global resources and materials that meet the student's 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 through the use of e- mails, discussion boards and chat room. Students have the ability to 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.

Tools of blended learning

Open Educational Resources: OER are defined by the United Nations as any type of educational materials in the public domain or introduced with an open license. Critical to supporting open knowledge and open access, OER are learning materials supporting legal and free

 i) Copying
 ii) Usage
 iii) Adaptation
 iv) Sharing.

These resources can be anything from textbooks to syllabi, lecture notes, tests, videos or animations. OER offer the opportunity to provide access, quality GUIDE to BL and cost-effectiveness in education delivery and have led to significant dialogue around policies for knowledge sharing and capacity building in the social and economic global world.

Creative commons is a global, collaborative movement for the sharing of free, international, easy-to-use materials. The goal of this international community is to enable greater access and equality; it supports education for everyone. Those who have created and now support and use creative commons believe in sharing and collaborating on materials such that the full potential of the Web will be realised; most importantly, this will also be true for the individuals who will use it. Creative commons provides a set of licenses for anyone to use while realising any teaching or learning resources as OER. The licenses also provide a technical solution to tag the resources with a machine-readable language to identify them as OER. This allows potential users to filter their searches by usage rights in Google Advanced Search. There are many platforms through which we can find and share OER.

Components of Blended Learning

1. **Synchronous Physical/Face-to-face components (not limited to) -**

   - Face-to-face tutoring

   - Coaching or mentoring sessions

   - Classroom

   - Workshops

   - Conferences

   - Meetings

   - Labouratory

2. **Synchronous Electronic components (not limited to) -**

   - Internet conferencing

   - Audio conferencing (i.e., Phone conferencing)

   - Live video via satellite or video conferencing

   - Virtual online classroom

   - Instant messaging.

3. **Asynchronous components (not limited to)-**

   - Online self-paced learning content (webpages)

   - E-mails, discussion forums

   - Web or computer-based instruction

   - EPSS (Electronic Portable Support Systems) and job-aids

   - Books, articles, CD-ROM, audio (Disc/tape), Video (Disc/tape), white papers etc.,

Implementation of blended learning

      Implementing BL 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 BL 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 BL mode.

Continuous Comprehensive Evaluation (CCE)

      CCE should be encouraged in universities and colleges. Focus of new national education policy is learner-centred 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 the semester. Increased weightage of internal evaluation should be encouraged by including innovative assessment and evaluation strategies.

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.

Role of teacher in blended learning

Blended learning shifts the teacher role to mentor and coach from knowledge provider. This shift does not mean that teachers paly a passive or less important role in students education. Quite the contrary-with BL, teachers can have an even more profound influence and effect on students learning. Traditionally, classroom instruction has largely been teacher- directed, top-down, and one-size-fits-all, with a bit of differentiation thrown in, but with BL, it now becomes more student- driven, bottom-up and customized, with new learning dynamics is due to the enhanced role technology plays in instruction. BL provides an appropriate balance between online instructions, which offers the interactive, tech-based learning, individualized pacing and privacy that keep students continuously engaged, motivated, and teacher-led instruction, which personalizes the learning experience and adds the human elements of encouragement, compassion and caring guidance that only teachers can give.

Role of learner in blended learning environment

- Increase Student interest and keep students focussed for longer;
- Provides student autonomy and promote student ownership;
- Allow instant diagnostic information and student feedback;
- Enables students to learn at their own pace and prepares students for the future.

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;

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 main stream education.

Conclusion

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, or what can be safely put down as Education. 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 focussing on blended teaching-learning. A blended learning mode provides ultimate flexibility in many aspects. Can be applied to any program which holds on to the values of traditional learning and incorporates digital media with that. It is a lot more effective and like able than anything that has been ever before. Needed freedom/flexibility, only 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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PERSPECTIVES OF TEACHER EDUCATION: AN INTEGRATED APPROACH

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Introduction

Education is a process of receiving or giving systematic instruction, particularly at a school or university. Education is the process of learning or the acquisition knowledge, skill, values, beliefs and habits. Teacher education as a programme of education, research and training of persons to teach from pre-primary to higher education level (NCTE). Teacher Education is the combination of teaching skill, pedagogical theory and professional skill. It is a continuous process and it's pre-service and in- service. It is based on the theory that teachers are born, not made. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills. It is broad and comprehensive. It is ever-evolving and dynamic. Teacher education needs to become more sensitive to the emerging demands of the society. It must prepare the teacher to play the role of an encouraging and supportive facilitator who enables a learner to discover their talents, realize their physical and intellectual potentialities to the fullest and to develop character and desirable social and human values to function as a responsible citizen. Active member of a group who makes a conscious effort for curriculum renewal that could be relevant to changing personal and societal needs of learners.

Quality teacher education, the need of the hour: With time, teacher education has changed considerably. Due to globalization and privatization, the quality aspect of teacher education has become a matter of concern. Globalization has, in fact, impacted the nature of agencies that are related to school children, young people and adults. Here have been found few direct impacts on the governance of national educational system of trans-national agencies such as IMF and World Bank. Even, it has also given chances for the growth of teacher education institutions in private sectors where competitiveness has become a criterion for teacher education instead of values. Teacher education is no long era distinct and separate phenomenon, today. There is an interlink of subjects and information and organizational connections across schools and the higher education. It has, in fact, become a responsible activity, so far as the need of as the elementary, middle and secondary schools are concerned. There is a need of radical transformation in teacher educators and teaching, due to commercialization of education and marketing of services of teachers due to globalization.

Professionalization of teacher education: Internalization of professional ethics among teachers could bring about a major desirable change in the personality of a teacher. Confidence in the nobility of teaching profession and faith that teaching as a kind task can prepare individual learners for nation building could provide tremendous professional motivation and satisfaction.

