

# Transforming Education for the 21st Century



Prof. (Dr.) Mita Banerjee  
Dr. Liton Mallick

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the 21st Century

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## *Editors*

Prof. (Dr.) Mita Banerjee

Dr. Liton Mallick



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by Prof. (Dr.) Mita Banerjee, Dr. Liton Mallick

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*Prof. (Dr.) Mita Banerjee  
Dr. Liton Mallick*



## Foreword

It gives me immense pleasure to know that the Department of Education is going to publish a scholarly volume entitled “Transforming Education for the 21st Century” ably edited by Professor Mita Banerjee and Dr Liton Mallick.

This volume will concentrate on multiple forms of academic dissemination in the domain of Education as a cross-disciplinary subject. What strikes the reader is the way it gets beyond the traditional strategies of teaching and learning methodologies. It addresses pertinent issues relating to soft skills, global citizenship, socio-economic development, recent demands of NEP 2020 etc.

This wide terrain of critical themes evaluated in this volume has largely added to the development of Education as a trans-disciplinary subject. I am sure serious readers will find this book useful.

*Professor Deb Narayan Bandyopadhyay  
Former Founder Vice-Chancellor  
Bankura University  
Chief Executive Director (Academics)  
Swami Vivekananda University*



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# A Study on the Outlook of Secondary School Teachers Towards Inclusive Teaching

**Dr. Amitava Bhowmick**

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Swami Vivekananda University*

## **Abstract**

Inclusion in education refers to all students accessing and gaining equal opportunities to education and learning. Inclusive education means all children in the same classrooms, in the same schools. The attitude of a positive and encouraging teacher impacts positively on the student's attitude and behaviour. This study aimed to investigate the attitude of the teachers towards inclusive education as the attitude of teachers or executors has a significant impact on the successful implementation of inclusive education. A descriptive study by survey method was conducted to know attitude of Secondary School Teachers towards inclusive education. The sample for the present study comprised of 120 Secondary Teachers from 10 Govt. and 10 private Schools located in Purba Medinipur district of West Bengal selected randomly. There were equal numbers of male and female pupil teachers. Teacher's attitude scale towards inclusive education standardized. Even though some of us might wish to conceptualize our classrooms as culturally neutral or ignore the cultural dimensions, students cannot check their sociocultural identities at the door, nor can they instantly transcend their current level of development... Therefore, the pedagogical strategies we employ in the classroom must reflect an understanding of social identity development so that we can anticipate the tensions that might occur in the classroom and be proactive about them”

## **Keywords**

Attitude, Secondary Education, Inclusion, Inclusive Education, Secondary School Teachers

## **Introduction**

Education is one of the most powerful instruments in shaping the human race. Education is the only answer to all our socio - economic problems. The purpose of education is to prepare the future citizens for carrying out their tasks and responsibilities, to correlate scientific spirit and human aspirations and make the future citizens an essential instrument in happier and better times. The purpose of education should be to broaden the outlook and promote cultural levels of the students while enabling them to transgress the artificial barriers of ethnicity and religion. Education in the largest sense is an act or experience that has a formative effect on mind, character or physical ability of an individual. In its technical sense, education is the Process by which society deliberate by transmits its accumulated knowledge, skills and values from one generation to another. Man is the supreme and finest creation of the creator. God has graced man with certain rare qualities which are not traceable for other animals. One of the most significant purposes of education is to humanize the humanity. Since the dawn of human civilization, education has been regarded "Summum bonum" of human life.

Inclusive education refers to schooling in which all children, including those with severe disabilities, have access to regular classrooms with the help of adequate support. The goal of inclusive education is to break down the barriers that separate general and special education and make the included students feel like, and actually become, active members of the general education classroom. According to Neary & Halvorsen (1995), "the best environments for learning are those in which students are motivated, learning is active, and information is presented in a manner that recognizes the diversity of each student." Inclusive education reflects the values, ethos, and culture of an education system committed to promoting education opportunities for all learners.

## **Review of Related Literature**

Magdalena, Stan Maria (2009) conducted a study on "Professional Commitment in Teachers: A Comparative Study." The researcher found that the implications of the notions of professional commitment that define a certain professional category determine the design and generation of employees' motivational programmers. Berry, G., Berst, T., Jund, A., Overton, M., Rondina, A., & Tate, M. (2011) conducted

a study on "What are teachers' attitudes towards inclusion in the general education classroom?" According to their research, it has been found that the inclusion mode is mostly viewed as favourable amongst both general education and special education teachers. Banerjee, R., Mehendale, A., and Nanjundaiah, M. (2011) conducted a study on "Understanding Inclusive Practices in Schools." Findings were that the transformative agenda of inclusion is an unending and developmental process of expanding the scope of learning opportunities for the maximal participation of all learners to enable them to thrive in regular schools and classrooms. Bhatnagar and Das (2014) revealed in their research work "Attitudes of Secondary Regular School Teachers Towards Inclusive Education in New Delhi,

### **Objectives of the Study**

As per the need and reason for the review, the scientist has outlined the accompanying goals for the current review:

1. To concentrate on the perspectives of government and confidential optional teachers towards comprehensive training.
2. To concentrate on the perspectives of male and female educators towards comprehensive training in government-optional schools.
3. To concentrate on the mentalities of male and female educators towards comprehensive training in confidential optional schools.

### **Tools Used for the Study**

The inventory is an instrument that is widely used by educational institutions to obtain feedback on current conditions and practices and to make inquiries and solicit opinions. The "Teacher's Attitude Scale Towards Inclusive Education" (TASTIE), standardized and validated by Dr. Vishal Sood and Dr. (Mrs.) ArtiAnand was used for the collection of data. This inventory consists of 47 items, of which 29 are favourable and 18 are not favourable. These 47 items have been distributed into 4 areas or aspects, which are:

1. psychological or behavioural
2. Social and parent-related
3. Curricular and co-curricular
4. Administrative

The following statistical procedures were adopted in the present study: the investigator analyzed the collected data by finding the mean, SD, and t-test to find out and measure the mean differences between government and private secondary school teachers' attitudes towards inclusive education.

## **Analysis & Discussions**

Statistics are the basic tools of measurement and research. Different statistical methods pertinent to formulated hypotheses are used to verify those hypotheses. At a glance, the diagrams or the graphs give a general impression of the whole data and are always attractive to look at. Moreover, it helps in the comparison of two or more frequency distributions. In this study, the researcher has used bar diagrams, tables, figures, charts, etc. to justify the research problem. Inclusion is not simply the integration or “mainstreaming” of students who were once characterized as different or special compared to “the mainstream.” Inclusion removes systemic barriers that persist in legacy systems that were designed with a narrower understanding of who belonged in normal society. It reconfigures physical and social structures to welcome diversity (e.g. of abilities, culture, ethnicity and gender identity). Pending the removal of barriers, additional support may be required to ensure that all individuals’ rights to access and inclusion are respected. Decades of research have consistently and conclusively proven that inclusive education benefits all students and strengthens schools and education systems. A Harvard-led 2016 review of 280 studies from 25 countries found inclusive educational settings “confer substantial short and long-term benefits for students with and without disabilities.”

This was affirmed by the European Agency for Special Needs and Inclusive Education in 2018 and in a 2017 meta-analysis of outcomes for 4,800,000 students which found learning environments that include students with disability have no detrimental impact, and some positive impact, on the academic performance of non-disabled peers. An inclusive culture starts from the premise that everyone in the school – students, educators, administrators, support staff and parents – should feel that they belong and contribute to the life of the school. Within an inclusive school culture, diverse experiences, perspectives and gifts are seen to enrich the school community.

Achieving an inclusive school culture goes beyond deciding to run a workshop on bullying, put in a ramp or offer diversity training to staff. It is more than just developing a value statement that talks about being inclusive. An inclusive school culture requires a shift in the attitudes of all the stakeholders as well as the development of policies and practices that reinforce inclusive behaviour.

Creating an inclusive school culture is an opportunity to teach students, early in their development as citizens, about the importance and value of being inclusive. They will learn behaviour that will ultimately help nurture truly inclusive communities. It also provides an opportunity for parents to learn with their children about the importance of belonging, acceptance and community.

In an inclusive school culture diversity is embraced; learning supports are available and properly utilized and flexible learning experiences focus on the individual student. There is an innovative and creative environment and a collabora

### **Findings of the Study**

Based on the results and discussions, the following conclusions were drawn by the investigator:

1. The attitudes of government and private secondary school teachers toward inclusive education do not differ significantly.
2. The attitudes of male and female teachers toward inclusive education in government secondary schools do not differ significantly.
3. The attitudes of male and female teachers toward inclusive education in private secondary schools do not differ significantly.

### **Conclusion**

Based on the results and discussions, the following conclusion was drawn: The study and analysis of the data and its interpretation show that there is no significant difference in the attitude of government and private secondary school teachers towards inclusive education. Both the male and female teachers of government and private schools react positively under specific conditions pertaining to stress and also feel difficulty or no difficulty in the adjustment to inclusive education. The findings of the study will be helpful for policy planners as they make different policies for inclusion and ensure their successful implementation to

enrich the quality of life and social development of the nation. Inclusive education is a present-day demand to build an inclusive society that is free from any kind of discrimination. Therefore, the teachers must give clear ideas about various issues and challenges of inclusive education. Teacher's positive and favourable attitude towards inclusion is an area of concern for the successful implementation of inclusive education. The goal of achieving universalization in education is incomplete without inclusive and integrated education for the challenged group of students. Thus, successful inclusion of special needs children in regular classrooms entails the positive attitudes of teachers through systematic programming within the classroom.

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# **A Concentrate on the Impression of Resourceful Methodologies of Educational Understudies of Secondary Level**

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## **Abstract**

Inventive methodologies are including the better approaches for connection among instructor and student. It is viable movement during the time spent dominating instructive materials. It tends to be depicted as an unequivocal guide for wanted future about the thing is being instructed, Directing understudies to investigate and comprehend how thoughts are associated, Guaranteeing understudies can legitimize and make sense of their reasoning, Utilizing visuals and learning devices to work on understudies' comprehension and review, Having understudies ponder their opportunity for growth, Assisting understudies with tracking down new or elective answers for issues. This is overview work under the field of elucidating as well as quantitative exploration. The review region of this examination was chosen four schools under Gram Panchayat and Metropolitan regions in Barrackpore-1 development of locale North 24 Parganas in west Bengal. The scientist had taken all out example of information 100 understudies, 25 from each school. The information gathered for this study utilizing the strategy for poll. The Specialist examination this gathered information in rate, graphical and factual structure. As per orientation and local area based discoveries of the review are divided a positive reaction about the utilization of imaginative systems in homeroom offer different choices and valuable chances to create powerful learning. The utilization of imaginative methodologies in study hall might be the activity that has most set understudies on ceaseless expertise improvement by clever accomplishments.

## **Keywords**

1. Educational Understudies 2. Resourceful Methodologies 3. Secondary Level

## **Introduction**

Schooling is the activity or cycle of permitting student to accumulate realities, contemplate realities, and consolidate the new data with what was recently realized to develop their insight base and proposing that singular's potential capacities might be long in an astounding instructive climate, one which addresses the difficulties of different requirements. Use of inventive procedures are help to appreciate the learning goals of the understudies to what they will realize and what execution will be required from them, audit the abilities which are important to figure out the idea, present the data, give models and show the ideas with materials, survey their degree of understanding and right confusions, bunch guidance and autonomous practice, offer understudies a chance to exhibit new abilities and gain proficiency with the new data all alone, evaluate the exhibition and give input appropriately.

This paper are generally featured the orientation based as well as local area based students' perspectives about the use of creative techniques in compelling figuring out how to foster a more integrative perspective. Besides, how creative systems are help to make students' progress in more than one way.

## **Objectives of the study**

1. To know the male and female secondary level understudy's demeanor about the utilization of inventive procedures for compelling learning.
2. To know the rural and urban optional level understudies' assessment on the accomplishment of learning using creative procedures in homeroom.

## **Methodology of the study**

The plan of the review was distinct as well as overview type. Survey was utilized for essential information assortment. Agent test was gathered from various essential and auxiliary sources. Important information was gathered from the respondents through eye-to-eye interview with perception. At long last, the examination work was incorporated information investigation and translation. A stratified random sampling technique was adopted for this study to ensure equal probability of being chosen as the sample. Information was gathered for this concentrate by utilizing poll through overview work. Absolute

proposed for estimating understudies' perspective; questions were all utilized in correspondingly. The specialist has created Three-point scale for scoring process. Information changed over in rate, graphical and factual structure and further translation was done as needs for research.

**Analysis and interpretation**

Male at secondary level	Female at secondary level
33	35
11	11
6	4
50	50

SUMMARY OUTPUT								
Regression Statistics								
Multiple R	0.99792							
R Square	0.995845							
Adjusted R Square	0.993767							
Standard Error	1.682217							
Observations	4							
ANOVA								
	df	SS	MS	F	Significance F			
Regression	1	1356.34	1356.34	479.2967	0.00208			
Residual	2	5.659711	2.829856					
Total	3	1362						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	-1.08347	1.458401	-0.74291	0.534944	-7.35846	5.191527	-7.35846	5.191527
Male at secondary level	1.043339	0.047657	21.89284	0.00208	0.838289	1.248389	0.838289	1.248389

RESIDUAL OUTPUT				PROBABILITY OUTPUT			
Observation	Predicted Female at secondary level	Residuals	Standard Residuals	Percentile	Female at secondary level		
1	33.34671	1.653291	1.203685	12.5	4		
2	10.39326	0.606742	0.441741	37.5	11		
3	5.176565	-1.17657	-0.8566	62.5	35		
4	51.08347	-1.08347	-0.78882	87.5	50		

As per the classify information and factual records ANOVA and T Test esteem has been demonstrated 0.05 degree of importance and Ho1 is acknowledged. Thus, it is cleared that there exists no massive distinction among male and female optional level understudies disposition about the utilization of inventive systems for powerful learning. After the check of complete outcomes it was additionally observed that in certain stages Male execution was superior to Female as well as Female execution was superior to Male to utilize different creative technique parts. All things considered legitimate rules from teachers must advantageous for student to think and take care of business all the more emphatically.

It was found that the impact of Pattern lines, Similar results, Pie diagram based % and the aftereffect of Relapse examination explicitly  $Y = 1.165x - 3.484$  and  $R^2$  esteem 0.998 for Concurred student and ANOVA factual investigation divided the Provincial and metropolitan auxiliary level students both were emphatically accomplished to learn content for the use of imaginative techniques in homeroom circumstance.

Rural understudies	Urban understudies
32	34
12	12
6	4
50	50

SUMMARY OUTPUT							
Regression Statistics							
Multiple R	0.997811						
R Square	0.995628						



## **Major findings of the study**

1. Creative methodologies are offering the chances of student to rearrange learning into a structure that is significant. It gives numerous degrees to understudies to rehearse what they've figured out how to convey long haul memory.
2. In this course of learning can prompt specific objectives, assumptions regarding the objectives are lay out and the objectives gain values. It assists with understanding understudies have an extensive variety of handling capacities when instructor decipher understudy blunders.
3. It help the understudies how to frame ideas and think fundamentally by posing inquiries that lead them from an underlying reaction to a more intelligent kind of reaction and dynamic thought as they express the pith of what they considered.
4. It assists with empowering understudies to examine their own plans to as well as gain a more profound comprehension of scholarly ideas and express their extraordinary perspectives.
5. In this manner students apply information essentially which is associated with critical thinking abilities. The understudy might push ahead more rapidly and gain a superior feeling of how to think and perform abilities inside the primary show of content.

## **Suggestion of the review**

The scientist shows that the utilization of imaginative system in study hall circumstance would be profoundly compelling for student than the ordinary method of educating. Eventually the students are fulfilled when they could arrive at the objective with his/her thoughts and perspectives. The accompanying suggestions are thus adequate:

1. Student ought to realize an adequate number of about the topic that they can definitively apply systems inside that space of content.
2. Students should satisfactory working memory so they can ponder the main job to proceed with his/her great doings in sending information.
3. Student ought to be prepared of the whole circumstance that will occur during the use of creative methodologies in educational experience.
4. Student ought to take responsibility for their triumphs and disappointments and start key way of behaving when it is essential.

5. Student ought to fit for seeing the trouble level of undertakings and forever be keeping up with his/her productivity involving imaginative methodologies in compelling learning.

## Conclusion

Creative techniques are urges student to completely participate in the educational experience so that recalling, thinking and applying get more straightforward to simpler. It assists student with advancing actually and guarantees that the ideas are perceived, rather than being briefly remembered. With this methodology, student will have a more grounded and longer-enduring comprehension of instructive ideas in different subjects. Learning climate gives the amazing open doors to youngsters to participate in individual work, as well as significant collaborations with companions and grown-ups in home over the course of the day. The utilization of imaginative procedures in instructive foundations has the potential not exclusively to further develop training, yet additionally to engage country, reinforce administration and stir the work to accomplish the student progress for the country.

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# Levels of Adaptation of Info-Savvy Skills Among Postgraduate Students

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## **Abstract**

One definition of technology is the scientific method of doing things. It provides both the intra and inter-relationships among social, cultural, political, economic knowledge. Technology may be seen as a process, product or as an organizer as we can consider education as the process, product and organizer. "Technology" is an effective tool for raising the standard of instruction. There is a scientific approach to educational technology. ICT (Information and Communication Technology) is still the name of the technology used in education. The internet provides an infinite amount of knowledge these days. Students need a lot of information from the internet in order to obtain knowledge or overcome educational problems. Thus, information literacy is required of them. Internet usage is growing quickly in the twenty-first century. It is crucial to understand and adjust to 21st-century skills. This study is based on a survey. The main focus of the study is to explore the levels of adaptation of info-savvy skills by postgraduate students through graphical representation. The study explains how postgraduate students are accustomed to info-savvy skills while browsing the internet for educational purposes. This study is based on a survey. The main focus of the study is to explore the levels of adaptation of info-savvy skills by the Postgraduate students through graphical representation. The study explains how Postgraduate students are accustomed to info-savvy skills while browsing the internet for educational purposes.