Pedagogical obligation: It includes curriculum design, instructional strategies, assessment techniques and classroom, management strategies.

a. **Curriculum design:** There is a dire need of multicultural incorporation throughout the teacher education curriculum that could culminate in a successful completion of student teaching contingent upon acceptable performance appraisal criteria and procedure

b. **Instructional strategies:** An interactive discussion among the students and faculty builds mutual trust and enhances communication that helps in sharing values, attitudes and experiences. Therefore, the main focus of the instructional strategies has shifted to the four pillars of learning i.e., learning to know, learning to do, learning to live together and learning to be an essential progression.

c. **Assessment techniques:** There is a revolutionary change in classrooms, schools and in the entire school system, as the technology is greatly increasing student's ability to understand and learn complex materials. If students could be shown to have increased skills, abilities, performance or thought process associated with future success, the innovative educational practices can be judged successfully.

d. **Classroom management strategies:** The best way of classroom management is to enrich the teachers to provide activities that could incorporate all kinds of learning styles, including complete awareness of the context, culture value system and the democratic goals. Thus, classroom management includes mastery of educational goals, management of time and resources both in the school and the community.

Globalization: The global interdependence, today, requires the growth of mutual understanding and diversity of global connections among world societies. The burning issues, such as, healthcare, economic development and economic interdependence, environmental quality, ethnic enmities, universal human rights and political and military alliances are a few of them. A wide range of technology applications include using the internet to look up the meaning of words to complex applications such as virtual simulations. The technology defining globalization as, computerization, satellite communication and internet must be effectively used in teacher education.

Teacher education an integrated approach: To fulfil the need of today, i.e., teachers who can assure quality education with professional perfection, an integrated approach is needed. The basic aim of integrated teacher education is to enable teachers to develop and realize their own potential. Its basic concern is to help the pupil-teacher in all aspects. Teacher education with integrated perspective is concerned with the all-round development of teacher.

Strategy for quality of teacher education in terms of integrated approach: Success in the teaching-learning process is always attributed to the creativity of the teachers. Being the pilot of the classroom educative flight, the teacher has to choose and design what strategy suits the kind of learners present there in. To be creative, teacher has to consider individual differences old or diversity of learners in every learning episode to make it more meaningful.

Several ways to sustain learner's interest:
- Use diverse learning activities or experiences.
- Relate clearly too individual learning modes.
- Recognize group's success through appreciative remarks and rewards.

Integrated approach is a well-organized strategy anchored on real life situation that include learner's interests and needs creating a variety of meaningful activities and learning experiences. It provides a broad framework for linking content and process from a variety of disciplines. The theme provides coherence; it gives a focus to the activities that accompany by the unit. The theme also helps learners see the meaningful connection across disciplines or skills areas. It conveys a clear, compelling purpose to learners, teachers and parents, linking ideas to actions and learning to life.

Steps for the Integrated Unit Design (Thematic teaching):

- Decide on a unit theme that will allow all group members to enter to the integration process.

- Identifya major concept to serve as asuitable integrating lens for the study.

- Web the topics for study, by subject or learning area, around the concept and theme.

- Brain storm some of the essential understanding (generalization) that would expect learners to derive from the study.

- Brain storm essential questions to facilitate study toward the essential understanding.

- List processed (complex performance) and bullet key skills to be emphasized in a unit instruction and activities.

- Write instructional activities to engage learners with essential questions and process.

- Write the culminating performance to show the depth of learning.

- Design the scoring guide (rubric-criteria and standard) to assess the performance task. Additional types of assessment may be used to measure progress throughout the unit.

Content based instruction: It is the integration of content learning with language teaching aims. It refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material. The language curriculum is centered on the academic needs and interests of the learner and crosses the barrier between language and subject matter courses. Focusing inquiry is an interdisciplinary approach that uses questions to organize learning. Like most disciplinary teaching, it crosses conventional knowledge boundaries. The teacher guides learners to discover answers to questions, whether or not answers pre-exist. Learners become creators of knowledge rather than recipients. Concepts and content are less important than the governing process conducting an investigation and communicating what was learned to others. The process of inquiry is the organizer of the instructional design while content is relegated to an ancillary place (Zulueta, 2006).

Teaching strategies for cognitive, thinking, or inquiry process: These strategies may be used in any subject and are designed to be used at all levels of instruction. The order of questioning generally follows but varies in terms of student's backgrounds, prior knowledge instruction or emphasis on inductive and deductive approach. Both cognitive and affective dimensions are involved in any given strategy. (Aquino, 1999).

Principles underlying the planning for integrative teaching strategies

- The development of the whole personality of the learner is more important than the subject matter.

- Long rage plans and large units should be prepared to daily and isolated tasks.

- Learning activities should be recognized around real-life problems of the pupils, their needs and interests.

- Learning should be characterized by group planning, group work, and group assessment.

- Teaching- learning activities should follow democratic procedures. Individual differences should be provided for by a wide variety of learning activities and experiences. The atmosphere of the classroom should be permissive and happy.

Success in the teaching-learning process is always attributed to the creativity of the teachers. Being the pilot of the classroom educative flight, the teacher has to choose and design what strategy suits the kind of learners present there in. To be creative, teacher has to consider individual differences (old) or diversity of learners in every learning episode to make it more meaningful.

- Brain storm essential questions to facilitate study toward the essential understanding.

- List processed (complex performance) and bullet key skills to be emphasized in a unit instruction and activities. For each week and discipline in the unit, write instructional activities to engage learners with essential questions and process.

- Write the culminating performance to show the depth of learning.

- Design the scoring guide (rubric-criteria and standard) to assess the performance task. Additional types of assessment may be used to measure progress throughout the unit.

- Pedagogical relationship between teachers and students: Understanding how co-operating teachers construct pedagogical relationships with student teachers understands the teaching perspectives that guide their practice as educators. Exploring the teaching perspectives of cooperating teachers and the significance of these perspectives in their work with student teachers is the focus of this paper.

Teaching perspectives and supervisory practices the beliefs, actions, motivations, and intentions in relation to the manner in which one conceives the context of learning is known as a teaching perspective (Pratt and Associates, 1998). Teaching perspectives give shape and meaning to educational practices including supervisor practices. The which we plan instruction, the manner in which we engage students, the estimation understanding how cooperating teachers construct pedagogical relationships with student teachers is understanding the teaching perspectives that guide their practice as educators. Exploring the teaching perspectives of cooperating teachers and the significance of these perspectives in their work with student teachers is the focus of this paper. Teaching perspectives and supervisory practices the beliefs, actions, motivations, and intentions in relation to in which one conceives the context of learning is known as a teaching perspective (Pratt and Associates, 1998). Teaching perspectives give shape and meaning to educational practices including supervisory practices. The way in which we plan instruction, the manner in which we engage students, the elicitation strategies we employ, our consideration of the social milieu in which learning takes place, the assessment strategies we draw upon, etc., reveal our understanding of what constitutes knowledge, and our sense of the relationship between the knower and the known. Therefore, teaching perspectives are important in any exploration of pedagogical practices that cooperating teachers employ in their interactions with student teachers.

Conclusion

It is concluded that in perspectives of teacher education an integrated approach considering vast teaching, research and other administrative experiences of in-service teachers of state and central cadres, Indian Education Service should be introduced with immediate effect. Centralized policy planning with decentralized implementation will be very productive. Administrative and management must be very dynamic and forward looking. Teacher and teacher educators should be made aware of latest changes and dynamic stimulating progress. Research, innovation and development in teacher educators must be encouraged. Institutional autonomy for experimentation in teacher education transparency in administration. Improvement of public and private enterprises for growth and sustainability. In pace of bureaucrats,

excellent teachers with research, experience and development must be chosen as administrative heads. Assurance of professional ethics, values and accountability of teacher educators. Maximum utilization of local, regional and national resources must be ensured. Professional growth of teacher educators should be encouraged. To develop quality teacher education in 21ˢᵗ century, quality improvement and quality assurance is necessary; it in turn depends on better management. Linking teacher education with man power planning, resource development and economic growth of the country.

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ASYNCHRONOUS AND SYNCHRONOUS DELIVERY OF TEACHING LEARNING PROCESS

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Introduction

The present labor force is relied upon to be profoundly taught and to constantly further develop abilities and obtains new ones by participating in long lasting learning. E-learning, here characterized as learning and showing on the web through network advancements, is ostensibly one of the most remarkable reactions to the developing requirement for education. Some specialists have communicated worry about the learning results for e-students, however a survey of 355 near investigations uncovers no huge contrast in learning results, ordinarily estimated as grades or test results, among customary and e-learning methods of delivery. For e-learning drives to succeed, associations and instructive foundations should comprehend the advantages and restrictions of various e-learning strategies and techniques. Examination can uphold specialists by concentrating on the effect of various elements on e-learning's viability. Two fundamental kinds of e-learning are ordinarily thought about, off beat and simultaneous. Up to this point, e-learning drives chiefly depended on non concurrent implies for educating and learning. However, ongoing enhancements in innovation and expanding transfer speed capacities have prompted the developing fame of coordinated e-learning. My work has zeroed in on the advantages and constraints of off beat and simultaneous e-learningand resolves questions like when, why, and how to utilize these two methods of conveyance. Numerous associations and instructive establishments are keen on utilizing and creating both non concurrent and simultaneous e-learning, however have a restricted comprehension of the advantages and limits of both learning.

Defining Asynchronous and Synchronous E-Learning

A continuous discussion tends to the value of off beat versus simultaneous e-learning. Off beat e-learning, usually worked with by media, for example, email and conversation loads up, upholds work relations among students and with instructors, in any event, when members can't be online simultaneously. It is in this manner a vital part of adaptable e-learning. Truth be told, many individuals take online courses in light of their offbeat nature, joining schooling with work, family, and different responsibilities. Non concurrent e-learning makes it feasible for students to sign on to an e-learning climate whenever and download reports or send messages to instructors or friends. Studies might invest more energy refining their commitments, which are by and large viewed as more insightful contrasted with coordinated communication.

Coordinated e-learning, usually upheld by media, for example, video conferencing and talk, can possibly uphold e-students in the improvement of learning networks. Students and educators experience simultaneous e-learning as more friendly and stay away from disappointment by posing and addressing inquiries in genuine time. Synchronous meetings help e-students feel like members rather than disconnects: Disconnection can be overwhelmed by more proceeded with contact, especially simultaneously, and by becoming mindful of themselves as individuals from a local area rather than as segregated people speaking with the computer. The discussion about the advantages and impediments of off beat and coordinated e-learning appears to have left the underlying stage, in which specialists attempted to decide the medium that works better such investigations by and large yielded no huge differences. Consequently, rather than attempting to

decide the best medium, the e-learning local area needs a comprehension of when, why, and how to utilize various kinds of e-learning. Note additionally that the clients choose how to utilize a medium. For instance, in certain occurrences email is utilized close simultaneously when clients remain signed in and screen their email continuously. Thus, the distinction among off beat and coordinated e-learning is frequently an issue of degree.

Benefits and limitations of asynchronous e-learning

The grouping of sentences from the class conversations is introduced in Table1. Pretty much every sentence in the off beat conversations of the more modest gathering and a greater part of sentences in the bigger gathering, were delegated content-related. This is an exceptional outcome envisions assuming students nearby spent in excess of 90% of their time talking about issues identified with course content. These outcomes can like wise be deciphered as irk some, be that as it may. If e-students only occasionally meet up close and personal and educators predominantly depend on nonconcurrent e-learning, understudies may feel disconnected and not piece of learning networks, which is fundamental for coordinated effort and learning. When contrasting the more modest with the bigger class, it appears to be hard to get off beat conversations moving with not many members, a viewing as upheld by past research.

Table1. Sentences categorized by type of communication and E-learning

Type of Communication	Smaller Class (*n*=8)		Larger Class (*n*=19)	
	Synchronous	Asynchronous	Synchronous	Asynchronous
Content-related	876 (58%)	369 (99%)	1,816 (57%)	2,438 (93%)
Planning of tasks	507 (34%)	5 (1%)	935 (29%)	131 (5%)
Social support	198 (13%)		572 (18%)	124 (2%)
All sentences	1,507 (100%)	375 (100%)	3,173 (100%)	2,608 (100%)

The intellectual model of media decision proposed by Robert and Dennis hypothesizes that nonconcurrent correspondence expands an individual's capacity to deal with data. The collector has more opportunity to fathom a message in light of the fact that a prompt response isn't normal. My meetings support this contention, as shown by the accompanying statement:

In the asynchronous discussions it is simpler to discover some more realities, possibly examine a book and accomplish more exhaustive postings. Indeed, as per Kock's estimate, a trade of 600 words needs around 6 minutes for complex gathering assignments in eye to eye settings, while trading similar number of words over email would require roughly 60 minutes.