## **Keywords**

21<sup>st</sup> century skills, Info-Savvy skills, Educational-Technology, Information Communication Technology (ICT)

## **Introduction**

Information has a crucial role in the creation, production, and exchange of knowledge. Information continues to function as raw data in the

context of sender and recipient interactions. Thus, processed data can be said to become information. Data is a term that includes both qualitative and quantitative information. Data can originate from a variety of media, including print editions or direct sources that do not need technology. The usability of raw data determines its feasibility for use. Whether or not information is related to technology, it is dependent upon the data processing procedure. Information that employs technology is referred to as “digital information.” Whenever it relates to education, sharing knowledge is the key to learning. Information sharing changed as a result of the revolution in education. The process of information sharing, retrieval, and evaluation needs literacy. Technology creates various platforms to process, store, to display information for the enrichment of the education system globally technology offerings us to know more about tech-savvy skills. Nowadays, the way of learning known as in one term that is e-learning. This ‘e’ signifies online learning with the help of the internet facilities. This online Education opens a big window of technology in front of us. In the era of technology, it is time to switch from face-to-face learning to technology-integrated learning. The global scenario also seems that the quality of students’ performances is moving towards good-by using the CAT (Computer Adaptive Test) (Gonzalez et al. 2020). According to the dictionary, the term ‘savviness’ implies the competency of someone’s efficiency to make good judgment that is greater than an average level. Diversified use of the internet can be seen in an ‘e’-savvy person. Technology has changed the socio-cultural aspects of a human being. Most of the time people spend their time in the virtual platform. So, ‘e’-savviness increases as a skill upon them to be with a virtual platform. Emerging ‘e’-savviness in daily lifestyle becomes a part of the education system as the education system serves its process through online mode of accession.

### **Emerging Info-savvy skills in the light of information literacy in Education**

Modern education focuses on outcome-based learning which can be performed wellin this digital education era (Qadir,2020).The technical aspect of digital competency encompasses another area of literacy; this is information literacy(Ferrari,2012). The main context is associated with proper knowledge of information, its obtaining process and its proper utilization. Initially the tertiary level of education is associated with information literacy (Bruce, 1995) but in the changing perspective,

it becomes an inverted structure. The knowledge of information literacy needs to flow downwards because it becomes an inseparable part of education. So that information literacy takes place as a skill that is Info-savvy skills. Students require proper utilization of information retrieve skills; in a word, they need to be Info-savvy to build an enriched education system. Using information retrieve skill or Info-savvy skills in the educational process properly can be considered as the crucial initial step towards using ICT in the educational process.

### **Significance of the study**

Learning is a continuous process, and in the ICT, mediated learning enhances the opportunity of self-learning. Information savviness is not only essentials for learners but also all the stakeholders of scholarly society (Ilogho and Nkiko, 2014). Technology mediated learning has made a significant impact on the educational system. A century back, the conventional system of teaching-learning has been shifting into a technology-based paradigm which is becoming a mandatory integral part of every level of the educational system. ICT in Education already develop ICT laboratories in the educational sector. Prestigious institutions also bear web portal and the internet facilities despite that information poverty (Dhodi, 2011) still exists in the educational sector. To become Info- savvy person, it has almost become essential, especially for teachers and students needs to gain competency in the area of proper information retrieval, its evaluation and ethical implication when it needed. The internet is a suitable medium for gaining accurate information in the 21<sup>st</sup> century teacher-student both familiar with the internet. Integration of ICT in the teaching- learning process, had been started a decade ago and its impact has given us a new horizon in the learning system, but lack of proper technological culture creates a primary deficiency in retrieve, evaluate and implications of pertinent information. In the wave of technology, academicians and students more engage them in searching for information, navigate hyperlinks, using a webpage to serve an educational purpose. Every person in the academic field should possess Info-savvy skills so that the concerned person will be able to access and evaluate audio, visual, textual context from online platform efficiently. Use of Info-savvy skills among teacher-student increases the technological aptitude in a meaningful way. It can be said that this study could create a positive impact upon post-graduate students as they become aware of information literacy skill

that would be beneficial in their educational prospect as well as future research work.

### Objectives of the study

O<sub>1</sub>: To study the level of adaptation of internet browsing skills among Postgraduate students regarding their educational purpose.

O<sub>2</sub>: To explore various lacks of internet browsing skills among Postgraduate students for their educational purposes.

O<sub>3</sub>: To discuss different competency needs among Postgraduate students to develop their info – savvy skills.

### Methodology

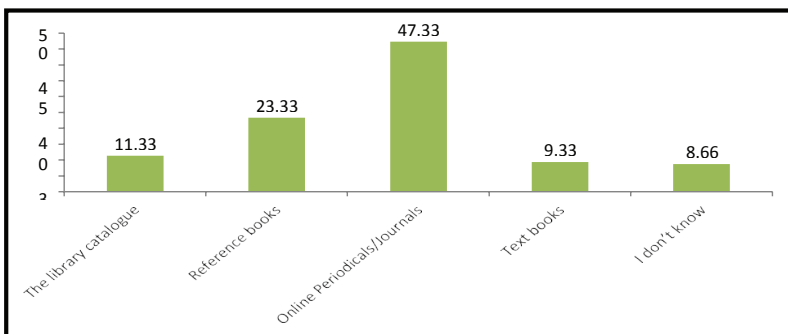
**Population:** The population of the present study includes all the Postgraduate students (Commerce, Humanities and Science) of all the Government universities of West Bengal.

**Sample of the study:** 150 Postgraduate students (Commerce, Humanities and Science) of University of Calcutta.

**Sampling technique:** Purposive Sampling technique A survey study was conducted through a Purposive sampling technique. To acquire information among the Postgraduate students of University of Calcutta regarding the Levels of adaptation of Info-savvy skills, one self made close ended questionnaire was administered. Subjective analyses were done through graphical representation.

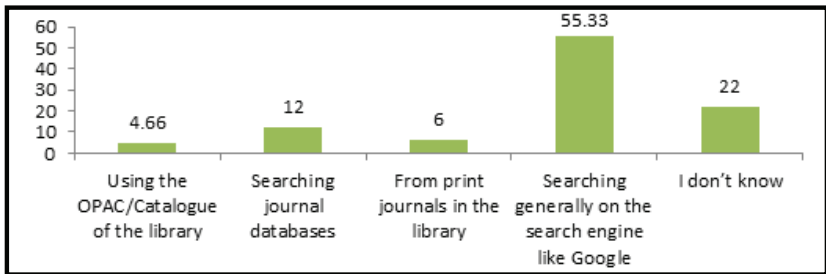
### Analysis, Interpretation and Findings of the data

**Figure 1.** Graphical Representation of source preference of information to find the latest information



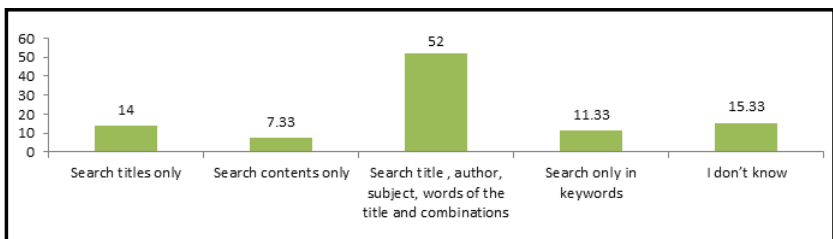
From **Figure 1**. It was visible that 47.33% of student preferred online periodicals/journals as a source of information, 23.33% of student prefer reference books, 11.33% of prefer the library catalogue, 9.33% of students prefer textbooks and 8.66% of students were not able to prefer any source of information. It has also been noted that the majority of the Postgraduate students prefer to use online periodicals /journals as a source of information.

**Figure 2.** Graphical Representation on the basis of Way of finding information



From **Figure 2**. It showed that 55.33% of Postgraduate students preferred general Google option to find their Scholarly article. In respect of searching database 12% of respondent showed positive response and 6% of respondent choose print journals in the library. In respect of using the OPAC/Catalogue of the library only 4.66% of showed their interest in it. 22% of the respondent did not know where to find the scholarly article. So it can be concluded that majority of the students knew Google as the leading search engine. The above table is visible that most of the Postgraduate students did not use the proper source of information to find scholarly articles.

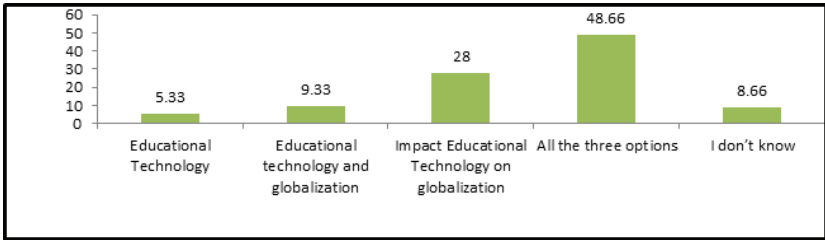
**Figure 3.** Graphical Representation in respect of Advanced Search option



From **Figure 3**. It was visible that 52% of the Postgraduate students were use 'Advanced search' option. Through advanced search option

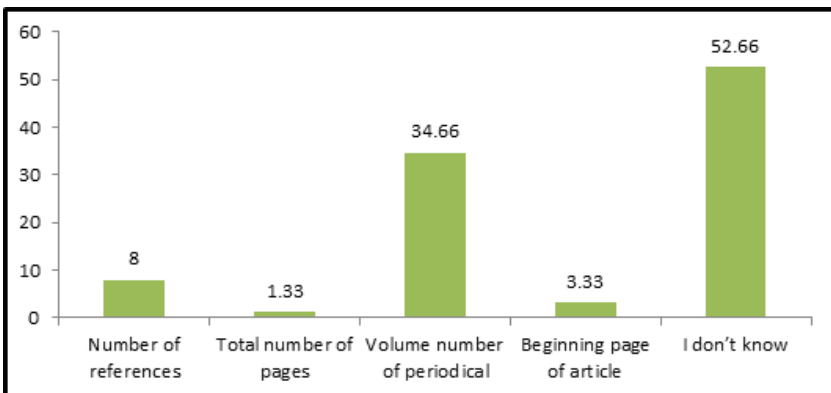
they could search title, author, subject, words of title combination. The majority of the student selected the correct option. So majority of the Postgraduate students bear info-savvy skill in respect to advance option.

**Figure 4.** Graphical Representation in respect to keyword search

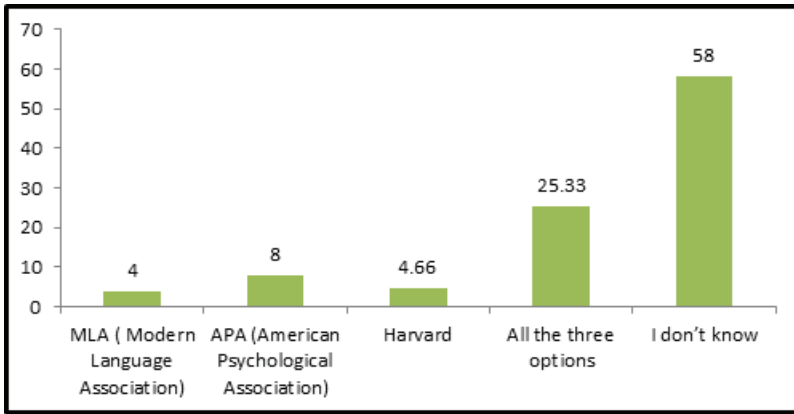


From **Figure 4.** It can be seen that 48.66% of respondent choose 'All the three options', 28% of respondent choose Impact Educational Technology on globalization, 9.33% of respondent choose Educational technology and globalization, 5.33% of respondent choose Educational technology and 8.66% of could not answer any more. It revealed that the majority of the Postgraduate students can select right keywords for searching a given topic.

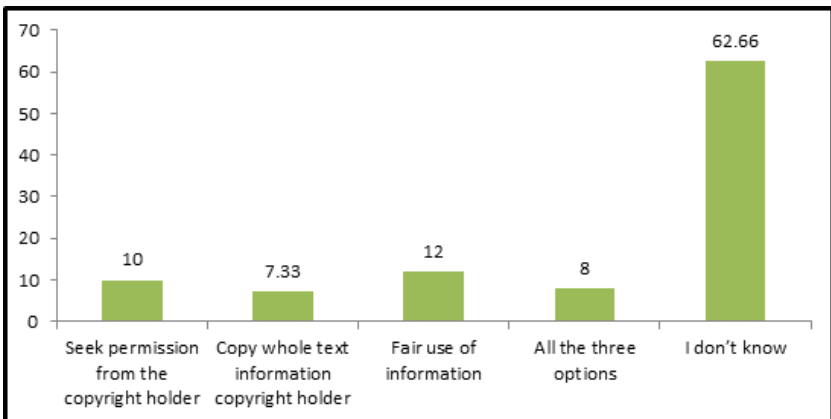
**Figure 5.** Graphical Representation in respect of citation



From **Figure 5.** It can be seen that 52.66% of the respondent could not know the significance of the number. 34.66% of respondent only knew the exact significance of the number. 3.33% of respondent answered the beginning page of article, 1.33% of respondent answered total number of pages and 8% of respondent answered number '33' signifies the number of references. It can be concluded that most of the Postgraduate students were not accustomed to info-savvy skills based on citation.

**Figure 6.** Graphical Representation on the basis of Citation style

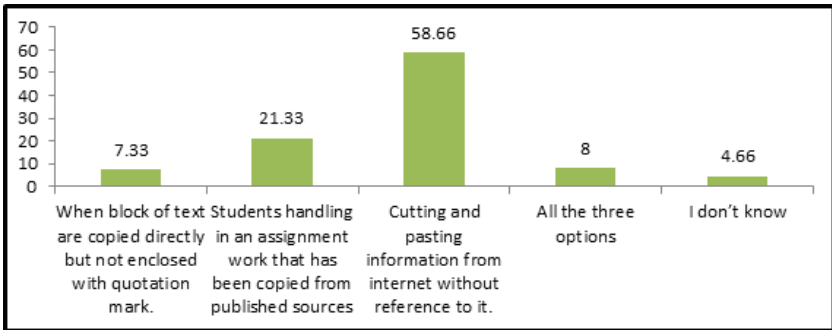
From **Figure 6**. It can be seen that 58% of the respondent could not answer as they do not know about the referencing style. 25.33% of respondent answered as they used all the three referencing style. 4% of respondent used MLA (Modern Language Association), 8% of respondent used APA (American Psychological Association). It can be concluded that most of the Postgraduate students were not accustomed to info-savvy skills with respect to citation style.

**Figure 7.** Graphical Representation in respect to download image

From **Figure 7**. It can be seen that 62.66% of respondent did not know about the permission seeking process when downloading an image from Google, only 12% of respondent were answered that they wanted fair use of information. 10% of respondent answered that they

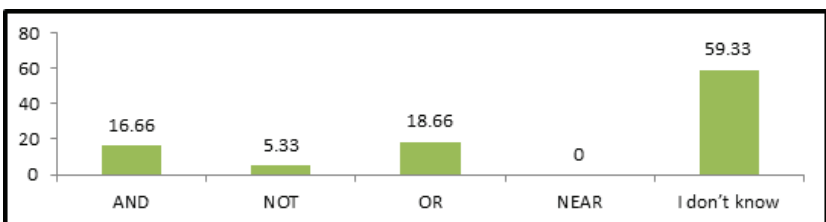
seek permission from the copyright holder, 7.33% of respondent were answered that they copy whole text information copyright holder and 8% of respondent answered that they could all the three options. It can be concluded that majority of the Postgraduate student did not possess any permission seeking knowledge during download an image.

**Figure 8.** Graphical Representation in respect Un-ethical use of information



From **Figure 8**. It can be seen that 58.66% of respondent knew cutting and pasting information from the internet. Without reference was only the un-ethical use of information.21.33% of respondent thought students handling an assignment work that has been copied from published was unethical uses of information.7.33% of respondent choose the option -when block of text is copied directly but not enclosed with quotation mark. 4.66% of respondent choose they did not know the unethical use of the information and only 8% of respondent gave the right answer. So, it can be concluded that very few percentages of Post-Graduate students able to use information ethically.

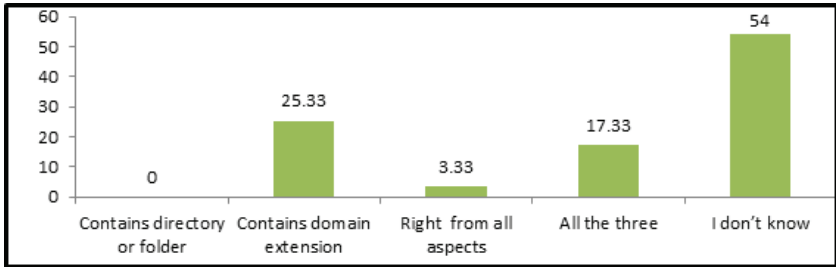
**Figure 9.** Graphical Representation in respect of using proper search operator for searching topic in Google



From **Figure 9**. It can be seen that 59.33% of respondent were unable to use proper operator, 16.66% of respondent use the operator AND,

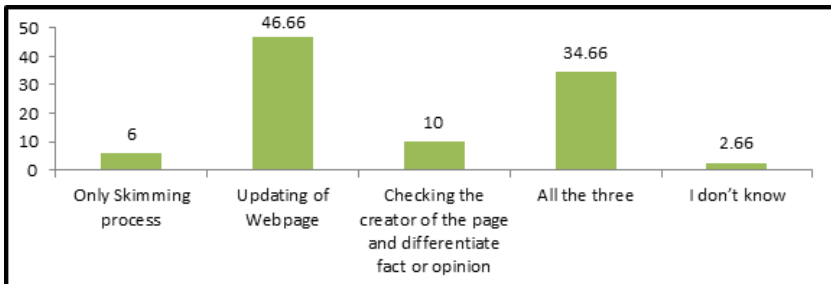
18.66% of operator use OR, 5.33% of respondent use not and there was nobody found who used NEAR. Very few percents of the respondent knew about the operator. So, maximum Post-Graduate students were not able to use info-savvy skills with respect to using proper search operator for the searching topic in Google.

**Figure 10.** Graphical Representation in respect of identifying the contains of website



From **Figure 10**. It can be seen that 54% of the respondent unable to determine the proper description of the website. 25.33% of respondent answered contains domain extension, 3.33% of identified the mentioned website was right to form all aspects. No respondent opted the option contains directory or folder and 17.33% of answered all the three option. So it can be concluded that majority of the respondent did not know the proper description. As they bear the least knowledge it can be concluded that they were not able to use info-savvy skills properly.

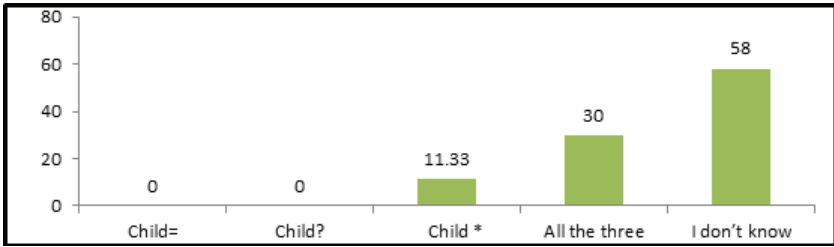
**Figure 11** Graphical Representation in respect of evaluate the webpage



From **Figure 11**. It can be seen that 34.66% of respondent selected all the three option. 46.66% of selected updating webpage, 10% of selected checking the creator of the page and differentiate fact or opinion. 6% of the respondent selected only the skimming process and 2.66% of respondent did not know the evaluating process. Here all the three

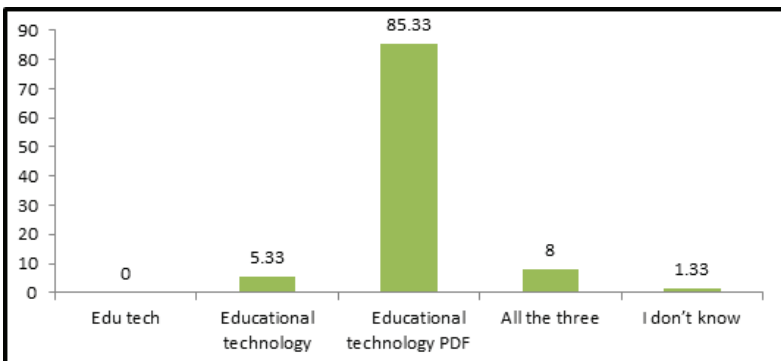
options were right which was selected few respondents. So it can be concluded that very few percentages of respondent knew the proper evaluation process of the web page.

**Figure 12.** Graphical Representation in respect of selection of proper functional keywords while searching information in database (focused on truncation process)



From **Figure 12.** It can be seen that majority of the respondent 58% of Postgraduate students did not know the proper functional keyword for searching information in the database. 30% of the respondent knew about the functional keywords for searching in the database and 11.33% of choose only one option. So it can be concluded that majority of the Postgraduate students did not use the functional keyword properly. 30% of the respondent could able to use the function properly and 11.33% of respondent did not use properly, they opted only single.

**Figure 13** Graphical Representation in respect of selection of proper keyword



From **Figure 13,** It can be seen that in the selection of PDF file 85.33% of respondent opted the right option. 5.33% of respondent opted educational technology, 8% of answered all the three and 1.33%

of did not know the right option to search a PDF. So it can be concluded that maximum percentage of respondent could able to search PDF in a proper way and least percentage did not use the appropriate option. Following were the sequential interpretation:

**First**, most of the students accustomed with online information rather than offline sources. So, Postgraduate students were trying to use info-savvy skills. A Nigerian study which showed that 63.51% of students preferred library catalogue for their information source (Ilogho & Nkiko, 2014).

**Second**, after analyzing the data it was found that most of the Postgraduate students using only 'Google' as a search engine. So, they were not info-savvy in respect of use of search-engine. According to the study of (Munshi & Nagar, 2016) most of the students preferred Google as a search engine at Aligarh Muslim University .It was found that in USA 84.5% of students were found that they used database to find scholarly articles and 81.9% of students were able to use OPAC/Web OPAC (G & Biradar, 2017)

**Third**, it was found that most of the Postgraduate students were known about the advance search option. So it can be concluded that most of the students were adapting info-savvy skills. However, Postgraduate students of Kerala revealed that majority of them were not aware of Advance search technique (Joseph et al., 2018).

**Four**, another positive side was found that most of the Postgraduate students can able to select the right keywords for searching keywords Postgraduate students were accustomed info-savvy skills. . In Karnataka state 34.5% of students were competent in the keyword search and among the respondent 41.4% of known about Boolean operator AND,47.4% of known about OR and 52.6% of known about NOT(G & Biradar, 2017).

**Five and Six**, most of the Postgraduate students were not use info-savvy skills in respect of citation as well as citation style. When students were asked to identify the meaning of "33" from the following citation "Bundy, A. (2002) Growing the community of the informed: Information Literacy – A global issue. Australian Academic and Research Libraries, a few students knew about the significance of the number. Malanga,2018 in Canada, shown that students known to proper citation where as in Kerala(C, 2015) Science and Social science students known about

citation style but known of the commerce students had no knowledge about citation.

**Seven**, one of the major mistakes took place by the Postgraduate students that they were not aware of attribution process when they download something from the internet. They were not adapted info-savvy skills in respect of giving attribution.

**Eight**, in respect of ethical perspective it was revealed that some of the Postgraduate students adapting info-savvy skills but not all of them aware about it. A study in Malawi showed that 41.4% of the students considered that only cutting and pasting information from the internet was un-ethical use of information (Malanga, 2018). So, it can be concluded that very few percentages of Post- Graduate students able to use information ethically. Majority of the Postgraduate students of Ghana showed that they had lack of knowledge about copyright issues based on ethical perspective (Dorvlo, 2016).

**Nine**, maximum Postgraduate students failed to find out the proper search operation. So, they were not accustomed with various operators while browsing internet. Whereas majority of the Postgraduate students of Kerala did not know about search operator but 24.4% of student preferred search operator OR (C, 2015).

**Ten**, most of the Postgraduate students did not know the full extension of the URL. So, they need to adapt the info-savvy skills to identify the proper and authentic information from the web. Whereas Science Postgraduate students of Karnata state 50.7% of students were able to identify URL links properly to evaluate an e- resource (G & Biradar, 2017).

**Eleven**, in respect of evaluation of the information very few Postgraduate students bear the skills of how to check the web page. In the matter of evaluation students need to adapt the info-savvy skills in a very broad aspect.

**Twelve**, to be with the digital world and to retrieve the information from the web, it is necessary to tech-savvy with some technical features. After the analysis it was found that students did not know the transaction process properly. To be an info-savvy person, students should know the truncation process. It was found that 12.1% of Postgraduate students from Social Science discipline of Kerala knew about truncation

process(Kumar,C,2015).Whereas 31.9% of students of Karnataka state knew about truncation (G & Biradar, 2017). The term truncation was not used in the question but their functions were asked. So it can be concluded that in the present study majority of the Postgraduate students did not use the functional keyword properly.

**Thirteen**, maximum members of Postgraduate students know how to download pdf. It was a common activity. In this case most of the Postgraduate students were adapted info-savvy skills.

So, it can be concluded that Postgraduate students were not referred as Info-savvy in all aspects of retrieved web based information. They used a few Info-savvy skills. So, most of the students were not adapted with Info-savvy skills. There were low adaptations of info-savvy skills seen in their educational use.

### **The area of lacking information literacy skills in educational process**

The present study indicated some of the area, which showed the lack of information- literacy skills among Postgraduate students. In this study following are the lacking area of the study.

1. Postgraduate students were found lack of proper information retrieve skills
2. Postgraduate students were not able to identify authenticate or relevant data from the data source.
3. Postgraduate students were lack of knowledge about different search engine.
4. Postgraduate students were lack of skills of evaluating the data properly.
5. Postgraduate students were lack of knowledge of proper citation.
6. Postgraduate students were lack of knowledge about attribution and credibility of the information.
7. Postgraduate students were lack of knowledge of ethical information.
8. Postgraduate students were lack of different search operators
9. . Postgraduate students were lack of knowledge of URL.
10. Postgraduate students were lack of technological resources.

## **Different emerging competency needs among Postgraduate students to develop their info- savvy skills**

Info-savvy skills were classified into primary and secondary competencies. After analyzing of the study it was found that all the Postgraduate students should have some competences to develop info-savvy skills.

Followings are the primary competencies:

1. Competency of accessing for the retrieve information, searching strategies and for the use of different filtering skills.
2. Competency of analyzing for the identification of relevant information, checking authenticity and credibility.
3. Competency of applying for the proper utilization of the retrieved information from the web.
4. Competency of assessing for competency of proper asking for the evaluation of the data.
5. Competency of proper asking for sharing the information in an ethical manner.

Following are the secondary competencies:

1. Competency to built online or offline content creation by evaluating different digital resources like- video editing, live streaming, etc.
2. Competency to use web recourses as document storage to become user friendly to handle work in a paperless manner by using clouds, drive, MS –Office etc.
3. Competency to use different app based on learning by using proper assessing skills.
4. Competency to proper use of social media for educational purpose to share, obtain, information..
5. Competency to access of digital platforms like- Online class, online exams, online evaluation, online counseling, online lectures, online interviews, online meeting, webinars etc by the use of assessing, accessing, applying ,analyzing, and asking skills.

## **Conclusion**

In the 21<sup>st</sup> century use of the internet becomes an integral part of life. Integration of Information Communication technology in education

has increased the level of learning rate among students. Web 2.0 has introduced various concepts on the internet. In the era of online learning use of technology takes place as an alternative to conventional teaching-learning process. Proper utilization of ICT provides many opportunities in the learning process. Findings of the study exhibit that an average number of Postgraduate students of the University of Calcutta use Info-savvy skills in their academic purpose. On the contrary to the study of other state of India it can also be inferred that majority of the Postgraduate students' bears average knowledge of Info-savvy skills. However, in international study it was found that students bear better information literacy skills. So that it is essential to focus our attention by the implementation of Info-savvy skills as a part of the curriculum for developing the e-literacy skills among students and also to build their capabilities to sustain in the digital learning environment and its ethical application in academic purpose.

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# Investigate the Promotion of Cross-Disciplinary Research and Innovation Under NEP 2020

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## **Abstract**

**Objective:** The paper aims to review how NEP 2020 fosters interdisciplinary research and innovations for Indian education and outline the areas of concern and directions for improvement.

**Method:** Another method used was the secondary qualitative research technique, based on the analysis of articles, policies, and reports. It was possible to use thematic analysis in order to code data, find themes and interpret the result. Results: Through a broad structure of the curriculum and with the help of the National Research Foundation, NEP 2020 encouraged interdisciplinary approaches. However, there are problems which include the departmentalism approach, lack of training among educators, inadequate funding, and poor evaluation systems.

**Conclusions:** The practice also points to the possibility of NEP 2020 to unleash cross-sectoral creativity but also signals for more specific professional development, enhanced funding, new assessment, and system-wide changes to address challenges. Further research should be carried out to determine if professional development is effective in influencing change, the effects of revised assessments, and effective outcomes of industry-education partnerships to improve the cross-disciplinary integration and creativity in education.

## **Keywords**

National Education Policy (NEP) 2020, Cross-disciplinary research, Innovation in education, Qualitative secondary research, Curriculum integration, Knowledge synthesis

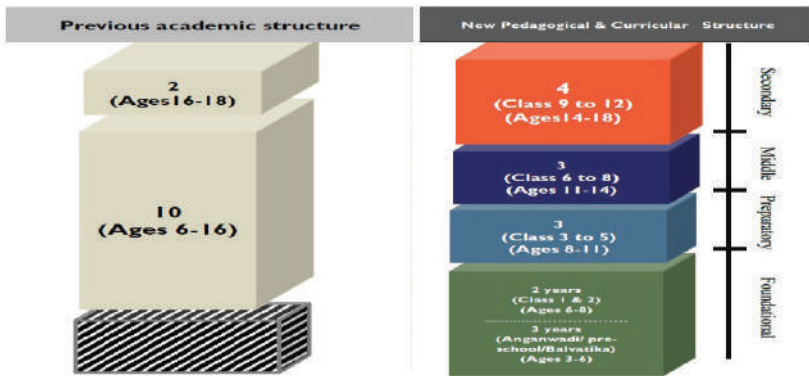
## **Introduction**

### **Research background**

The National Education Policy (NEP) 2020 is a multilayered reform with the envisaged goal to remodel the Indian education system to suit

the requirements of the contemporary world. Taking the principles of equity, quality, affordability, and accountability into consideration, NEP 2020 strives to undertake a comprehensive development model in education. It also supports Year 1 literacy and numeracy along with cognitive skills such as critical thinking and complex problem solving. The following areas of ‘soft skills’ such as cultural competence, teamwork, and leadership are highlighted in the policy.

**Figure 1:** Analysis of the new educational process under NEP



(Source: Education.gov.in, 2024)

Reforms outlined in NEP 2020 include structural reforms such as a 5+3+3+4 learning structure that aims at children aged 3-18 years, as well as assessment, teacher education, and regulatory reforms (Education.gov.in, 2024). It also highlights the use of technology in teaching and learning as well as vocational and adult education in order to address various learning concerns and equip the students for the global volatility.

Interdisciplinary research and innovations should be encouraged in order to enhance the flexibility of education systems. It fosters interdisciplinary approaches; different fields can work together in an attempt to address multifaceted issues of society. Cross-disciplinary research is innovative as it removes the barriers between disciplines, thus enabling new ways of thinking and development. It also enhances the quality of education outcomes besides enhancing the capacity of students and researchers in devising a comprehensive approach towards the challenges.

### Problem Statement

Therefore, the purpose of the current study is to assess the extent to which NEP 2020 fosters interdisciplinarity in research and innovation

in India. The goal is to determine how interdisciplinarity-specific NEP 2020 requirements and measures are. Finally, cross-disciplinary education's policy-related drawbacks will be discussed. These issues should be studied to identify policy implementation trends and prospective improvements in cross-disciplinary research and innovation in education (Matani, 2023).

### **Research Objectives**

- To investigate the details elements of the National Education Policy (NEP) 2020 and its measures encouraging interdisciplinary education and innovation in the context of the Indian education system
- To analyse the perceived cross-disciplinary challenges and barriers experienced in the implementation of the New Educational Policy 2020 in the specified educational institutions
- To propose suggestions on how cross disciplinary research and innovation can be incorporated into educational practices

### **Literature Review**

#### **National Education Policy (NEP) 2020 and its goals**

The discussion of the articles concerning the National Education Policy (NEP) 2020 allows to identify the main concerns and achievements of the policy and the probable effects on the Indian education system. Regarding education under NEP 2020, the quality education for all policy has been embraced with emphasis on equality and learning achievement of all learners in all class. It helps in the acquisition of basic skills in reading and writing as well as counting and arithmetic in addition to reasoning (Naveen, 2023). It also exemplifies the social and emotional learning (SEL) to foster elements of compassion, cooperation, and management among learners. Consequently, NEP 2020 proposes a simple, flexible, and integrated curriculum structure (5+3+3+4) that will enhance learning throughout early childhood and college levels. Further, the policy addresses the role of technology in teaching-learning process and fosters research and innovation through schemes like National Research Foundation (NRF) which intends to transform India into a knowledge power.

#### **Importance of cross-disciplinary research and innovation**

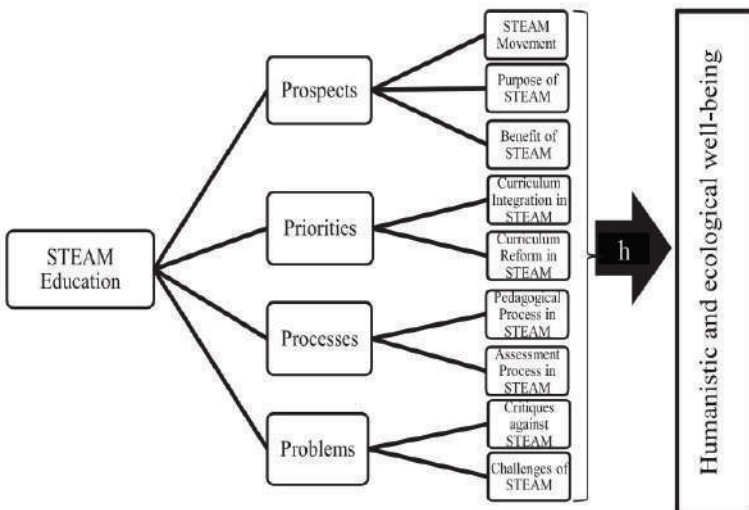
Cross-disciplinary research and innovation are recognized in the literature as occupying an important position in dealing with complex

problems of the world today that cannot be solved by a single discipline. Interdisciplinary works imply combining expertise, tools, and ideas from different disciplines, which enhance creativity and produce novel discoveries. This strategy avoids departmentalization, promotes idea integration, and improves complicated problem-solving. Multidisciplinary research is essential for technical innovation, policymaking, and sustainable development (Kakodkar&Manivasakan, 2022). Since it prepares students and researchers for the global workforce, it develops transdisciplinary skills. By giving students a wide knowledge and flexibility, cross-disciplinary innovation improves education.

### **Policies promoting innovation and interdisciplinary collaboration in education**

Several strategic frameworks and initiatives on policies fostering innovation and interdisciplinary collaboration in education are highlighted in the available literature. This presupposes flexibility in curriculum that promotes cross-disciplinary work and learning by students. Integrating STEM (Science, Technology, Engineering, and Mathematics) with arts and humanities (STEAM) is a common approach, promoting creativity alongside technical skills (Belbase *et al.*, 2022).

**Figure 2:** Critical aspects involved with STEAM Education



(Source: Belbase *et al.*, 2022)

Some of the policies encompass; financial support for collaborative research, faculty development to incorporate changes in their teaching methodology, and university industry collaboration. Further, the application of technology is encouraged to enhance collaboration and different kinds of resources. These policies seek to create graduates who will have the capacity to solve complex problems, hence, improving the quality and the applicability of education in the 21st century.