Benefits and limitations of synchronous e-learning

It becomes obvious that simultaneous e-learning upholds different kinds of correspondence more regularly than does offbeat e-learning. Right around 60% of the sentences identified with content, while 33% of the sentences

identified with arranging of errands. This can be clarified by the way that these conversations were restricted by time the members needed to ensure they did what was generally anticipated during the booked three hours. In simultaneous conversations, members like wise examined things other than course work. This was particularly apparent toward the start and end of every conversation. No obvious contrast could be recognized in the simultaneous conversations when looking at the more modest and bigger classes.

Kock's media effortlessness hypothesis 19 predicts that coordinated correspondence increments mental excitement. Essentially, Robert and Dennis's 20 intellectual model of media decision predicts that simultaneous correspondence expands inspiration. Kock contends that every component that describes regular media (for instance, the capacity to pass on and notice looks and non-verbal communication) adds to mental excitement. In the event that these components are stifled, in any case, a reduction in mental excitement can be anticipated.

Many students felt that coordinated correspondence was more like talking contrasted and nonconcurrent correspondence. It appeared to be more adequate to trade social help and talk about less complex issues. Thus, the higher sentence counts when conveying simultaneously can be clarified by the way that the e-students felt all the more mentally stirred and persuaded, since this kind of correspondence all the more intently takes after up close and personal correspondence. This finding was particularly apparent in the more modest class. Co-ordinated correspondence empowers checking the collector's response to a message, which makes the beneficiary more dedicated and roused to peruse and answer the message. The meetings led as a feature of my observational examinations upheld this contention.

It can likewise be anticipated that the source turns out to be all the more mentally stirred and persuaded in light of the fact that the individual in question realizes a reaction is probable. In coordinated e-learning, students react rapidly in light of the fact that they would rather not disturb the discussion. A disadvantage uncovered in the meetings is that the attention is regularly on amount rather than quality. The media researched in this article have been key in changing the emphasis on e-students as people to e-students as friendly members. An equal move has happened toward Web 2.0, which accentuates the expanding utilization of the web to help social relations. This shift will clearly prompt better approaches for teaming up in web-based training. Starting endeavors remember the reception for instructive settings of arising media like virtual universes, web journals, wikis and video sharing and simultaneous programming that upholds sound and video. A fundamental test is to basically concentrate on the advantages and impediments of arising sorts of nonconcurrent, coordinated, and cross breede-learning. This will work with comprehension of the perplexing undertaking ahead-exploiting arising media in manners that advantage learning.

Conclusion

Synchronous instruction is well suited to create immediate social engagement and faster exchanges of information helping to build a sense of community and clarify mis conceptions. However it requires scheduling shared times for students and instructors. Offen across different time zones and is prone to technical challenges and accessibility limitations related to strength of Wi-Fi in constrast, asynchronous instruction is temporarily more flexible. This both allows more time for students to explore and engage with material and allows access to wider range of students.

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INNOVATIVE METHODS AND STRATEGIES OF TEACHING

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Introduction

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledgeably and self-sufficiency. When there is a willingness to change, there is hope for progress in anyfield. In recent decades and Covid-19 pandemic, global trends in cultural and economic development have also brought forth reforms in educational paradigms. These reforms have been accompanied by changes in the ways educational practitioners or educators design the curriculum. Compared with subject-centred approaches, learner-centred and problem-centred designs are often described as having greater potential to impart to the next generation. Over the years, there has been a big change in the thinking process of educational theorists. Major policies are more concerned about equality of opportunity for education and employment opportunities for graduates. Innovative teaching strategies don't always mean introducing the latest and greatest technology into the classroom. Instead, innovative teaching is the process of proactively introducing new teaching strategies and methods into the classroom. The purpose of introducing these new teaching strategies and methods is to improve academic outcomes and address real problems to promote equitable learning. In this paper, we talk about popular innovative teaching strategies that help drive better student outcomes. These strategies often focus on student engagement. After all, students that are actively engaged in their learning are less likely to be absent from the class and more likely to succeed academically. The purpose of this paper is to describe innovative practices in teaching and learning. Innovative practices in teaching and learning have a positive impact on the performance of student's diversity. The main aim of this article is to discuss various practices in teaching and learning which are considered innovative. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country. An innovative teaching method is a proactive approach to integrate new teaching strategies and methods into a classroom.

Innovative methods and strategies of teaching and learning

- **Active learning:** Active learning strategies are the teaching strategies used to engage the students and promote their active participation by putting them at the centre of the learning process. There are various active learning techniques that can be used. Few are, reciprocal questioning: Divide the students into groups and ask them to come up with questions related to the topic covered. They ask as many questions as they can and the other groups answer those questions. Each group takes turns asking their own questions.

- **The pause procedure:** Break the lecture into parts with small breaks in between. Ask the students to jot down the doubts during the breaks and then discuss them with peers. The pause procedure is a proven way to increase productivity both of the teacher as well as of the students. Peer Teaching Activities: Ask the students to instruct their classmates as a teacher would do. This enhances student interaction and group-building skills.

Personalized learning: One of the many teaching strategies for learning that suits some students may not be equally fruitful for others. In that case, personalizing the learning can be a good option to enhance the overall learning of students. Several personalized learning strategies are Train the teachers to assess the students Use **Ed-Tech** for a personalized teaching Let the students decide their own goals Let the students also self-assess themselves Make personalized learning playlist

- **Flip classroom and home activities:** Under this strategy, the classroom and home activities are flipped or interchanged: lectures are recorded and video links are sent to the students. Students listen to the videos from home at their own pace. In the classroom, they perform several exercises and activities related to the lesson.

- **Gamification:** Gamification is one of the most used teaching strategies. It refers to making learning game-oriented or in other words, making game learning-oriented. Games help students learn in a playful manner, yet keeping the learning flame on. The games should be prepared to focus the students and following the below guiding principles: Set the rules and expectations clearly Make a grading scale to mark the progress keep a balance between fun and serious learning

- **Convergent and divergent thinking:** The solution to a problem can be approached through different modes or techniques. Convergent and divergent thinking is of the opposite nature but both can be used to reach a solution differently. Where as the convergent approach means starting from different possibilities of solutions and striking off all but one to finalize one unique solution, the divergent approach starts from a prompt and finally reaches multiple possible solutions. Both of these approaches are important as they help to develop different kinds of analyzing skills.