### ***Theoretical frameworks***

There are two theories that can be useful in analysing cross-disciplinary research and innovation; these are the Systems Theory and the Social Constructivist Theory. Based on Systems Theory, educational institutions are open systems made up of a variety of elements that are in a state of flux. It emphasizes the interdisciplinary approach and states that no problem must be solved within a particular discipline only, which underlines the importance of the integrative viewpoints in science and technology (Kamala, 2023). Social Constructivist Theory on the other hand believes that knowledge can only be constructed through relations and interactions. This theory suggests that multi-disciplinary research improves comprehension and creates new knowledge via integrated mental endeavours.

### **Methodology**

#### ***Research Strategy***

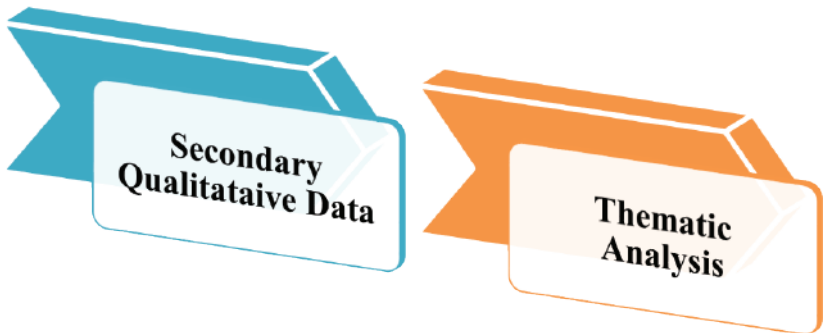
This research adopts an interpretive epistemology and an idiographic research method to examine cross-disciplinary research and innovation under NEP 2020. As the interpretive philosophy explores how the actors regard the reality and what they experience in the educational context, this approach is appropriate to examine policy impacts. The qualitative method allows further review of secondary data and identification of additional information about the context in which the implemented policy and its outcome was generated. This combination is justified as it enables to evaluate NEP 2020 and its goals, problems, and results from multiple perspectives, which may be impossible with the help of quantitative methods only.

#### **Data Collection**

The second type of qualitative research study is the secondary research where a researcher studies data from different sources such as journal articles, policies, research reports, newspaper articles, and statistical

websites. Sources were selected in a manner that ensured that they are credible and align with the goals of the study, the cross-cutting nature of the research, innovation, and NEP 2020. The initial step in data collection involves an extensive search of materials from sources such as Google Scholar, government websites, and reliable news sources (Aithal & Aithal, 2020). The search is based on keywords associated with NEP 2020, cross-disciplinary research, and educational innovation. The inclusion criteria focus on the last decade to ensure the information provided is up-to-date and relevant. Through conducting a systematic review and meta-analysis of these secondary data sources, the research therefore seeks to provide broad and robust conclusions regarding the promotion of cross-disciplinary research and innovation under NEP 2020, including both strengths and limitations of the policy.

**Figure 3:** Data collection and analysis process involved with this research



(Source: Self-Created)

### **Data Analysis**

Thematic analysis is used to examine secondary qualitative data to categorize and analyse patterns in the data systematically. The code starts with reviewing the data to identify key passages related to the research questions. These codes are then clustered to form emerging themes that present patterns and observations at a more general level. Themes are live and dynamic, which means that they are reviewed and developed based on the raw data that has been collected (Smitha, 2020). Interpretation entails making inferences from these themes towards cross-disciplinary research and innovation in light of NEP 2020. Thematic analysis is suitable for this type of study given that it facilitates analysis of rich, qualitative data obtained from different sources.

## Results

### **NEP 2020's Provisions for Enhancing Cross-Disciplinary Research and Innovation**

NEP 2020 has proposed several provisions to promote interdisciplinary research and innovation in Indian education. It calls for the adoption of an open and diverse curriculum based on integration of various subjects from various disciplines for the general perspective. The policy encourages the formation of the National Research Foundation (NRF) to offer and facilitate interdisciplinary research projects. Also, NEP 2020 focuses on the use of technology in education with a provision of spaces for inter-disciplinary projects and digital resources (Bandhal&Wahal, 2024). This is especially supported by secondary data on the policy that aims at decreasing the curriculum load and making room for analytically and discussion activities that foster interdisciplinary learning. These efforts are designed to foster interdisciplinary approaches to problem solving and strengthen such cultures.

### **Challenges and Barriers in Implementing Cross-Disciplinary Approaches under NEP 2020**

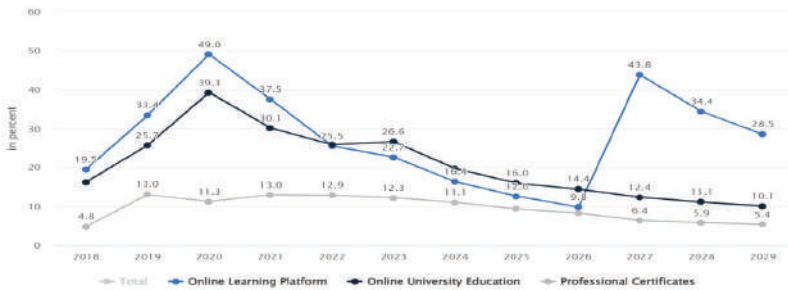
The following are some of the challenges and barriers encountered in the integration of cross- disciplinary approaches under NEP 2020. One challenge is the reported issue of departmentalization in which most educational institutions have departments that seldom communicate with other departments. Secondary research shows that instructors lack the skills and instruments to use multidisciplinary methods. Due to teaching discipline-specific information, educators and administrators have attitudinal hurdles. Due to budget and physical constraints, schools and institutions lack the technology and materials needed for cross-cutting activities (Sarta, 2020). Current assessment and evaluation methods, which largely use numerical scores, cannot demonstrate transdisciplinary learning outcomes. To unleash NEP 2020's cross-disciplinary potential, institutional changes including higher financing and focused professional development are needed.

### **Strengthening Cross-Disciplinary Research and Innovation in Indian Education**

To build a strong inter-disciplinary research and innovation base in Indian education, the following strategies can be adopted: Secondary research also reveals that teachers need to be trained professionally

to enable them to apply a cross-curriculum approach adequately. Additional funding and resources are required, as institutions should enhance the utilization and development of technologies that foster collective research (Aithal & Aithal, 2020). Expanding the assessment framework to incorporate assessments involving project and experience-based learning is more suitable to capture the impact of cross-field endeavours.

**Figure 4:** Alterations in revenue involved with associated with professional certification across Indian education system



(Source: Statista, 2024)

Related to professional certification, revenue marked 13% by the end of FY 2021 which clearly shows a rise across the Indian market (Statista, 2024). Educational policies that promote collaboration between learning institutions and industries may offer tangible applications from disciplines and subject areas, thus improving the effectiveness of interdisciplinary learning. Also, institutional cooperation in the sense that faculty members and students are encouraged to cross paths and collaborate can effectively reduce silos. Adopting these strategies could assist in mitigating these challenges, fostering an educational setting that fosters innovative and effective approaches to problem-solving in accordance with NEP 2020.

## Discussion

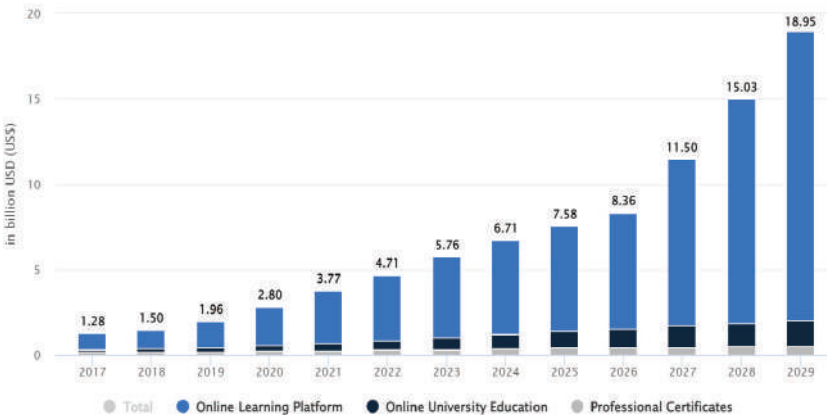
The discussion section connects the themes derived from the thematic analysis with the research objectives to capture how NEP 2020 helps in advancing interdisciplinary research and innovation. The first objective to identify NEP 2020's provisions and measures for cross-disciplinary research and innovation is attained through the focal discussion of how the policy promotes a flexible, interdisciplinary approach to learning

and the creation of the NRE. Secondary data shows that NEP 2020's emphasis on decreasing syllabi and promoting analysis and discussion enhances interdisciplinary interaction. The policy advocating the adoption of technology in learning further encourages collaborative projects, improving inter-disciplinary learning (Sharma et al., 2023).

The second objective, to determine the perceived cross-disciplinary challenges & barriers in implementing cross-disciplinary learning is answered by noting issues such as silo mentality, a lack of training for educators, and resistance to change within institutions. The analysis of secondary data supports the necessity of professional development since a significant number of teachers are not ready to integrate an interdisciplinary approach. Furthermore, funding and infrastructural challenges are daunting, as institutions lack adequate funding for cross-disciplinary efforts (Goel & Goel, 2021). The current assessment systems also do not allow evaluating the effectiveness of the interdisciplinary approach, which again underlines the need for systemic changes.

The third objective, to identify strategies for the integration of cross-disciplinary research and innovation improvement, is realized by proposing professional development, funding, and assessment reforms. Another recommendation is to support cooperation between educational institutions and companies, as they offer real-life scenarios for interdisciplinary work.

**Figure 5:** Increase in usage in online learning platforms across India



(Source: Statista, 2024)

These recommendations are backed by secondary data pointing to the fact that an institutionally embedded culture of collaboration and a move towards less discipline-specific forms of evaluation can strongly enhance interdisciplinary work and innovation. In conclusion, the discussion underlines that although NEP 2020 provides a sound framework for cross-disciplinary research, the established obstacles and the introduction of strategic practices should be considered for successful implementation.

## **Conclusion**

Their findings show that NEP 2020 encourages MDC research and innovation by making the curriculum more versatile, and programs like the National Research Foundation. However, challenges like silo thinking, inadequate training of educators and teachers, and cost constraints remain major barriers to proper integration. The traditional assessment system also does not address interdisciplinary products. This study increases the knowledge of the implemented NEP 2020 by revealing these barriers and suggesting the strategic solutions such as the professional development, the increased funding, and the changed assessment frameworks. Such findings highlight the potential obstacles that should be addressed to ensure that the policy's objectives of promoting collaborative and innovative learning environment are achieved systematically.

## **Limitations**

Some of the limitations of the study stem from aspects of data sources, including selection and quality of the secondary data, and limited and dated information. Also, the conclusion may depend on the researchers' biases, and studying secondary sources only hinders the access to more comprehensive, primary data.

## **Recommendations**

Further research should aim to identify professional development programs that enhance cross discipline pedagogy teaching approaches. Further, research could explore how changes in the assessment frameworks affect interdisciplinarity learning achievements. Analysing successful examples of industry-education relations might be informative (Mammen & AK, 2024). Additional longitudinal studies examining the sustained impact of NEP 2020 on interdisciplinary learning in different

contexts would also help improve the policy's comprehension and application.

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# Importance of Global Citizenship Education in Today's World

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## **Abstract**

In the present era of globalization, as we are enjoying the latest inventions of technology, as a result, we are observing the degradation of the environment and the degradation of various values of the human society. But without the use of technology, the present time is stagnant, so we have to be careful about the values of environmental protection in the present time, as well as we have to complete our daily activities with proper use of technology. In order to maintain the balance between these two, it has become necessary to have kind-hearted people with the knowledge of global citizenship, and proper education system has also become necessary to develop people with the knowledge of global citizenship. Therefore, the various steps or stages related to the relationship between education and global citizenship through the education system and how we can build conscious people with knowledge of global citizenship in the future and now have been completed in the current research.

## **Keywords**

Globalization, Global Citizenship, Technology

## **Introduction**

In today's era of machine civilization, technological progress has certainly been increased, but the human relationship between man and man is quite lacking and easily grasped. As a result, stress increases with considerable depression and loneliness in the individual's life. As a result of which individual life is greatly damaged, the impact of which is felt in various areas of society, so the solution to this problem can be said that the education of values in individual life should be widely spread so that while keeping pace with the machine civilization, the individual can improve his own life and his surrounding environment and human civilization. Can become conscious and caring enough to improve quality.

Nowadays, with the use of Internet, the whole world has turned into a village and we all are members of this village. Being a citizen of this world there are no geographical or political boundaries between us. We are all citizens of the world. This is our real and only identity. So, what kind of behavior do we have to do to be a great citizen or what kind of behavior do my neighbors expect from me? Teaching and learning of global citizenship have become a special necessity in the current situation to be aware of.

### **Statement of the research problem**

Importance of Global Citizenship Education in Today's World

In today's civilization due to the advancement of technology and the busy schedule of workplace and social media era, a considerable degradation of social personal and present moral values of people can be observed. So, the subject has been selected to keep pace with the current situation and to inculcate values among the students.

### **Operational definition of terms used**

**GLOBALIZATION:** - Is a term used to describe how trade and technology have made the world into a more connected and interdependent place. Globalization also captures in its scope the economic and social changes that have come about as a result.

**GLOBAL CITIZENSHIP:** - A global citizen is someone who is aware of and understands the wider world and their place in it. They are a citizen of the world. They take an active role in their community and work with others to make our planet more peaceful, sustainable and fairer.

**TECHNOLOGY:** -Technology is the use of scientific knowledge for practical purposes or application whether in industry or in our everyday lives. It includes everything from the wheel to computers to medicines to zippers and buttons or clothes. We discussed many types of technology.

### **Significance of the problem**

In the era of globalization when the whole world has become a global village to all people, due to the use of internet all the people of the world have crossed all the geographical and political boundaries and become the neighbors of all the people. This problem is particularly relevant and effective in the present time to maintain the existence and keep up with all these issues.

### **Emergence of the study**

- This global citizenship education is particularly important in making students understand the meaning of the cultures of different regions of the world.
- Teaching global citizenship is particularly important in fostering acceptance among students.
- There is a special need for global citizenship education in keeping pace with the global economy and promoting economic progress in one's own country.
- Discussion on this topic is essential in making people aware of all the basic rights they have.
- Adopting cooperative behavior is particularly useful and effective in solving any problem in the society quickly. That is, global citizenship education is necessary in the current education system in solving any problem collaboratively.
- Global citizenship education is essential in developing realistic positive attitudes among students.
- Teaching global citizenship is essential in inculcating a sense of empathy and compassion in students.

### **Objectives of the study**

- This study has been done in making students aware of the basics of global citizenship and citizenship.
- This study is done to prevent the degradation of human values and develop humanity among the students.
- In making students aware of their responsibilities, duties and rights as human beings, there is a need for students to be aware of global citizenship, so this study has been done.

### **Research question**

- Why is the need for global citizenship education important today?
- How can a student be made a global citizen today?
- What is the relationship between education and global citizenship?

### **Research methodology**

The article is based on secondary data collected from various journals, newspapers and websites. The methodology consists of a conceptual

discussion on the highlights of the Global Citizenship Education and the focus of this article is on the importance of Global Citizenship Education with the current education system of 21<sup>st</sup> century.

*Secondary Data:* In this study books, various journals, articles, newspaper and website is prepared for collecting the required data.

### **Importance of global citizenship education in today's world: -**

#### **Global citizenship education: -**

According to the GLOBAL CITIZENSHIP FOUNDATION, global citizenship education is a lifelong pursuit that combines both curriculum-based learning and practical experience. In which human values and the knowledge to care about the global environment coexist.

Global citizenship education is a method that helps develop individuals to become active, responsible and responsive citizens. Helps in developing essential skills knowledge and values in students. As a result, students themselves help build a peaceful, just, and resilient society. As a result, students themselves help build a peaceful, just, and resilient society. Education and awareness about global citizenship is not only seen in the present time but awareness about this issue can be noticed in different cultures of the world since ancient times.

- Ancient Greek philosopher Socrates said - I am not a Greek or an Athenian, I am a citizen of the world. Confucius said - To establish oneself, to establish someone else, to raise oneself, to raise someone else, that is, the relationship between two people will be one of humanity and welfare.

#### **Who is a global citizen: -**

A global citizen must be an open-minded emotional collaborator and an empathetic non-discriminatory and inclusive minded individual who is capable of establishing himself as a well-known person in society through various reflective thinking creative and sensitive activities. Being a global citizen requires being knowledgeable about the cultures of different countries around the world.

Global citizenship education is a life-long learning process, which reflects the continuous development and responsibility of our vision. Publish to society.

- A global citizen will be an active member of the international community
- A global citizen will be able to hold the entire community of the world together in a positive and sensitive way.
- A global citizen will be able to think critically in solving the problems of all citizens of the world.
- A global citizen will be able to communicate with everyone and have a cooperative attitude towards all the people of the world.
- Be able to analyze the root causes of all types of problems and think of innovative and creative solutions
- A global citizen always feels that he has a positive contribution to make to the entire human community.

### **Relationship between Education and Global Citizenship**

The main components of GLOBAL CITIZENSHIP EDUCATION are-

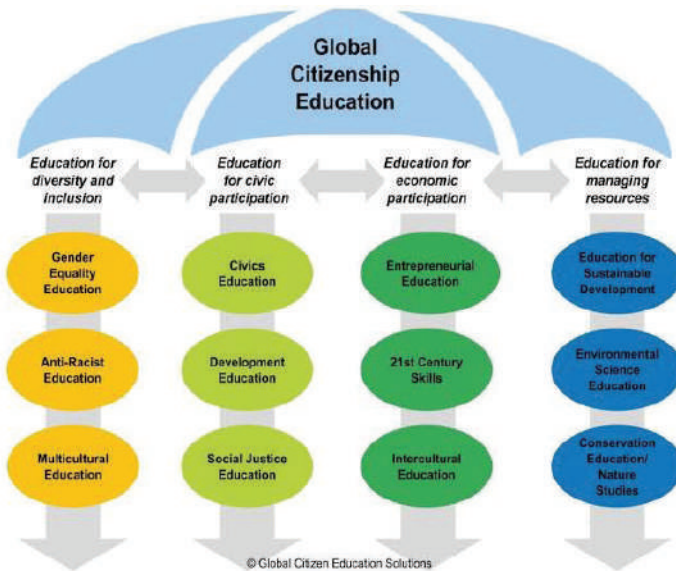
1. CRITICAL THINKING AND INQUIRY SKILLS
2. INTELLECTUAL COMPETENCE
3. SOCIAL RESPONSIBILITY AND ACTION
4. SUSTAINABLE DEVELOPMENT

Knowledge about all these subjects can be imparted to the students through various subjects viz

1. CRITICAL THINKING AND INQUIRY SKILL -The various subjects included in this are logical thinking, innovative solution methods, analytical and synthetic thinking methods about various subjects.
2. INTELLECTUAL COMPETENCE -Different knowledge of Mathematics and Astrology also various logical analysis of Physics, Chemistry, Philosophy belongs to this stage.
3. SOCIAL RESPONSIBILITY AND ACTION -Subjects under this category are History, Education, Political Science, Philosophy, Sociology, Psychology etc.
4. SUSTAINABLE DEVELOPMENT-Subjects under this category are Biology, Ecology, Geography, Botany etc.