- **Project-based learning:** A project is synonymous with a practical approach. With projects comes real-life experience. Projects give the below advantages to the students. Students get real-life experience students learn the nuances of problems, students learn working in group or team. Role-based learning is encouraged. There is more student engagement critical thinking boosts

- **Peer teaching:** Group study, as many call it, is a famous technique to improve learning. Peer teaching is one of those teaching strategies that help improve understanding of the subject and also strengthen interpersonal skills. Peer teaching has multiple advantages increased memory improved confidence better critical thinking and reasoning skills better comfort level and hence learning

- **Problem-based learning:** This is student-based learning in which you provide relevant problems to students and have them solve in stipulated time. Give individual or group tasks to involve them in the problems. Some of the advantages of this student-centred pedagogy are long-term retention of knowledge, break-in monotony active interest through the session team building improves

- **Reciprocal teaching:** Reciprocal teaching belongs to the teaching strategies that are associated with reading. Students read a passage and are supposed to understand and explain it to the class. As a teacher can ask them to predict what the text is about, ask questions based on their understanding explain the passage, provide a summary to the class.

- **Blended learning:** In today's technology-driven world, neglecting the power of the internet would be foolish. Blended learning combines classroom and online learning. There are many ways to bring blended learning into practice. Some prominent ones are having education apps up and running following some official learning sites for teaching and studying having e-learning software Video conferencing of teachers and students

- **Culturally inclusive teaching:** In a diverse environment where students of different cultural backgrounds are present, teaching can become challenging as all students may not be equal receptors of educational content. Culturally inclusive teaching links the content with student's cultures. As a teacher, start by knowing your students, their cultural background and about brief information of their culture. Then try to link your study content with their culture through examples and exercise. This way they learn better.

- **Service learning:** Service-learning associates students with society and its needs. Students learn about being active and responsible citizens. Every week or month, have a societal theme for your students and give them activities related to it. They develop civic sense doing these activities and understand the importance of serving their society and nation at large.

- **Media literacy:** Many schools have media literacy in place. It does not only about understand, it is also about questioning the newspaper and magazine contents. It makes the students question news or advertisement or any piece of information posted in the media. You can also engage the students with some of the related activities like finding flaws in an interpreting a logo write an article about some real incident.

- **Mistake-led teaching:** Present a passage or content full of mistakes. Divide the class into groups and ask them to identify mistakes. Have credits against each correct mistake pointed out. This exercise helps to develop these skills among the students reasoning, critical thinking, analytical skill group building.

- **Feedback:** Have a feedback mechanism active for the students. This way the students get to know about their good and weak points. Educate them to accept their negative feedback well and to work on them for improvement. Also, give them true positive feedback to encourage their efforts.

- **Lesson objective clarity:** Many teachers, while starting a lesson, missout on talking about the lesson objectives. This leaves the students anxious. It is a good practice to tell the motto or goal of learning in advance so that students are aware of what they are working on.

- **Use of gaphic representation:** Graphs, venn diagrams, charts, flowcharts, etc., give a visual impression to the students and help in understanding the concepts more clearly. Put these visual elements in use as much as possible while demonstrating a concept, either on the whiteboard, slide show, or in study materials. There are several graphic designers, online websites, and apps that help in creating diagrams and charts. Take their help while creating the study materials or slides.

- **Distance learning:** Distance learning is one of those teaching strategies that has come to special significance now, during the Corona pandemic. Now that the teachers and students can't come together in person, technology has come to the rescue. Learning should not stop and so, use of online video classes and assignments are full-fledged in action. There are different distance learning modes like video classes predesigned video content Online notes and worksheets and online assessments. Study materials through posts.

- **Behaviour management:** While it is important to implement innovative teaching strategies to promote healthy learning, doing a behaviour check for the students is of equal significance. An example of an activity for behaviour management is conduct storytelling and games in the class offer positive and negative game points for good and bad behaviour

- **Cooperative learning:** In these kinds of teaching strategies, students are responsible for each other's learning. They do group study and teach each other. This way they learn more compared to individual learning. It develops the below communication skills interpersonal skills, confidence, problem-solving, cognitive skills, critical thinking With this we come to some of the most effective pedagogy techniques which enhance teaching and learning experience.

Conclusion

Each of the techniques in this article use strategies in which students question, research, use technology and create meaning from provided materials and research. These techniques also allow students to solve problems, challenge themselves and present their findings to others. Student engagement builds on curiosity, interest, passion and attention. All of the techniques show cased incorporate several of these needed for student engagement.

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FLIPPED CLASSROOM APPROACH IN EFFECTIVE TEACHING LEARNING PROCESS

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Introduction

Every second is important in life span of an individual to bring out themselves and also with the learning environment, like this the education provides a lot of new prospects, potentials for the development, because education system is a dynamic process. The areas like, management and administration, curriculum, teaching - learning methods, strategies and evaluation techniques etc., are involving in the process of change. If the student's cognitive domine is changed the main cause is because of teaching styles and approaches and skills in teaching. In this view the advanced innovative methods and strategies are mandatory to make an effective human product to the society. Many innovative methods and strategies implemented introduced in our education system, in those very important strategy called flipped classroom strategy. This flipped classroom strategies effect on the learning and teaching process. So, it's enforced to us to know the objectives and a new innovative flipped classroom strategy in this article.

Education

Education starts from mother's womb to death. The above statement says that the cognition starts form the foetus level and ends at the last breath of an individual. The holistic development of an individual is because of the education. To make the individual strong and powerful for the present scenario education helps to understand us the real responsibilities.

Teaching: Tell me and I forget, teach me and I remember, involve me and I learn. Teaching is the process of attending to people's needs, experiences and feelings and intervening so that they learn particular things and go beyond the given. In education, teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artefact.

Teacher

What the teacher is, more important than what he/she teaches. Teaching and learning are interlinked to each other. Teachers have to teach a given syllabus in a particular period of time. Some also define it to be a process of attending to the needs, doubts, and issues of students, which in turn helps them grow as a person and thus learn the subjects better. In the modern context, the term teaching is more confined to schools and schooling.

Learner

Every student has the ability to be a successful learner. A learner is someone that seeks to know more in any field of knowledge either professionally or for the purpose of self-improvement. Learners absorb information in a way that fits their individual needs. When teachers understand the characteristics of different learning styles and associated instruction strategies, they are better able to address the instructional requirements of all their students.