Imparting knowledge about all these subjects is possible only through the curriculum, so there is a need for education in making students

global citizens. It is not possible to make a person aware without education. So in today's world, if we want to make all future citizens global citizens, it is not possible without the help of education.



## Dimensions of Global Citizenship Education

According to UNESCO there are three main dimensions of Global Citizenship Education which are-

1. Cognitive
2. Social emotional or affective
3. Behavioral

1) Cognitive – Students must strive to become multi-knowledge wise. This knowledge should include the following topics such as-

- Students should be made aware of the problems of different countries which are related to political and economic problems
- Students should be made aware of various knowledge related to environment and various knowledge related to human rights and values.

2) Socio-emotional or affective – students should be taught about various topics such as volunteer work, developing a mindset of protesting against injustice and establishing themselves as agents of social change. will be

3) Behavioral - Different values should be developed in the students so that they can fulfill their duties and responsibilities in the society properly and also have enough responsibilities and duties towards the neighbors around them. Teachers and students should also be aware enough about the fact that children get equal status.

**Steps to make a student as global citizen: -**

1. Must inspire
2. Vision should be broadened
3. To be informed
4. Foreign travel
5. Teaching leadership
6. Ability to plan properly for future needs to be built

1) MUST INSPIRE - What the person wants to do why he/she will help others why he/she is taking the present lesson should inform the students about all these things and why he/she will help others the teacher will take various efforts to awaken the internal message in the students. To do this, the teacher will introduce different stories of the country and abroad, map, documentaries, to the students' daily lessons

2) VISION SHOULD BE BROADENED - Various topics that fascinate the students should be presented to the students. The exchange of different cultures and the good things of different cultures should be presented to the students during the class presentation to make the students interested and enthusiastic about the world culture.

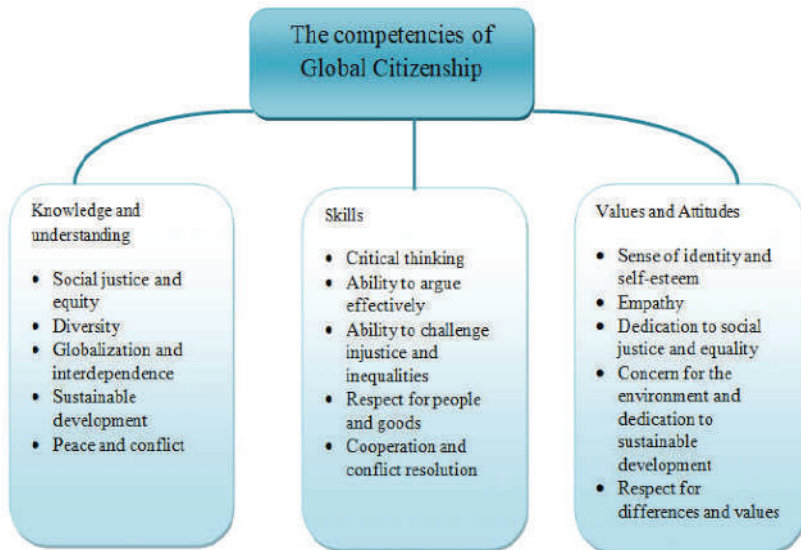
3) TO BE INFORMED - The problems of different countries of the world should be made known to the students about the various natural problems and the necessary solutions should be presented in front of the students.

4) FOREIGN TRAVEL - Students should be given the opportunity to acquire practical knowledge in the workplace after teaching the subjects. This opportunity should be arranged to go from one country to another in the world so that the students can learn about the people of different countries and the culture of that country, thereby gaining a knowledge about himself. He will be prepared as well as he will gain skills in professional life.

5) TEACHING LEADERSHIP - Leadership skills should be developed among the students. As a result of which he will carry a

sympathetic and sympathetic attitude towards different people, solving various problems will develop proper sense of responsibility and duty in him.

6) ABILITY TO PLAN PROPERLY FOR FUTURE NEEDS TO BE BUILT- Students should be trained to formulate a good plan to solve any problem and students should be given an opportunity to discuss with voluntary organizations that deal with various problems in the world so that students can be aware of the work plans of those organizations.



### Importance of global citizenship education: -

- Due to the rapid change in the world, it is necessary to teach students about the real world
- To prepare students to understand various natural and social phenomena of the world and take necessary action for it
- To connect students with local national and global communities so that they can easily and quickly solve the world's problems.
- If students are instilled with a sense of global citizenship, they will be able to resist various forms of ignorance and intolerance and take necessary steps to change it.
- Students develop logical skills and self-expression which are essential in today's real-world situation.

- Global citizenship knowledge develops analytical thinking and synthesis skills in students to solve various complex problems that are helpful and effective in dealing with current real-world situations.
- Individuals with knowledge of global citizenship are particularly effective in solving complex problems and understanding the causes of problems
- Thinking about problems and realising their solutions develops reflective thinking skills in students.
- Social Justice A judicious and rational perspective helps students develop knowledge of global citizenship.

### **Conclusion**

In this converging age of technology and business where the explosion of knowledge has permeated the society, we who try to shape the society and shape the future generation of society if we do not instill knowledge in the right values, they will not be able to lead their lives properly. Therefore, if students are not made aware of this technology era, they will face various emotional and social problems, so world awareness and moral values should be inculcated in them. People with this global citizen awareness are helpful in protecting the environment and maintaining world peace. Therefore, citizens who are aware of the current world are very necessary in these times.

### **Recommendation**

- Such subjects should be included in the curriculum so that students can think of the whole world as their own.
- The teacher should encourage the students to do the service work of the students in the educational institution.
- Teachers and parents will encourage students to participate in various international and cultural events.
- Various educational travel projects should be undertaken during long vacation periods in educational institutions and students should be encouraged to record and publish these travel experiences.
- Different types of awareness projects should be taken up in educational institutions to protect the environment.

- Students should be encouraged to take up cooperative activities. And all the different tasks that can be done in groups should be included in the co-curricular activities of the educational institution.

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# The Consequence of Multi Penalizing Approach of Teacher Education Point of View of NEP 2020

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## **Abstract**

Multidisciplinary training is a type of instructive system that unites different disciplines to make an all-encompassing growth opportunity. It is intended to encourage a comprehension of the interconnectedness of different fields and how they can be incorporated for better critical thinking. Multidisciplinary training, whenever carried out in schools and universities, permits understudies to acquire a more profound comprehension of the topic from the perspective of various disciplines. This approach supports imaginative reasoning, basic examination, coordinated effort, and relational abilities. In this paper, The NEP 2020 accentuates the need to integrate this instructive methodology into the educational program from the beginning. By giving understudies openness to numerous disciplines, we can assist them with understanding their picked field better and foster an appreciation for assorted information frameworks. This will empower them to turn out to be all the more balanced residents and set them up for what's to come.

## **Keywords**

Multidisciplinary training, Teacher Education, NEP 2020

## **Introduction**

Schooling is essential for accomplishing full human potential, fostering a fair and just society, and advancing public turn of events. Giving general admittance to quality schooling is the key to India's proceeding with rising, and administration on the worldwide stage regarding financial development, civil rights and equity, logical headway, public reconciliation, and social protection. Widespread great training is the most ideal way forward for creating and maximising our country's rich abilities and resources to ultimately benefit the individual, the general public, the country, and the world. India will have the highest population

of young people in the world over the course of the following ten years, and our ability to give high-quality education open doors to them will decide the eventual fate of our country. The Public Instruction Strategy of India 2020 (NEP 2020), which was begun by the Union Cabinet of India on 29 July 2020, frames the vision of the new school system of India. The new strategy replaces the past Public Arrangement on Schooling, 1986. The strategy is an extensive framework for elementary education to higher as vocational training in both rural and metropolitan India. The approach means to change India's school system by 2030. Not long after the arrival of the approach, the public authority explained that nobody would be compelled to concentrate on a specific language and that the vehicle of guidance wouldn't be moved from English to any language. The language policy in NEP is abroad guideline and advisory in nature; and it is up to the states, foundations, and schools to settle on the execution. Training in India is a Simultaneous project. On 1 August 2022, they informed that as per the "Brought together Area Data Framework for Schooling Plus "A new training strategy depends on a broad recipe). It is based on students and is not reliant on government jobs to start their own business. The significant difference in the understudy is learning one unknown dialect and picking a different stream after the eighth class.

### **Background of study**

Zero in on Primary Proficiency and Numeracy: The arrangement concurs the most elevated need to accomplish Basic Education and Numeracy by all understudies by Grade 3. The arrangement expresses, "The most noteworthy need of the schooling system will be to accomplish widespread basic proficiency and numeracy in elementary school by 2025. The remainder of this Arrangement will become applicable for our understudies provided that this most essential learning prerequisite (i.e., perusing, composing, and math at the foundational level) first achieved. To this end, a National Mission on Foundational Literacy and Numeracy will be set up by the Service of Schooling on Need. Appropriately, all State/ UT legislatures will quickly set up an execution plan for accomplishing widespread fundamental education and numeracy in every single elementary school, recognizing stage-wise targets and objectives to be accomplished by 2025, and intently following and checking progress of the same". Subsequently, the NIPUN Bharat Mission(National Drive for Capability in Perusing with Understanding and Numeracy) was sent off

on 5 July 2021 to accomplish this objective. The "10+2" structure will be replaced with the "5+3+3+4" model.

**Objective:**

1. To know the status of the Holistic Development of NEP 2020 of overall development
2. To know the Equity and Inclusion status of educational development by NEP 2020
3. To know the status of Vocational Education to ensure Quality Education by nep-2020

**Significant Features of The Policy**

Multidisciplinary training is a type of instructive methodology that unites numerous disciplines to make an all-encompassing opportunity for growth. It is intended to cultivate a comprehension of the interconnectedness of different fields and how they can be coordinated for better critical thinking. Multidisciplinary training, whenever executed in schools and universities, permits understudies to acquire a more profound comprehension of the topic from the perspective of various disciplines. This approach empowers imaginative reasoning, basic investigation, joint effort, and relational abilities.

The NEP 2020 underlines the need to integrate this instructive methodology into the educational plan since the beginning. By giving understudies openness to different disciplines, we can assist them with understanding their picked field better and furthermore foster an appreciation for assorted information frameworks. This will empower them to turn out to be all the more balanced residents and set them up for what's in store.

**Analysis and interpretation**

In India, Public Schooling Strategy (NEP) 2020 is declared as of late by the MHRD, with a colossal change in the school system and to give top notch training to all. NEP 2020 targets making the schooling system all encompassing, adaptable, multidisciplinary and furthermore to satisfy the requirements and needs of 21st 100 years. The primary target of this study was to figure out the assessment of educators on Public Training Strategy 2020 in India.

### **To know the status of Holistic Development of nep 2020 of over all development**

It likewise attempts to figure out the connection between the opinion of teachers on the features of NEP 2020 with respect to Gender, Discipline of Educators, Showing Experience of Instructors. Unmistakable examination is embraced in this review. By utilizing Purposive Delineated Testing method 342 examples were gathered through on the web. Poll with five-point rating scale was created and normalized by the examiner in light of the 8 features of NEP 2020. Reliability and legitimacy were laid out. Factual methods, for example, Aggregate, Mean, Rate and Chi-Square were determined for this review. Results showed that the arrangement level of educators on NEP was high and conflict level was low. It additionally tracked down that the connection between the agreement and disagreement (opinion) of educators on the features of NEP 2020 regarding Orientation and Discipline of Instructors were viewed as non-critical and Teaching Experience of Educators were viewed as huge.

### **To know the Equity and Inclusion status of educational development by nep 2020**

Executing new instructive strategy in the Indian school system will roll out an uncommon improvement and give a top notch training to all. Then, at that point, it will likewise deliver an overall improvement representing things to come residents to the country. Watchwords: New Schooling Strategy 2020, NEP, New Highlights of NEP Presentation "Training is the most impressive weapon which you can use to influence the world" - Nelson Mandela. Training is a spine of each and every person and it decides the predetermination of a Country. Schooling upgrades one's information, abilities, mentality, character, values, propensities, and so forth. It readies an individual to confront difficulties in day to day existence. Training assumes a fundamental part in this cutting edge and cutthroat world. Public Training Strategy (NEP) is an exhaustive structure to direct the improvement of schooling in the country. The requirement for a strategy was first felt in 1964 and by the ideas of Kothari Commission first schooling strategy was passed in 1968. The second strategy for training came in 1986 and it was changed in 1992. TNTEU Global Diary of Instructive Exploration Radical changes had occurred in the instructive field in the beyond 34 years and the approaches outlined ought to be altered by the necessities of individuals

and the country. Solid groundwork ought to be laid in Schooling and afterward just it will deliver an overall advancement of future residents. All Indians ought to get quality instruction at a reasonable award. In this specific circumstance, training area needs to drive itself towards the need and requests of 21st hundred years. Following 34 years, third Public Schooling Strategy was delivered in 29.07.2020. The new NEP 2020 recommends underlying changes right from school instruction to advanced education and administrative bodies.

### **To know the status of Vocational Education to ensure of Quality Education by nep-2020**

Virgin and Bharati (2020) directed a concentrate on educators' discernment, plan, and execution of portfolio evaluation in understudies' composing evaluation. From the consequences of examination, the review uncovered that the two educators had positive impression of portfolio appraisal in understudies' composing evaluation. That was shown from their arrangement and positive considerations on portfolio advancement and execution, its viability asan instructive apparatus anditsinfluence onthe informative practices, educator and understudies' jobs and obligations during the portfolio improvement. Philosophy In this examination, engaging exploration was taken on. The objective populace for this study were educators in Tamil Nadu. 342 examples were gathered through online from the educators ofSchools and Universities in Tamil Nadu. The examining method took on in this studywas PurposiveStratified Testing Strategy. Factors utilized for this investigationwere Orientation, Discipline ofteachers and Showing experience of educators. To gather information, poll with five-point rating scale was created by the agent in view of the 8 elements of NEP 2020. The poll was approved through pilot study and by the board of specialists. It was adjusted by the assessment of specialists. Poll was normalized and reliabilityand legitimacy were laid out. To gauge the dependability Cronbach's Alpha Unwavering quality technique was embraced and the score was viewed as 0.972. Face and content legitimacy were found. 50 things were settled with the scoring example such asStrongly concur "5", Concur "4", Unsure "3", Clash "2" and Emphatically Conflict "1". Measurable Examination of information The information was investigated with assistance of SPSS bundle. Measurable strategies, for example, Aggregate, Mean, PercentageandChi-Squarewere calculatedforthis study.Fromthe collecteddata, Gender-

astute examination, Discipline of Instructors shrewd investigation and Showing Experience of Educators wise examination were finished.

## Conclusion

Multidisciplinary schooling is an idea that has been embraced by the Indian government through the new Public Instruction Strategy (NEP) 2020. This way to deal with learning takes a gander at how various disciplines can communicate and cover with one another to make a thorough comprehension of a subject. A multidisciplinary approach in schooling is in many cases seen as the best method for handling complex issues and will be fundamental for India's proceeded with outcome in the worldwide economy. With the NEP 2020, India is strategically situated to expand on its ongoing school system and move towards a more multidisciplinary approach.

Teachmint assists schools with imagining a future where their understudies are outfitted with 21st-century abilities. With our high level learning the board framework, you can further develop the instructing growth opportunity. Our contributions like instruction erp, confirmation the executives framework, expense the board framework, and others helpfully digitize instructive organizations.

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# **Role of Education, Sustainable Development and Value Education: Fostering Equitable Social Development, Equality and Inclusion**

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## **Introduction**

Education for sustainability needs to include other dimensions to facilitate the necessary fundamental transformation in society. New occupations need to be created and old ones replaced. This creates a need for education for a culture of change, to overcome the natural resistance to change. Since the Self-Development Groups are integrated and indivisible, education needs to rise above its separate dimensions and specializations and teach the tools of integration and transdisciplinary, so that depth and breadth are combined as necessary. Systems thinking will become a core component of education, as it will be of governance. The methods and tools of science: rational thought, experimentation, understanding cause and effect, should be generalized so that the scientific method is accessible to everyone, and science can become part of community life, monitoring the state of the local environment and innovating solutions to local problems. This is education for empowerment, providing the skills and knowledge necessary for transformation to occur at multiple levels as part of organic processes of change.

Globally, females can play a central role in ensuring that the cycle of transmission of poverty from generation to generation is broken. Women have been known to be poorer than men globally. They are also deprived of adequate health, education and freedom in most societies. They as care-givers in the home, having the primary responsibility of caring for the children, have in them the potential of transmitting values to the next generation. Programs put in place by National Economic Empowerment and Development Strategy (NEEDS) towards protecting vulnerable groups, specifically women and children, would go a long way towards alleviating the problems females face in a developing economy.

These include increased representation of women to 30 percent in all programs; education, including adult education; access to credit and land; maternal and child health. Education for the girl child; universal basic education; care of orphans and vulnerable children (children affected by HIV/AIDS); prevention and treatment of childhood diseases are also some of the targeted instruments. Women have a critical role to play in all Self-Development Groups, with many targets specifically recognizing women's equality and empowerment as both the objective and part of the solution. The choice of appropriate indicators to monitor the implementation of the Self-Development Groups it has an important impact on determining whether policy efforts towards women's empowerment are channeled adequately. Addressing the Millennium Development Goals of the United Nations, with all the seriousness that it requires, especially with a view towards empowering and investing in women, will bring about the much-needed sustainable development in a global society.

In some cultures, women produce most of the food for the family; in others it is women who do most of the shopping; in both cases most of the sustainability choices at the family level are made by women. Women are generally the first to transmit values to their children. Values-based education should be designed to target women's and girls' specific concerns and needs, as well as those of men and boys. Action learning is particularly important for values-based education. Learning ethical principles in the abstract is not sufficient. Values are learned best when they are put into action, acted out and experienced. The satisfaction that comes from planning and carrying out an altruistic act, planting a tree, or cleaning up a neighborhood or park, leaves its mark for a lifetime. With the SDGs, the high-level aspirations may seem too distant to be meaningful. In an educational context, the goals need to be translated into something relevant locally where the results are more concrete and seen to be within reach. Local indicators for the SDG targets would be an important support for education and public mobilization.

### **Sustainable development fostering equitable social development and inclusion:**

Sustainable development has been defined by World Commission on Environment and Development as development that meets the needs of the present without compromising the ability of future generations

to meet their own needs. It contains two key concepts: the concept of “needs”, in particular the essential needs of the world’s poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization on the environment’s ability to meet present and future needs.

There are three core elements that need to be harmonized in order to achieve sustainable development: economic growth, social inclusion and environmental protection. Sustainable development aims at eradicating poverty through, in particular, creating greater opportunities for all, reducing inequalities, raising basic standards of living and fostering equitable social development and inclusion.

### **Role of Sustainable Development in bringing Equality:**

Sustainable Development includes the following targets with respect to Equality:

1. End all forms of discrimination against all women and girls everywhere;
2. Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation;
3. Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation;
4. Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate;
5. Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life;
6. Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Program of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences;
- 6.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and

- other forms of property, financial services, inheritance and natural resources, in accordance with national laws;
- 6.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women;
- 6.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

### **Education- as a tool for creating social, economic and environmental capital:**

There is also an increasingly urgent need for action. Humanity is reaching if not overshooting planetary boundaries, overexploiting natural resources, damaging ecosystem services, and consuming the environmental capital upon which future society must depend. The scientific evidence is clear that these unsustainable trends represent a serious danger for future society. Yet the world continues largely with business as usual, giving priority to short-term interests. Now with climate change accelerating, time is running out to avoid potential tipping points leading to destructive and irreversible change. We all need to ask what else is needed to initiate the fundamental transformation in human society called for in the 2030 Agenda and to implement the ambitious decisions on climate change and the rapid transition to a carbon-neutral economy taken at COP21 in Paris in December 2015.

Education, formal and informal, often in innovative forms and addressing all sectors of society and all age groups, will be an essential part of the agenda for transformation. Education is fundamental in building momentum for change. Leaders will only take courageous decisions and overcome the inertia and vested interests in the status quo if they have public understanding and support. The education required cannot be just business as usual, which has proven insufficient. Beyond a scientific understanding of the environment, it must motivate changes in behavior, and that means operating at the level of ethics, values and lifestyles. Education with a strong focus on values can help to remove barriers to implementation across all the areas of action for sustainability.

Education must be seen as a tool for creating social, economic and environmental capital. Social capital is created when people learn

how to consult together and make plans, act to carry out those plans, reflect on the results achieved, and decide on the next steps to move forward towards their objectives. This institutional capacity for adaptive management can be strengthened at all levels of social organization. Economic capital is not only money, but capacities for work and wealth creation that are inherent in each person and that can be cultivated through education. Other skills like entrepreneurship and innovation can amplify this potential. In a world where the environment has largely been seen as an endless pool of resources to be exploited, resulting in the widespread degradation of natural capital, the challenge today is to rebuild that capital base and to restore ecosystem services, raising the planet's carrying capacity rather than eroding it. Education in the skills of environmental management and restoration can support widespread efforts to create a sustainable resource base for future society.

### **Value Education- fostering equitable social development, equality and inclusion:**

Values are the qualities on which worth, desirability, or utility depend. They are principles or rules generated by an ethical or spiritual framework. Values are what determine how humans relate to each other. They are the social equivalent of DNA, encoding the information through which society is structured. Some of the values most relevant to sustainability are justice and equity, honesty and trustworthiness, integrity and altruism, respect for nature and the planet, and the golden rule of reciprocity. Where these are strong, a virtuous life becomes its own reward, and society becomes largely self-regulating. Where the ethical foundations are weak, society must fall back on laws and institutions for enforcement and punishment in a top-down regulation of society that is costly and inefficient. The stronger the ethical framework and its application, the less need for law and order; it is a more cost-effective, process-based solution to social organization. The challenge is to go from stating ethical principles to implementing them. We have not been very effective in building ethical responsibility into our institutions. At the governmental level, the extensive work load of the Human Rights Council and other human rights bodies demonstrates the facility with which governments can ignore basic human rights. Corporations easily place profits above principles of ethics and social and environmental responsibility. The flourishing of corruption and the illegal economy largely overreaches the efforts to control them. Globalization has made

it easy to escape from national legislation and taxation and to profit from the vacuum of international mechanisms for law and justice.

Values are first transmitted in the family, by parents and other close family members, consciously or unconsciously, by example and by word, including through traditional stories, tales and fables. Increasingly, however, values are also being transmitted through the media and advertising, often with aims that are commercial rather than in the collective interest. As children become integrated into community life, values are modeled and communicated in a larger circle reflecting the local culture, and perhaps a faith tradition. Then it is schools, which may include curriculum on citizenship and civic behaviour. Peer groups begin to have more influence on values than parents. Children and youth may be enrolled in associations and community groups, one purpose of which may be to convey values of service, accomplishment or care for nature. Sports also exemplify certain values. In this complex process of education for values, it is not always clear who is responsible, and whether they are conscious of that responsibility. When there is a failure to transmit values necessary for the proper insertion of the child in society, who is responsible and how can the error be corrected? This is an increasing problem in societies where parents have rejected a traditional religion or culture, or where these have been lost through migration, and nothing is transmitted to children other than the superficial values of a materialistic society. Such children grow up with no sense of a higher meaning or purpose in life, and are left with self-interest as the highest value, if not a complete denial of any social norms. The costs for society can be very high.

## **Conclusion**

In a multi-cultural, multi-ethnic and multi-religious world, there are a multiplicity of values, many of which are quite appropriate to and compatible with a sustainable world. In some parts of the world, indigenous knowledge and values are still important, and often reflect higher levels of sustainability than is common in Western society. Cultural diversity is in itself a sustainability value, just as an ecosystem with higher biological diversity is generally more productive, efficient and resilient than a system with only a few species. Secular and faith-based approaches all have their place in education, especially if they are presented showing the unity in all their diversity, while assuring to each

individual the right to independent investigation of the truth as they see it. The values of sustainability have their resonance in all the major religions, and linking the two can benefit from the powerful leverage for transformation that this can provide for those within any particular religious tradition. Qualities espoused in most religions, like altruism, humility, simplicity, solidarity and respect for the creation, make it easy to see the importance of equity and sustainability, and provide a strong motivation for changes in lifestyle.

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# Academic Life Satisfaction-determinate of Academic Success

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## **Abstract**

Satisfaction is the fulfilment of needs and desires, a feeling gained from pleasure. Academic life satisfaction is defined as the expected enjoyment derived from achieving basic educational goals or needs in school life. It represents the contentment and prosperity experienced by students during their educational journey. Academic success is the progress made in acquiring knowledge, achieving goals, and developing educational skills. It denotes a specified level of attainment or proficiency in academic work. Academic success is crucial for student's future prospects as it reflects not only subject-specific knowledge but also skills like critical thinking, problem-solving, and communication. Academic life satisfaction emerges as a key predictor of a student's academic success, influencing various aspects of life for a better future. Developing academic life satisfaction contributes positively to student's overall well-being and academic performance. Students who have high academic life satisfaction tend to perform better in their academic field. The presence of satisfaction in student's lives can foster their learning interests and positively shape their educational outlook.

## **Keywords**

Academic Life Satisfaction, Academic Success, Educational Goals.

## **Introduction**

Satisfaction is a mental state encompassing overall happiness, health, and a lack of stress. Life satisfaction refers to one's overall happiness and contentment with life, encompassing aspects like happiness and health. Academic life satisfaction, which is associated with better academic prospects and self-efficacy, reflects a student's contentment and

fulfillment within their educational journey. Good academic success is a crucial part of a student's education, often signifying high grades, academic achievement, and progress. However, the quality of education is measured not only by academic success but also by students' health and satisfaction with their educational life. While satisfaction with academic life is related to academic success, the extent to which it determines academic success is not yet fully understood. Life satisfaction in the context of education can be evaluated as adequate, good, and successful education.

### **Significance of the study:**

The purpose of this research article was to investigate the relationship between academic life satisfaction and academic success. We reviewed the literature on academic life satisfaction and academic success, identified factors affecting academic life satisfaction, and explored the effects of academic life on academic outcomes.

### **Aims of review:**

This systematic review aimed to provide –

- i. A general introduction to academic life satisfaction in increasing academic success.
- ii. A review of findings from selected academic life satisfaction in increasing academic success-related research was launched.
- iii. A conclusion outlining the academic life satisfaction in increasing academic success was drawn.
- iv. The advantages of academic life satisfaction in education were designed.

### **The psychological constructs of the study:**

#### **Academic life satisfaction:**

Academic life satisfaction refers to the evaluation of a student's overall educational experience, including their satisfaction with educational activities, academic achievements, and the fulfillment of their expectations from the education system. It represents a psychological state that arises from how well students perceive they are meeting their educational goals and needs. Diener (1994) described life satisfaction as an "individual's *cognitive evaluation* of their quality of life in overall

or specific domains”. Similarly, academic life satisfaction can be seen as the cognitive evaluation of a student’s quality of academic life. Academic life satisfaction is closely related to students’ experiences in family and school, including their interactions with *parents*, *peers*, and *teachers*, engagement in academic activities, and adaptation to the academic environment. It encompasses their feelings about academic achievements, learning processes, and the support they receive from the family and educational institution (*parents*, *peers*, and *teachers*). High academic life satisfaction is often associated with better academic performance, *higher self-efficacy*, and greater overall well-being.

### **Academic success**

Academic Success refers to the degree to which a student achieves short- or long-term educational goals. This encompasses the academic content a student has learned at a particular point in time, indicating not just their performance in school but also their overall knowledge, competence, and literacy development. Academic Success is often measured through assessments such as final examination results, reflecting the effectiveness of teaching and learning. Achieving academic success involves progressing towards learning goals within the educational environment. Completing education is crucial for young people’s success in society, as those who excel in school are better equipped to transition into adulthood, achieve career success, and attain financial stability. Academic success also enhances career opportunities, builds self-confidence, and improves quality of life.

### **Methods**

The review was made through the following scientific steps.

#### **Inclusion criteria**

For inclusion, studies had to meet the following criteria:

- i. Published in peer-reviewed national and international journals;
- ii. English language papers;
- iii. All study designs were included.

#### **Search strategy**

The search used a variety of sources for research evidence. These included –

- i. Electronic bibliographic databases;

- ii. Reference and citation lists from primary and review articles;
- iii. Conference proceedings;
- iv. Research registers; and
- v. The Internet

### **Types of studies included:**

- i. Effect of academic life satisfaction on academic success;
- ii. The relationship between academic life satisfaction and academic success;
- iii. Academic life satisfaction in increasing academic success.

## **Results**

### **Academic life satisfaction**

Research by Diener, Suh, and Oishi (1997) showed that academic life satisfaction, as a component of subjective well-being, was associated with the attainment of *personal values and goals* and was closely related to the search for meaning and purpose in life.

Danielsen, Samdal, Hetland, and Wold (2009) discovered that scholastic competence directly impacted academic life satisfaction through *self-efficacy*, with better learners having higher self-efficacy and greater academic life satisfaction.

Emmons (1986) indicated a relationship between academic life satisfaction and the attainment of *personal goals and aspirations*.

Hofer and Chasiotis (2003) found that when implicit motives and self-attributed goals were aligned, individuals experienced heightened academic life satisfaction. Placing importance on *life goals* was also associated with greater academic life satisfaction. This alignment influenced emotional well-being and the cognitive and evaluative aspects of subjective well-being.

Huebner, Gilman, and Laughlin (1999) found that children's perceptions of family relationships had the most significant impact on their overall life satisfaction, while perceptions of *academic competence* were more strongly linked to overall *self-esteem* than to life satisfaction. Academic self-concept directly affected academic life satisfaction.

Leung, McBride-Chang, and Lai (2004) found that early Chinese

adolescents' perceptions of maternal care and *academic competence* predicted academic life satisfaction over time, while perceived maternal restrictiveness did not. Lower initial *academic ability* was associated with lower academic life satisfaction later.

Manna (2023) found that among adolescents aged 14–19, 31.80% reported poor *self-esteem*, and 38.76% were unhappy with life. Interestingly, those from mixed families expressed greater academic life satisfaction compared to those from nuclear families.

Radhika (2024) found that adolescents with higher academic life satisfaction had higher *academic self-esteem*. Gender impacted academic life satisfaction and self-esteem, with both predicting increased life happiness.

Saad et al. (2020) found a positive relationship between academic life satisfaction and *self-esteem* among Indian and Afghan university students, with Indian students having higher self-esteem and Afghan students being more satisfied with academic life.

Suldo and Huebner (2006) found a moderate relationship between academic life satisfaction and *perceived competence* domains, such as *academic self-efficacy* and emotional self-efficacy, among middle and high school students.

Supervía et al. (2023) showed a positive relationship between self-efficacy, self-esteem, and academic life satisfaction among senior high school students, with *self-esteem* mediating the relationship between *self-efficacy* and academic life satisfaction.

Watson et al. (2021) found a positive relationship between subjective well-being and gender self-concept, with academic life satisfaction negatively related to stress and positively related to *learning*.

Ercegovac et al. (2020) found that higher *academic self-efficacy* predicted academic success. Young Croatian women did better academically, while young men rated themselves higher in emotional efficiency. Preadolescents outperformed adolescents in academic achievement, self-efficacy, and self-esteem.

## **Academic life satisfaction correlates with academic success:**

### **Concurrent studies**

The research by Kirkcaldy, Furnham, and Siefen (2004) found that the

average level of *happiness* in a country was positively correlated with three educational literacy variables: science literacy ( $r = 0.57$ ), math literacy ( $r = 0.59$ ), and reading literacy ( $r = 0.63$ ). *Happiness* explained up to 40% of the variance in a nation's educational literacy.

Gilman and Huebner (2006) found a positive relationship between *academic success* and academic life satisfaction. Specifically, they found a significant correlation between students' academic life satisfaction and academic success ( $r = 0.32$ ,  $p < .01$ ). Additionally, there was a significant difference in academic success among students with high, average, and low academic life satisfaction, with the low academic life satisfaction group having significantly lower academic success ( $F [2, 410] = 19.44$ ,  $p < .01$ ).

Suldo and Shaffer (2008) found that students with both high subjective well-being (SWB) and low psychopathology, referred to as the complete mental health group, had the highest *standardized test scores* in reading and math compared to other mental health status groups. However, this relationship did not hold when GPA was used as an indicator of *academic success*, and demographic factors associated with grades were accounted for in analyses.

Piko and Hamvai (2010) found that students' self-reported ratings of good *academic achievement* significantly predicted academic life satisfaction for both boys ( $\beta = 0.12$ ) and girls ( $\beta = 0.10$ ) among high school students in Hungary.

Chow (2005) found that academic success was a significant predictor of academic life satisfaction among college students in Regina, Canada ( $\beta = 0.13$ ).

Renshaw and Cohen (2014) explored the relationship between academic life satisfaction and student functioning among college students within the dual-factor model of mental health. They found a statistically significant but small correlation between academic life satisfaction and student *academic success* ( $r = 0.10$ ,  $p < .01$ ). Additionally, their findings indicated that when combined with indicators of psychological distress, academic life satisfaction had an additive value in predicting academic achievement. The study's analyses grouped academic life satisfaction into two categories (low/mixed and moderate/high), which might have suppressed a more nuanced relationship between academic life satisfaction and *academic achievement*. The study also relied on self-

reported GPA, which could be a limitation.

### **Cross-sectional studies**

Chang et al. (2003) conducted one of the earliest studies examining the predictive relationship between academic life satisfaction and academic achievement. The study focused on children and adolescents in Hong Kong, with 115 participants in 2nd grade and 74 in 8th grade, all attending high-achieving schools. They used the MSLSS to measure academic life satisfaction, which was translated into Chinese and checked for accuracy. Academic achievement was assessed using composite test scores in math, Chinese, and English. The study found that academic achievement significantly predicted academic life satisfaction in 2nd-grade students but not in 8th-grade students. The authors attributed this difference to the greater emphasis on tests in primary schools compared to middle schools in Hong Kong. They hypothesized that younger children might prioritize academic success more because they have fewer external factors contributing to their academic life satisfaction compared to adolescents.

The study by Crede, Wirthwein, McElvany, and Steinmayr (2015) investigated the relationship between academic achievement and academic life satisfaction among German adolescents, particularly examining whether parents' educational attainment moderated this relationship. They found a significant positive correlation between academic life satisfaction and academic success among 411 11th-grade students in Germany, with academic life satisfaction predicting academic achievement even after considering demographic variables. Interestingly, the study noted that mothers' education levels influenced the strength of this relationship, indicating a stronger link between academic achievement and academic life satisfaction when mothers had higher educational attainment. However, the study's generalizability to other cultures is uncertain, given its exclusive focus on German participants from academically rigorous schools.

Suldo, Shaffer, and Riley (2008) explored how school-related factors predicted academic life satisfaction among American high school students. They found a significant positive correlation between academic achievement and academic life satisfaction ( $r = 0.21$ ). Path analyses further revealed that the relationship between academic life satisfaction and academic achievement was mediated by students' personal academic

beliefs, with high-achieving students reporting stronger academic beliefs, which predicted greater academic life satisfaction.