Flipped Classroom

I never teach my pupils I only attempt to provide the conditions in which they can learn. Albert Einstein. School work at home and home work at school. Flipping the classroom refers to swapping classroom lecture time for hands-on-practice time, therefore lecture is done for home work usually via a video or audio file and the classroom time is spent clarifying and applying new knowledge gained.

Innovative strategies of teaching learning process

Innovative the name itself says that new or novelty. In the education system all the areas are dynamic in nature; the changes are taking place as the societal needs are changing with the present scenario. The main concepts included in education are teaching and learning. These teaching learning methods and strategies are rapidly changing. Because the aim of education for 21st century should be to produce citizens capable of information management, knowledge management.

As specific information and skills-sets are quickly changing due to the rapid increases in knowledge and improvements in technology, the importance of teaching students specific content information decreases while the importance of teaching students how to locate evaluate and interact with knowledge increases.

The 21st century demands altogether a different approach to learning in the classroom that is nothing but flipped classroom strategy. Flipped classroom strategy. Brief history of flipped classroom strategy. Militsa Nechkina, a member of the USSR Academy of Pedagogical Sciences, first proposed the flipped classroom model in 1984. In the 1980s and 1990s, teachers in Russia tried this instructional strategy. Let pupils extract new things from autonomous reading of a textbook, which has been created accordingly. Allow them to consider it, then discuss it with their teacher at school and come to a united conclusion. Nechkina wrote of the flipped classroom. In 1993, Alison King published From Sage on the Stage to Guide on the Side, in which she focuses on the importance of the use of class time for the construction of meaning rather than information transmission. While not directly illustrating the concept of flipping a classroom, king's work is often cited as an impetus for an inversion to allow for the educational space for active learning. In the history of flip teaching, flip teaching is a method that was created in 2007 by Aaron Sams and Jonathon Bergmann, two teachers from Colorado. They were chemistry teachers and department heads at Woodland Park High School, located in the small-town of Woodland Park, Colorado. Sams and Bergmann created the method of flip teaching as a response to the large amount of student absences that resulted from the far distances their students had to travel for school-related sports and activities **(Sams and Bergmann, 2012, p. 3)**. Here, they articulate their initial objective for recording their lectures meaning of flipped classroom strategy:

A flipped classroom is an instructional strategy and a type of blended learning, which aims to increase student engagement and learning by having pupil complete readings at home and work on live problem-solving during classtime. This pedagogical style moves activities, including those that may have traditionally been considered homework, into the classroom. With a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home, while actively engaging concepts in the classroom, with a mentor's guidance. flipped classroom is a modern strategy in which the teacher provides the content of subject for students in several forms such as recorded lectures, videos and electronic readings, so that students can review such materials and understand information before attending the classroom.

In classroom, the teacher starts providing opportunities to discuss, review, and analyse such information. Then, students start working in groups or individually to complete several activities or projects inside the classroom. Definition of flipped classroom approach with its simplest definition flipped classroom approach is expressed as what is done at school done at home, homework done at home completed in class **(Sams and Bergmann, 2014)**. In this approach before the course the students watch theoretical part of lesson via multiple equipment's such as online videos, presentations, learning management systems and take notes, prepare questions about the parts that they do not understand **(Kim, Khera and Getman, 2014)**.

Flipped classroom strategy
Four Pillers called FLIP.

- **F - Flexible environment:** Whether the student individually or in the group students can learn, when and where ever they need.

- **L - Learning culture:** Teaching is moving from teacher centred to learner centered. So as to construct the knowledge of the learner, it helps to depth involvement and to explore the knowledge.

- **Intentional content:** To maximize classroom time in order to adopt methods of student's centric active learning strategies. Depending on grade level and subject matter.

- **P – Professional Educator:** Professional educators are reflective in their practice, connect and tolerate visibly prominent roles in a flipped classroom.

Flipped classroom models

- **Traditional flipped classroom model: Bergmann and Sams (2012)** explained traditional flipped classroom model as what is done at school done at home, homework done at home completed in class. In traditional flipped classroom approach students come to class by watching the lecture video of previous night. The lesson starts with short questions and answers. If there are points in lecture that are not understood, they are explained comprehensively. In the rest of time, the teacher makes activities based on questioning and gives one to one support to students. In this kind of class structure, the lessons are always given as lecture video format out of course period and the teacher never teach lesson directly.

- **Partial flipped classroom model:** Model partial flipped classroom structure is the less strict of traditional flipped classroom structure the perfect application of partial flipped classroom model. Students watching the videos out of course period in addition to this he did not punish the ones that they could not watch the videos or the ones that could not watch because of lackness of equipment although expressed his method as flipped classroom, this method is the part of traditional flipped classroom model of **Sams and Bergman (2012)**.

- **Holistic flipped classroom model: Chen, et al (2014)** added 3 structures (progressive activities, engaging Experiences and diversified Platforms) to four structures of flipped classroom approach (Flexible environments, learning culture, intentional content and professional educators) and formed holistic flipped classroom model. Holistic flipped Classroom is a model that contains total of home, mobile and physical classrooms synchronously.

Steps to flipping your class the goal of flipping your class is to practice a more student-cantered pedagogy, there by engaging your students in active learning experiences. In the flipped model, instructors structure active learning environments that guide and support students as they work through them individually and collaborative. This is a process of reorganizing and redistributing content-related activities over sequences and cycles of in-class and out-of-class instructional practices and student experiences.

Plan and preparation of lesson

- **Step 1:** Define content scope, learning objectives, and instructional strategies. The success of your flipped class depends on the alignment of what you want your students to accomplish before, during and after the class. The scope of the topic and defining scope is important in terms of providing your students relevant and connected content that is not too granular or wide in terms of scope, otherwise students will have difficulty building a mental model and connecting content. Concept maps are useful exercises to help define scope. The biggest challenge is to determine how much of your subject matter can be taught within the time frame. The goal should be to take the galaxy, so to speak, that makes up the breadth of your content and select the only most essential and relevant constellations of sub-topics that will make up a lesson. Concept maps are useful exercises to help define scope as well as demarcate clusters of sub-topics that can be turned into digestible lessons.

- **Step 2:** Student's gain familiarity with new material before class. What instructional materials and resources will you use for students to familiarize themselves with the content prior to class? Plan and prepare the new instructional materials that students will engage with prior to class. Ask yourself: What is the best way to communicate and present the new instructional material (e.g., video, text, animation, simulation, online multimedia module, or other). Will my students be able to process this content in this format effectively? Worked examples will be in text format because it will easier for students to process the entire example. Worked examples will be varied and increase incomplexity.