Forrest, Bevans, Riley, Crespo, and Louis (2013) explored the link between health measures, including academic life satisfaction and well-being, and school outcomes in a study involving 1,479 students from three U.S. school districts. They found that high academic life satisfaction was a significant predictor of high academic success ( $\beta = 0.08$ ) after controlling for demographic variables. However, academic life satisfaction was not a significant predictor of standardized test scores. The study did not specify the exact measure used for academic life satisfaction, nor did it detail the standardized test scores considered for academic achievement. Despite these limitations, the authors suggested that good health, including high academic life satisfaction, may serve as a protective factor for children against various life stressors.

The study conducted by Heffner and Antaramian (2016) aimed to determine the incremental validity of academic life satisfaction relative to positive and negative effects in predicting student engagement and achievement. They used archival data from middle school students in 7th and 8th grades, involving 814 participants with a mean age of 12.7 years. The study found significant correlations between academic life satisfaction and various aspects of student engagement (cognitive, affective, and behavioral) as well as academic achievement (GPA and standardized test scores). Regression analyses revealed that academic life satisfaction was a significant predictor of student engagement and academic outcomes, even after controlling for positive and negative effects. Specifically, academic life satisfaction predicted affective engagement, cognitive engagement, behavioral engagement, academic success, and standardized math test scores. However, the study had limitations, including its use of cross-sectional data, which may not fully capture the longitudinal relationship between academic life satisfaction and academic achievement.

The study by Rode et al. (2005) focused on examining whether academic life satisfaction predicts college students' academic performance. They collected data from 673 college students in the United States, with an average age of 20.7 years, a sample that included 57% male and 79% white participants. Student's cumulative GPAs were self-reported and later verified with actual university records for a subsample of 100 students, showing a high correlation of  $r = 0.93$

between self-reported and actual academic success. Using structural equation modeling (SEM), the researchers found a significant relationship between students' academic life satisfaction and academic success, with a path coefficient of 0.15, even after accounting for demographic variables such as gender, country of citizenship, and IQ. Interestingly, when leisure satisfaction was factored in as a suppressor variable, the path coefficient between academic success and academic life satisfaction increased to 0.20.

### **Longitudinal studies**

Leung, McBride-Chang, and Lai (2004) conducted a longitudinal study with 346 7th-grade students in China to determine if perceived academic competence predicted life satisfaction. Using the Multidimensional Students' Life Satisfaction Scale (MSLSS), the study found that students perceived academic achievement significantly predicted their life satisfaction at both Time 1 (path coefficient = 0.54) and Time 2 (path coefficient = 0.26). However, cultural factors, the sample's restriction to highly-ranked schools, and the self-reported nature of academic achievement may limit the generalizability and accuracy of the findings.

Marques, Pais-Ribeiro, and Lopez (2011) conducted a two-year longitudinal study in Portugal with 202 students (53% female) aged 12 to 16. They examined the relationship between life satisfaction, hope, and academic achievement. Life satisfaction was moderately correlated with academic achievement at all three time points (Time 1:  $r = 0.25$ ; Time 2:  $r = 0.24$ ; Time 3:  $r = 0.28$ ). However, hierarchical regression analyses revealed that Time 2 life satisfaction did not predict academic achievement beyond the influence of Time 1 hope scores. The role of hope in this relationship remains unclear, and cultural factors may have influenced the results.

Salmela-Aro and Tuominen-Soini (2010) conducted a longitudinal study with 642 9th-grade Finnish adolescents (49% female) to examine the relationship between academic achievement and life satisfaction. Life satisfaction was measured using the SWLS at two points, five months apart, and GPA was self-reported at Time 2. They found significant correlations between academic achievement and life satisfaction at Time 1 ( $r = 0.33$ ) and Time 2 ( $r = 0.30$ ). Higher academic achievement predicted higher life satisfaction for both boys (Estimate = 0.188, SE = 0.083,  $p < 0.05$ ) and girls (Estimate = 0.343, SE = 0.115,  $p < 0.01$ ).

Limitations include the use of self-reported GPA and potential cultural factors affecting generalizability.

Suldo, Thalji, and Ferron (2011) analyzed data from 300 US students to see if subjective well-being (SWB) predicted academic achievement one year later. SWB correlated with GPA and standardized test scores initially and predicted GPA at Time 2 ( $\beta = 0.14$ ) but not test scores, likely due to the stability of those scores over time.

Rode et al. (2005) conducted a second longitudinal study with 140 college students, finding that life satisfaction significantly predicted their semester GPAs (Time 2 GPA) with a path coefficient of 0.17.

Ng et al. (2015) investigated the bidirectional relationship between early adolescents' life satisfaction and academic achievement using longitudinal data from 821 7th and 8th grade students in the United States. They found that life satisfaction at Time 1 significantly predicted GPA at Time 2 ( $\beta = 0.07$ ,  $p < .05$ ) after controlling for Time 1 GPA and demographic variables. Positive and negative affect at school did not moderate this relationship as hypothesized, suggesting that greater life satisfaction predicted better grades regardless of levels of positive or negative affect.

## Discussion

Numerous above studies have explored the concurrent relationship between students' academic success and their academic life satisfaction, consistently supporting such a relationship among adolescents (Kirkcaldy et al., 2004; Gilman & Huebner, 2006; Suldo & Shaffer, 2008; Piko & Hamvai, 2010) and college students (Chow, 2005; Renshaw & Cohen, 2014). These studies utilized various validated measures of life satisfaction like the SLSS (Gilman & Huebner, 2006; Suldo & Shaffer, 2008), Quality of Life interview (Renshaw & Cohen, 2014), SWLS (Piko & Hamvai, 2010), and World Database of Happiness (Kirkcaldy, 2004). However, only one study (Suldo & Shaffer, 2008) used an academic achievement measure other than GPA. Thus, future research should incorporate multiple indicators of academic achievement to enhance our understanding of the relationship between achievement and life satisfaction. Although research outcomes in this domain have varied, with some studies reporting a significant relationship, analyses focusing on the direct associations between individual students' life satisfaction and grades consistently show correlations ranging from small (e.g.,

Renshaw & Cohen, 2014) to large (e.g., Kirkcaldy et al., 2004). Further investigations using predictive analyses of these variables have deepened our understanding of how these two constructs are related.

Researchers have noted a significant link between academic achievement and students' life satisfaction in both collectivist (Chang et al., 2003) and individualistic (Suldo et al., 2008) nations. Conversely, life satisfaction has been shown to predict various aspects of academic achievement in individualistic contexts (Crede et al., 2015; Forrest et al., 2013; Rode et al., 2005) across different age groups, from primary students (Chang et al., 2003) to adolescents (Crede et al., 2015; Forrest et al., 2013; Suldo et al., 2008) and college students (Rode et al., 2005). Despite these findings, none of the mentioned studies have delved into the bidirectional relationship between academic achievement and life satisfaction, although Rode et al. (2005) hinted at such a connection. Furthermore, the study by Forrest et al. (2013), which used standardized test scores as an academic measure, did not find significant results, unlike previous analyses noted by Suldo and Shaffer (2008). This underscores the necessity for more comprehensive research employing diverse academic achievement indicators to better grasp the predictive and reciprocal nature of the relationship between life satisfaction and academic attainment.

Previous longitudinal studies examining the link between students' life satisfaction and academic achievement consistently reveal a meaningful connection. Whether investigating academic success as a predictor (Leung et al., 2004; Marques et al., 2011; Salmela-Aro & Tuominen-Soini, 2010) or life satisfaction as a predictor (Suldo et al., 2011), significant associations are evident. However, there's a research gap concerning high school students, as they were only included in one study (Salmela-Aro & Tuominen-Soini, 2010). Furthermore, Ng et al. (2015) were pioneers in exploring the potential bidirectional relationship between students' life satisfaction and academic achievement, a theme further delved into in future studies.

## **Conclusion**

Academic life satisfaction significantly determines academic success, as it encompasses the satisfaction and happiness students feel regarding their learning and accomplishments. This satisfaction is crucial for students' overall well-being and stress relief, reflecting their positive

thoughts and attitudes towards their studies. Emotional intelligence and life satisfaction influence learning outcomes, with higher levels of satisfaction leading to better academic performance. Students with greater life satisfaction exhibit increased engagement and a positive attitude, which bolsters their academic self-efficacy and goal achievement.

Satisfaction with academic life and academic success are closely interrelated. Enhanced academic success fosters lifelong learning satisfaction, while higher satisfaction with academic life contributes to better academic outcomes. Students who possess learning skills, such as interest, active participation, and a sense of accomplishment, along with positive emotions, tend to perform better academically.

High academic life satisfaction is linked to intrinsic motivation, which drives students to excel in their studies. When students find joy in learning, they develop stronger self-efficacy, which in turn enhances their academic performance. Creating a positive learning environment that encourages both success and satisfaction is essential.

Increasing interest in academic life positively impacts student success. The harmony between academic success and life satisfaction leads to the overall development of students, ensuring their academic achievement and personal growth. Creating a positive learning environment that nurtures both success and satisfaction is essential. Interest in academic life directly impacts student success, fostering both academic achievement and personal development. Therefore, fostering academic life satisfaction is pivotal for ensuring students' academic success and personal growth.

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# A.P.J. Abdul Kalam's Thoughts on the Collaboration Between Advanced Technology and Global Learning

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## **Abstract**

Dr. A.P.J. Abdul Kalam, an esteemed scientist and former President of India, recognized the profound potential of integrating advanced technology with education to revolutionize learning and ensure equitable access. He envisioned technology as a transformative tool to enhance the accessibility, interactivity, and personalization of global education. Kalam championed the use of ICT, e-learning platforms, and digital libraries to provide vast global educational resources and cater to individual learning needs. He advocated for virtual classrooms and distance education to bridge the urban-rural divide, ensuring quality education for all students. Furthermore, he emphasized the importance of technology-driven skill development and vocational training to prepare students for the modern workforce and stimulate global economic growth.

However, Kalam also acknowledged significant challenges in this integration. These include the digital divide, where unequal access to technology could exacerbate existing educational inequalities; the need for teacher training to effectively utilize new technologies; and ensuring that technological integration complements rather than replaces traditional educational methods, fostering holistic development that includes creativity, critical thinking, and moral values. He also highlighted the necessity of robust infrastructure and sustainable implementation strategies.

The investigator has tried to explore Kalam's thoughts on the collaboration between advance technology and global education system. Investigator also has tried to discuss the scope of challenges in that matter.

Kalam's vision underscores a collaborative approach between technology and education, aiming to harness their combined potential while addressing inherent challenges to create an inclusive and effective global educational ecosystem.

## **Keywords**

A.P.J Abdul Kalam, Global Education, Technology

## **Introduction**

A.P.J. Abdul Kalam, known as the «Missile Man of India,» was not only a distinguished scientist but also a profound thinker in the realm of education. His presidency and professional journey were marked by an unwavering commitment to harnessing technology to uplift and transform the educational landscape. Kalam's vision extended beyond mere technological adoption; he foresaw a future where technology would be the backbone of an inclusive and innovative global learning system. This paper examines Kalam's thoughts on the collaboration between advanced technology and global learning, highlighting his contributions and the implications of his ideas in today's educational context.

## **Objectives**

1. To study Dr. A. P.J Abdul Kalam's thoughts about Technology-Enhanced Education.
2. To study Dr. A. P.J Abdul Kalam's thoughts about Global learning.
3. To study Dr. A. P.J Abdul Kalam's thoughts about the collaboration between advanced technology & global learning.
4. To study Dr. A. P.J Abdul Kalam's thoughts about the challenges & solutions in collaboration between advanced technology & global learning.

## **Research questions:**

1. What are Dr. A. P.J Abdul Kalam's thoughts about Technology-Enhanced Education?
2. What are Dr. A. P.J Abdul Kalam's thoughts about Global learning?
3. What are Dr. A. P.J Abdul Kalam's thoughts about the collaboration between advanced technology & global learning?

4. What are Dr. A. P.J Abdul Kalam's thoughts about the challenges & solutions in collaboration between advanced technology & global learning?

### **Methodology**

The present researcher first selects a problem and accordingly determines research objectives and questions through data collection from many resources like books written by Kalam, books written on Kalam by other authors, web sources, journals etc. After that, in order to make the research relevant and accurate, review the related literature and complete the research paper by discussing and analyzing the objectives and questions. Here is the research of the researcher in terms of methodology, following the qualitative research design method.

### **Kalam's vision of technology-enhanced education**

#### **Bridging educational gaps:**

Kalam envisioned technology as a means to eliminate educational disparities, particularly between urban and rural areas. He believed that every child, regardless of their geographical location, deserved access to quality education. His advocacy for digital classrooms, e-learning platforms, and satellite-based education systems was driven by this belief. By leveraging technology, he argued, we could democratize education, making high-quality learning resources accessible to all.

#### **Satellite-based education:**

One of Kalam's key proposals was the use of satellite technology to deliver education to remote regions. He suggested that satellites could broadcast educational content, allowing students in rural areas to benefit from the same resources as their urban counterparts. This method would enable interactive learning sessions, bridging the educational gap created by geographic and economic barriers. The deployment of satellite-based education could ensure that no child is deprived of learning opportunities due to their location.

#### **Digital classrooms and e-learning:**

Kalam was a proponent of digital classrooms, which integrate various technological tools to enhance the learning experience. He advocated for classrooms equipped with computers, projectors, and internet connectivity to provide students with access to a wealth of online

educational resources. E-learning platforms were another significant aspect of his vision, offering personalized learning experiences that cater to the unique needs of each student. These platforms could include online courses, interactive tutorials, and virtual labs, providing a comprehensive and flexible learning environment.

### **Promoting innovative thinking:**

Innovation and creativity were central to Kalam's educational philosophy. He believed that technology could play a crucial role in fostering a culture of innovation among students. By integrating technology into the curriculum, educators could encourage students to think critically, solve problems, and develop new ideas. Interactive learning modules, simulations, and virtual experiments could help students grasp complex concepts and apply their knowledge in practical scenarios.

### **Interactive learning modules:**

Interactive learning modules can transform the educational experience by making it more engaging and immersive. These modules, which often include animations, quizzes, and simulations, help students understand complex subjects by visualizing and interacting with the content. Kalam believed that such tools could stimulate curiosity and encourage students to explore new ideas, ultimately fostering a mindset geared towards innovation.

### **Virtual labs**

Virtual labs provide students with the opportunity to conduct experiments and explore scientific concepts without the need for physical laboratory infrastructure. These labs simulate real-world environments, allowing students to perform experiments, analyze data, and draw conclusions. Kalam saw virtual labs as a way to provide hands-on learning experiences to students, particularly in schools that lack the resources for traditional labs.

### **Technology in rural education**

#### **Enhancing access and quality:**

Rural education has often been plagued by inadequate resources, limited access to quality teachers, and poor infrastructure. Kalam's vision addressed these challenges by advocating for the integration of technology into rural education systems. He believed that technology

could enhance both access and quality, providing rural students with the same educational opportunities as their urban peers.

**E-books and digital libraries:**

E-books and digital libraries are powerful tools for expanding access to educational materials. Kalam envisioned a future where students in rural areas could access a vast array of books, journals, and research papers through digital libraries. These resources would not only supplement their learning but also expose them to a wider range of knowledge and perspectives.

**Teacher training and support:**

Kalam also emphasized the importance of training teachers to effectively use technology in their classrooms. He advocated for programs that would equip educators with the skills and knowledge to integrate digital tools into their teaching methods. Additionally, online platforms could provide ongoing support and resources for teachers, helping them stay updated with the latest educational trends and technologies.

**Community learning centres:**

Community learning centres, equipped with digital tools and internet connectivity, could serve as hubs for education in rural areas. These centres could offer a range of educational programs, from primary education to vocational training, catering to the needs of the entire community. By providing a space for learning and collaboration, these centres could foster a culture of education and innovation in rural regions.

**Global implications of technology-integrated learning:****Collaborative learning networks:**

Kalam's vision extended beyond national borders, emphasizing the potential of technology to create global collaborative learning networks. These networks would enable students and educators from different countries to connect, share knowledge, and collaborate on projects. Such exchanges could lead to a more inclusive and diverse learning environment, fostering mutual understanding and respect among different cultures.

**Online platforms for global collaboration:**

Online platforms that facilitate global collaboration can significantly enhance the learning experience. Through these platforms, students can participate in international projects, virtual exchange programs, and online discussions. Kalam believed that such interactions would broaden students' horizons, exposing them to different perspectives and ideas.

**Open educational resources (OER):**

Open Educational Resources (OER) are freely accessible educational materials that can be used, modified, and shared by anyone. Kalam saw OER as a valuable tool for promoting global learning. By providing high-quality educational content to learners worldwide, OER can help bridge educational gaps and ensure that everyone has access to quality education, regardless of their economic or geographical constraints.

**Lifelong learning:**

In today's rapidly changing world, the importance of continuous learning cannot be overstated. Kalam emphasized the role of technology in promoting lifelong learning, enabling individuals to update their skills and knowledge throughout their lives. This approach is crucial for staying relevant in a technologically advanced and ever-evolving job market.

**Online courses and MOOCs:**

Online courses and Massive Open Online Courses (MOOCs) offer flexible and accessible learning opportunities for individuals of all ages. Kalam believed that such platforms could provide a pathway for continuous education, allowing learners to pursue their interests and enhance their skills at their own pace. These courses, often offered by top universities and institutions, cover a wide range of subjects, catering to diverse learning needs.

**Professional Development and Skill Enhancement**

Technology can also support professional development and skill enhancement. Through webinars, online workshops, and digital certifications, professionals can stay updated with the latest industry trends and advancements. Kalam advocated for the integration of such resources into the educational ecosystem, ensuring that individuals have the tools they need to succeed in their careers.

## **Challenges and solutions:**

### **Technological infrastructure:**

One of the significant challenges in realizing Kalam's vision is the lack of technological infrastructure, particularly in rural and underserved areas. To address this issue, governments and organizations need to invest in building and maintaining robust digital infrastructure. This includes providing reliable internet connectivity, equipping schools with digital tools, and ensuring the availability of technical support.

### **Government initiatives and public-private partnerships:**

Government initiatives and public-private partnerships can play a crucial role in overcoming infrastructure challenges. By collaborating with private companies, governments can leverage resources and expertise to develop and implement effective solutions. Programs that provide funding and support for digital infrastructure projects can significantly enhance the reach and impact of technology in education.