- **Step 3:** Activities that motivate students to prepare before class. What kinds of activities will motivate students and prepare them for class? Refer to the learning objectives and tasks that you outlined in step 1. Ask your self what incentives or motivation students will have to prepare for class and how you will know students have adequately prepared for the in-class activity.

- **Step 4:** In-class activities that provide students opportunities to deepen understanding. What kind of in-class activities will focus students on attaining on higher-level cognitive abilities? Refer to the learning objectives and tasks that you outlined in step 1. Plan, prepare and develop in-class activities that focus on higher-level cognitive activities. Will students be working individually in the classroom as you walk around and provide help or in groups to solve the problems or will you solve problems together as a group? The activity you choose will depend on the learning goals and objectives as some activities lend themselves best to certain types of content.

- **Step 5:** Post-class activities that extend student learning how will students continue the learning experience from the inside class activity to outside of class? Refer to the learning objectives and tasks that you outlined in step 1. Plan, prepare and develop the continuation of the learning experience from the inside class activity to outside of class individual or collaborative practice. Determine what students should do after the in-class activity to continue learning or bridge to the next topic. We don't learn something very effectively in one instance. Rather we learn through practicing in a diversity of ways over an extended period of time. Think about and plan how often students will need to practice or revise their thinking to really master the material and be successful.

- **Step 6:** Ongoing evaluation and assessment evaluation and assessment are ongoing throughout the process. Plan how you will evaluate the effectiveness of the flipped experience and assess student understanding at all stages. Instructor will review student work and assignment reports prior to class to anticipate any misconceptions or errors that will need to be addressed at start of class. Ensure that all six of these steps are closely aligned and that they support the learning goals and objectives. Have a colleague or instructional designer review your plan and give you feed back However, implementing flipped classroom method enables students to learn new information ahead of time at home through several technology tools and educational websites prepared and shared by teachers. For example, teachers prepare and share a video ranging from 5 - 10 minutes. In addition, he or she can use other technological tools to promote flipped classroom such as multimedia, social media websites, educational games, YouTube for educational purposes, TED Talk, Khan Academy, ITunes University or other educational websites.

Characteristics of a good flipped class and a good flipped lesson: Bergmann and Sams (2012) recommends the following characteristics in a flipped lesson

- Video lectures deliver direct instruction. Teachers can make their own videos or use others videos.

- The video should be between 10 to 15 minutes. Smaller segmented videos help students learn better. Flipped Classroom in Twenty First Century Learning.

- Students take notes from the video. To check for understanding of content of the video, teacher can set up a blog for students to upload their comments and interact with one another. Alternatively, teachers can use pre-quiz or start a class discussion by having students to ask their teacher an interesting question about the video.

- Student led discussions on content brought in from outside of class. The discussions reflect higher order critical thinking.

- Student's make decisions to collaborate on the various simultaneous discussions that interest them.

- Students learn content with in the real-world context scenarios.

- Active learning students take ownership on the learning material. Self-directed students lead themselves and others. Students don't need prompt from the teacher to form spontaneous collaborative learning.

- Flipping speaks the language of today's students.

- Flipping helps busy students.

- Flipping helps struggling students.

- Flipping helps students of all abilities to excel.

- Flipping allows students to pause and rewind their teacher.

- Flipping increases student-teacher interaction.

- Flipping allows teachers to know their students better.

- Flipping increases student-student interaction.

- Flipping changes the way we talk to parents.

- Flipping educate parents.

- Flipping makes your class transparent.

- Flipping is a great technique for absent teachers.

- Flipping can lead to the flipped mastery program.

The roles of flipped classroom educators are presented below;

- Creating learning condition based on questioning.

- Instead of transferring knowledge directly, being a guide to make learning easy.

- Making one to one interaction with students.

- Correcting misunderstandings.

- Individualizing learning for each student.

- Using technological equipment suitable for learning condition.

- Creating interactive discussion conditions.

- Increasing participation of students.

- Sharing lecture videos as out of class activity.

- Providing feedback by using pedagogical strategies the role of student in flipped classroom approach student transforms from passive receiver of knowledge to active promoter of knowledge.

- **Role of students are expressed below:**

    o Taking their own learning responsibilities.

    o Watching lecture video as before the course and preparing for the course by using learning materials.

    o Learning at his own learning speed.

    o Making necessary interactions with his teacher and friends, taking and giving feedback.

Obstacles of flipped learning

Although flipped classroom model has many advantages, here some issues related to applying flipped classroom strategy. These issues include that this teaching strategy depends on using internet and technological devices at student's homes. Therefore, it is difficult for students who have not such devices to benefit from this strategy. Further, it requires a motivated teacher who has the will to follow up student's progress. This requires providing additional working hours and effort from teachers. Further more, teachers should be professional in integrating modern technological in education. Therefore, implementing this strategy could be difficult for educators who are not qualified in using technology or communication skills. Some obstacles may face the educational and learning process while applying technology tools in the classroom. These obstacles include:

- The lack of devices and software used in recording and preparing lessons.
- The lack of teacher's skills in using the technology tools skill fully to develop teaching methods, motivation and communicating with students.
- The insistence of teachers to follow the traditional method in their teaching process. However, those teachers can be convinced through presenting successful practices of applying technology in the classroom comparing with the traditional method. Why Flipped Classroom teaching method is important in 21st Century learning today's students grow up with the always-on digital world. They feel that they need to dumb down when they are in school because school bans smart devices. We need to embrace the digital culture instead of fighting against it. Teachers need to understand the pedagogy and use it to drive the technology. The flipped model forces teachers to reflect on their practice and think of better ways to reach their students FC helps busy students (e.g. Student council, competitive athletes) catch up or get ahead. The approach allows teachers to reach all students, not just for the bright students who dominate the conversation in in-class activity. Teachers have time to help those who need the most including IPP/PLP students. These students can pause, rewind and replay the videos to help them understand better on the important concepts. Students have more control over their learning. Flipping allow teachers to leverage technology to increase the interaction between teacher to students, students to students and allow teachers to get to know their students better. Teachers have time to influence students and being a positive adult role model in their lives. Small groups working on inquiry-based projects allow students to help and learn from one another

Flipped classroom approach

Flipped classroom approach is a system that provides increase interaction time between the teacher and the student, presentation of a condition in which students take their own learning responsibilities, transition of role of teacher into a guidance, blending of constructivist learning with teaching method, each student taking individual education, consistency of learning by repetitions and preventing students to keep behind of class that cannot come to class for any reason. Flipped classroom approach is not synonym with online videos; the important point is the interactive activities done during time when teacher and students are face to face. It is not using video instead of teacher. It is not working unsystematically of students. It is not students spending all course period in front of a computer. It is not a student studying alone. Technology of the flipped classroom in order to apply flipped classroom model it is not necessary to be a professional video producer, it is possible to use any source that explains the subject (PDFs, recorded sounds, websites).

Although flipped classroom educators are not needed to prepare their own videos instead, they can reach lecture videos from internet sites such as Khan Academy, YouTube or Ted, most of the educators and researchers prefer to prepare their own videos. Some equipment that are necessary to form and broadcast lecture videos. We can use the Instructional Systems Design Models (ISD) to implement the flipped classroom more effective they are. ADDIE model, Dick and Carymodel, Kemp model.

Conclusion

Flipped classroom teaching strategy students can get personalized learning in flexible learning environment. Flipped classroom supports higher order thinking skills and creativity for students. It's also a great tool for differentiation. Besides the benefits, there are a few drawbacks such as some educator's didn't like the flipped classroom concepts and some student's do not like learning from videos. There are limitations of flipped classroom in certain units of studies and teachers need apply flipped classroom to appropriate lessons or units of certain subjects and levels. Teachers need to have high motivation to make the change because they may experience difficulties in the process of making and posting videos or with school's limited resources for both students and educators. There are pros and cons to emerging technologies. Teachers need to understand the pedagogical approach of the new curriculum redesign to make a judgement on the needs of implementing new technologies in their classroom. Educators need to realize that the traditional tools in the traditional learning settings may fail to serve our needs at certain period of time. We need to look ahead for technological tools that can solve our teaching and learning problems.

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SECTION 9: ECONOMICAL PERSPECTIVES OF EDUCATION

ECONOMICAL PERSPECTIVE OF EDUCATION

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Introduction

Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. The main purpose of this paper is to show the role of education in economic development and the effect of education on labour productivity, poverty, trade, technology, health, income distribution and family structure.

Education and investment

Education can put people on a path towards good health, empowerment and employment. It can help to build more peaceful societies and the benefits of girls education extends to their own children who are often healthier and more educated because their mothers went to school. Education, skills and the acquisition of knowledge have become crucial determinants of a person's and a nation's productivity. One can even call the 20th century the Age of Human Capital in the sense that the primary determinant of a countryss standard of living is how well it succeeds in developing and utilizing the skills and knowledge and furthering the health and educating the majority of its population. No country has achieved constant economic development without considerable investment in human capital. Previous studies have shown handsome returns to various forms of human capital accumulation basic education, research, training and aptitude building. The distribution of education also maters. Unequal education tends to have a negative impact on per capita income in most countries. Moreover, controlling for human capital distribution and the use of appropriate functional form specifications consistent with the asset allocation model make a difference for the effects of average education on per capita income.

The investment for education and equity calls for urgent action.

- Allocate more resources to education in the early grades;

- Target resources to the poorest areas and most marginalized children;

- Establish policies and methods that improve spending efficiency; and

- Strengthen learning assessment systems and implement accountability measures that involve parents and communities. Educated children are at the heart of healthy, productive and prosperous societies. If that is the future we want tomorrow, we must invest today.

Pre-primary education Financing

Compared to other areas of basic education, globally comparable data on pre-primary education financing remain scarce. While much of existing non-formal and private programmes may not be fully accounted for, it can be reduced from the level of provision that pre-primary financing remains in adequate, especially when considered against expected benefits. Globally, pre-primary education accounts for the lowest proportion of the total public expenditure on education, in spite of the much-documented positive impact of quality early childhood care and education on later learning and other social outcomes.

Skills demanded by the labour market are changing

One of the reasons for the change in the returns pattern is the race between technology and education, as labour markets adjust to automation. In this new world, the ability of worker to complete is handicapped by the poor performance of education systems in most developing countries. Technological change and global competition demand the mastery of competencies and the acquisition of new skills for many.

Countries can compete and succeed

To promote success in today's labour market, one needs to invest early, and then invest in the relevant skills. Above all, countries need to invest smartly, by promoting attention to the 3A's: Autonomy, Accountability and Assessment. They need to pay attention to teachers, early childhood development and culture.

Education and productivity

Educational provisions within any given country represent one of the main determinants growth of that country's output and exports and constitute an important ingredient in a system's capacity to borrow foreign technology effectively. For example, health and nutrition and primary and secondary education all raise the productivity of workers, rural and urban, secondary education, including vocational, facilitates the acquisition of skills and managerial capacity, tertiary education supports the development of basic science, the appropriate selection of technology imports and the domestic adaptation and development of technologies; secondary and tertiary education also represent critical elements in the development of key institutions, of government, the law and both micro and macro levels further illuminates these relationships. At a micro level, numerous studies indicate that increases in earnings are associated with additional years of education, with the rate of return varying with high level of education.

In agriculture, evidence suggests positive effects of education on productivity among farmers using modern technologies, but less impact, as might be expected, among those using traditional methods. Education is also an important contributor to technological capability and engineering industries, to cite just one example, showed that the skill and education levels of workers and entrepreneurs were positively related to the rate of technical change of the firm.

Education and income

There is also a positive feedback from improved education to greater income equality, which in turn, is likely to favour higher rates of growth. As education becomes more broadly based, low-income people are better able to seek out economic opportunities.

Education and policy method

Education alone, of course cannot transform an economy. The quantity and quality of investment, domestic and foreign, together with the overall policy environment, form the other important determinants of economic performance. Yet the level of human development has a bearing on these factors too. The quality of policy making and of investment decisions is bound to be influenced by the education of both policy makers and manager; moreover, the volume of both domestic and foreign investments is likely to be larger when a system's human capital supply is more plentiful.

Conclusion

The aim of the field of the economics of education should be to contribute knowledge which addresses the numerous social and educational questions inherent in society while at the same time exploring the correlation between economics and pedagogy.

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