### **Digital literacy:**

Digital literacy is another critical challenge. For technology to be effectively integrated into education, both students and educators need to be proficient in using digital tools. This requires comprehensive training programs and ongoing support to help users develop the necessary skills.

### **Training programs and workshops:**

Training programs and workshops can provide educators with the knowledge and skills to integrate technology into their teaching methods. These programs should cover a range of topics, from basic digital literacy to advanced instructional technologies. Additionally, ongoing support and professional development opportunities can help educators stay updated with the latest trends and best practices.

### **Student engagement and motivation:**

Engaging students and motivating them to embrace technology in their learning can also be challenging. To address this, educational content should be designed to be interactive and engaging, catering to the interests and needs of students. Gamification, multimedia content, and interactive simulations can make learning more enjoyable and effective.

**Privacy and security:**

The increasing use of technology in education also raises concerns about privacy and security. Ensuring the protection of students' data and maintaining a safe online learning environment is crucial. Educational institutions need to implement robust security measures and adhere to data protection regulations to safeguard students' information.

**Implementing security protocols:**

Implementing security protocols, such as encryption and secure authentication methods, can help protect students' data. Educational platforms should also provide clear guidelines on data privacy and security, ensuring that users are aware of best practices for maintaining a safe online environment.

**Conclusion**

A.P.J. Abdul Kalam's thoughts on the collaboration between advanced technology and global learning are as relevant today as ever. His vision of leveraging technology to democratize education, foster innovation, and promote lifelong learning continues to inspire educational reforms worldwide. By embracing technology in education, we can work towards a future where every individual has the opportunity to learn, grow, and contribute to society, regardless of their geographical or socio-economic background. Kalam's ideas remind us that the true power of technology lies in its ability to connect, empower, and transform lives through education.

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# **Impact of Socio-Economic Status on Academic Achievements of Tribal Secondary Students in Howrah District**

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## **Abstract**

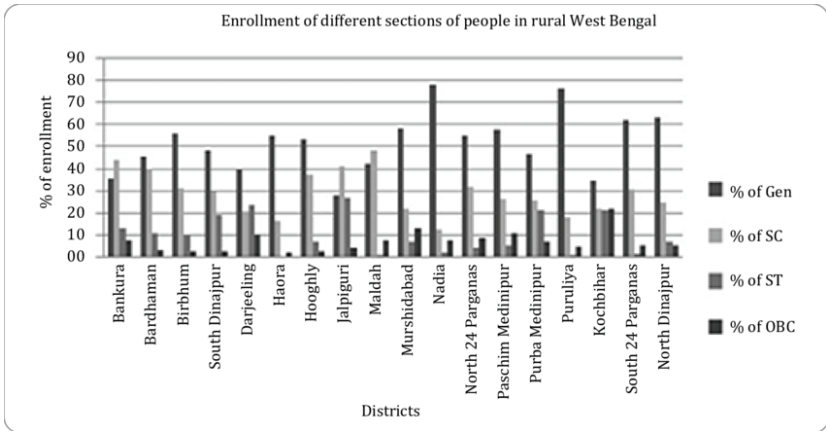
This research explores the effects that socioeconomic status has on the academic performances of the tribal secondary students in Howrah District of family income, parent's education, and socio-economic challenges. The study used both close-ended questionnaires and interviews with respondents of 100 students using both qualitative and quantitative research techniques. The results point to a considerable level of differences seen in academic performance due to low family income, parents' illiteracy, and inadequate educational facilities. These socio-economic barriers illustrate the continued prevailing nature of educational inequality hence the need for increased funding, literacy, and educational intervention among some adults. Facing these challenges and ensuring better future educational achievement of the Tribal group students in Howrah, it has been felt very much necessary to ensure the social justice of tribal people. The research offers an understanding for social leaders and academic institutions to improve learners' opportunities in education for minorities and other disadvantaged groups.

## **Introduction**

The correlation between learning opportunities, gaining academic qualifications, and household economic position is one of the core areas of concern in any educational research. In Howrah District, the education facilities available to the tribal secondary students are comparatively lower because of diverse reasons among that socio-economic situation. For example, based on enrolment, it is further worsened as Howrah has a poor ST and OBC classes' enrolment ratio, which is suggestive of educational inequality and exclusion of marginalized Sections (Habib,

2020). Statistics such as these serve to point out a somewhat crucial issue which entails a need to understand the relationship between socio-economic status, and performance among the tribal students in this area. Another important determinant that rises into prominence in how educational prospects for students in Howrah are determined is family income. This social class shows that smaller family incomes are associated with restrictions on education facilities or tutoring, books or other learning materials, or enrolled scholar activities, which could affect academic performance. The disparities also extend to the child’s parents where a parent’s education level adds to the child’s achievement, more so support and motivation to succeed in studies.

**Figure 1.1:** Diverse category people in West Bengal



(Source: Researchgate.in, 2024)

In Howrah district percentage of SC is comparatively lower, here enrolment amount is about 18% whereas Malda shows a higher graph of about 48% (Researchgate.in, 2024). However, focusing on educational quality, noted that economic situations are comparatively lower for these people, hampering educational accessibility and affecting quality. Various socio-economic factors for instance poor physical facilities, poor access to education, and financial difficulties that prevail in a family also limit the prospect of students gaining good grades. These constraints result in a cycle of poor performance among tribal students’ and thus compound the challenge of education inequalities (Habib, 2020). Realization of these socio-economic factors is important in a direction making for effective and probable interventions and policies to enhance the chances of secondary schooling among the tribal learners in Howrah

District. In this way, the stakeholders can begin addressing the problems that lead to the perpetuation of the lack of equity in the separate schools and, therefore, contribute to every learner's achievement regardless of his or her socio-economic status.

### **Aim and objectives**

The purpose of research to be conducted in this study is to examine the effectiveness of socioeconomic status as a determinant of academic performance of the tribal secondary students studying in Howrah District, about; Family income, Parental education, and Socioeconomic constraints.

- Assess the academic achievement of the tribal secondary students.
- In this case, study the correlation between family income level and the effectiveness of the students.
- Evaluate the role of parents' education level on students' performance.
- Examine factors that hinder students in their endeavour to attain good grades.

### **Rationale of Study**

This work aims to highlight one of the massive challenges of education, as implemented to tribal secondary students in Howrah District, with socio-economic factors affecting learning impediments. Thus, this research aims to identify socioeconomic variables that are particularly relevant to a student's educational outcomes and inform policymakers and educators about possible interventions. Removing these inequalities for equality is crucial to providing better schooling for all and increasing social justice in society. Also, the work is an attempt to contribute to the knowledge about tribal education in this part of the world and expand the scientific database significantly for further development in the sphere of education and socioeconomic policies.

### **Empirical study**

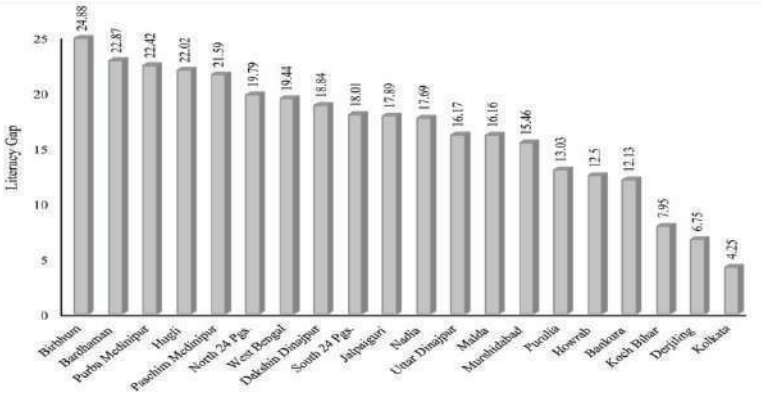
#### **Explore the impact of family income and parental education on educational outcomes**

Ghosh and Rausch, (2020) looked at how the child-rearing behaviours of parents are determined by SES in West Bengal, India. They learn that families of higher SES are more supportive in their parenting styles as

far as education is concerned and provide academic support which goes a long way in enhancing the child’s performance. This shows the importance of economic stability as a way of creating a leagued academic environment.

Another relevant work is done by Roy *et al.*, (2022), where the authors explain the patterns of intergenerational educational mobility in West Bengal in terms of socio-economic characteristics. They note that years of parent education determine the pattern of children’s education and employment outcomes. Better educated parents lead to better appraisal of educational facilities and improvements and thus help to bring better performance of generations through generations.

**Figure 2.1:** Literacy gap between Non-ST and ST



(Source: Biswas and Sharma, 2022)

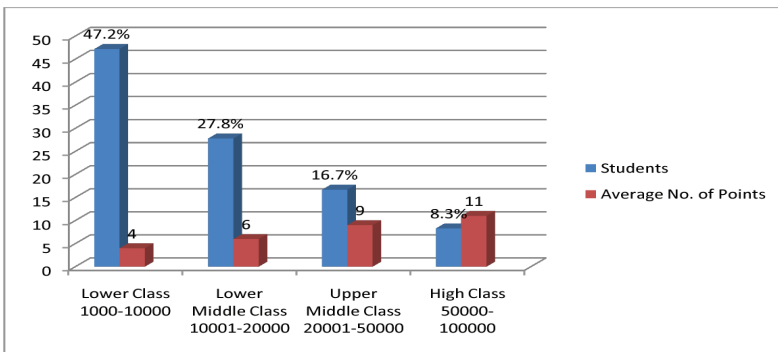
The literacy gap depends on the socio-economic structure of people based on the categorization of ST and the Non-ST literacy gap is addressed in Figure 2.1. The figure noted that in Howrah literacy gap between Non-ST and ST is 12.5% whereas in Kolkata is only 4.25% (Biswas and Sharma, 2022). Altogether these studies give a strong message regarding one of the most important predictors of educational achievement: the levels of family income and parents’ education. Increased earnings simplify the purchase of educational resources, homework help, and other things that boost academic performance. Likewise, parental education acts as one of the predictors of children’s educational outcomes in terms of their expectations, encouragement, and institutional backing. These dynamics are thus important for policy

and intervention aimed at reducing socio-economic disparities and increasing educational justice in areas such as West Bengal, in India.

### Investigate the relationship between economic status and student achievement

In their research focusing on psychological distress among the elderly population in India, Srivastava *et al.* (2021) address the issue of educational contexts similar to socioeconomic inequality. Their observations demonstrate that possibly young ones in the family may be disadvantaged by stress forces occasioned by lower family incomes that hamper the achievement of educational milestones. This means that economic stability is largely accepted as a necessary ingredient in the creation of conditions that will support and enhance education. Khan (2022) looks into the factors that have to do with the choice and decision to pursue higher education in India and these highlight the importance of economic status. This research evidence shows that this factor of family income poses a paramount determinant in the availability of higher education chances and the students' choices and performance. Family income is positively related to the ability to acquire or obtain better, and thus improve the quality of educational inputs that students receive enabling them to perform better.

**Figure 2.2:** Parents' Socioeconomic condition on student Performance



**Figure 1:** Parents' Socio-economic Status on Academic Performance

(Source: Onyanchaet *et al.*, 2015)

These results summed up and depicted on the graph showed that the socio-economic status of the students had an affirmative correlation with their academic performance. Higher marks indicated by the black square are assumed to be easier for students with the higher SES. For example,

4% of students in the Lower Class have high marks, whereas 27.8% of students in the High Class have high marks. The average number of points also increases with socioeconomic status (Onyancha et al., 2015). Likewise, with the means, the probability of earning a higher number of points is also positively associated with the levels of socioeconomic status. Thus, based on this perception, it can be assumed that children from rich families will be smart in their studies. Combined, these papers persistently demonstrate the role of family income and parental education in educational performance. From the research, a higher economic status means access to better education materials, which affects the choice of academic streams, and boosts students' performance. On the other hand, economic status is inversely related to educational access and achievement, suggesting that access to education should be addressed as a major issue in India's disadvantaged population. Such dynamics shall be known to enable eradicating education disparities and ensuring every learner gets the best and equal chance.

### **Analyse socio-economic constraints and their influence on academic performance**

Rodriguez-Hernandez *et al.*, (2020) carried out a systematic review of the influence of socioeconomic status (SES) on academic performance in higher learning institutions. The authors do observe that higher SES is positively linked with better academic performance among students. Hypothesized antecedents include family income and parent education level since these determine access to resources, education, and support as advocated for in the above scholarly papers hence students' education. This is because the study has shown that socioeconomic status for students plays a big role in the kind of education that they receive and that it is essential to eradicate the barriers to accessing a good education since there is a high likelihood that students of different origins, races, and classes have different capacities to make adequate provisions for their children's education.

The study under analysis by Paul *et al.*, (2021) focuses on the influence of parental involvement in matters related to schooling and school dropout rates among Indian adolescents. They found that low parental involvement, which keeps on being determined by socio-economic factors, is one of the leading causes of students' dropout in school. Socioeconomic challenges that were regarded to be the cause of poor academic performance and student dropout include economic

fluctuations, lack of educational support from home, and financial stress on families which jeopardize educational pursuits. Such limitations hinder the students from effectively obtaining educational assets and also result in irregular contact with schooling, which negatively affects their educational outcomes.

Both of these articles, therefore, contribute to the literature on the effects of family income and parental education on educational achievement. Elimination of socio-economic obstacles through designed strategies and administration can be the key to minimizing the disparities and facilitating all suitable settings that may improve the academic prospects and dining up rates of students, especially in a country like India where socio-economic factors are so influential and play an important role in determining the educational opportunities and success.

### Theoretical study

**Social Reproduction Theory:** This framework states that different socio-economic statuses are produced and reproduced in educational systems and other social relations (Cammack, 2020). Concerning the study of tribal secondary students in Howrah District, this theory assists in explaining the role of family income and parents' education standards in determining the resources and opportunities within the education system, as well as the subsequent educational achievements. In understanding how SES affects the participants' distribution in high-quality teaching and subsequent academic achievement, the study can look at points where inequality is both reinforced or challenged.

**Cultural Capital Theory:** Summarizing this theory it is stated that through socialization and upbringing, such cultural assets as knowledge, skills, and habits affect education results (Mudd *et al.*, 2023). In the case of tribal students in Howrah District, it has been seen that due to the variation in the cultural capital accustomed to the socio-economic status, they face issues emerging from their capability to manage the educational domain. This framework assists in understanding how cultural resource differences play a role in determining the degree of education; it also renders an opportunity to fashion approaches to expand on the educational support from the cultural perspective of the tribal populations. These theoretical frameworks give an all-round perception of the social and economic factors affecting education among tribal secondary students in Howrah District.

## Hypothesis

**Null Hypothesis (H<sub>0</sub>):** Based on the analysis of the results the study concludes that the Howrah District's tribal secondary students' academic performance cannot be significantly explained by the socio-economic status (as depicted by family income and parental education level).

**Alternative Hypothesis (H<sub>1</sub>):** Socio-economic status is also a factor; it is defined as elements like family income, and parental educational level, and has a positive correlation with the tribal secondary students' results in Howrah District.

As per the study goal setting and its achievement process, primarily here generated two consecutive hypotheses, Null hypothesis and alternative hypothesis. This investigation is going to explore all the possible aspects of the socio-economic status of tribal communities and the educational rate of these populations, particularly in the context of Howrah. Concerning this, here this research mainly proceeds to justify the alternative hypothesis.

## Methodology

### Research strategy and design

Considering the analysis, this research takes an experimental design intending to assess the effect of socio-economic status on the academic performance of tribal secondary students in Howrah District. In this study, the deductive research approach shall be adopted to analyse hypotheses formulated from empirical theories and research findings available in the literature (Casula *et al.*, 2021). An experiment with limited control will be made where the subjects shall be grouped along the socio-economic status of the family, income, education of parents, etc. Another research variable that shall be used is the pre and post-intervention academic performance to determine the impact of the variables. It means that this strategy entails a more thorough analysis of causal connections, presenting the data that would confirm or reject the hypotheses.

### Data sampling and collection

In this study, a random sampling technique will be used to make sure that Tribal secondary students in Howrah District are effectively adopted. Finally, 100 students from different schools within the district will be sampled to ensure that the study will cover different areas of socio-

economic status. The main instruments used for collecting primary data will be structured questionnaires and interviews with the students and their parents (Alam, 2021). The quantitative data on academic achievement, the income levels of the respondents' families, and parents' educational attainment will be collected through the surveys, whereas the interviews will yield the respondent's qualitative narrative of socio-economic issues. The use of mixed methods in reaching this goal will provide more objective findings regarding the influence of socioeconomic status on academic performance.

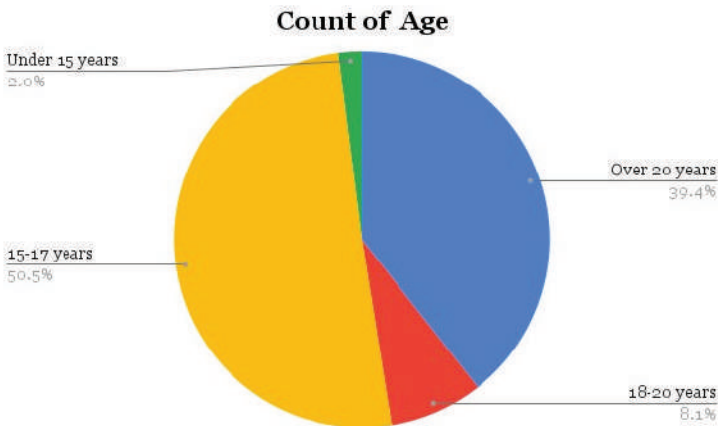
### Data analysis

Data analysis shall entail simple graphical analysis in the form of pie charts and bar diagrams to highlight the distribution and influence factors of socio-economic status on performance (Alam, 2021). These graphical techniques will then assist in discovering relations/hypotheses between or within the data. Issues of ethics will therefore play the following roles in this research; ensuring that secrecy is upheld in dealing with the participants and gaining their consent to participate in the research (Suri, 2020). secondary data shall be used conscientiously with due reference being made to the originator of the data and; conform to the laid down ethical standards as per the research.

### Analysis of findings

#### Demographic Findings

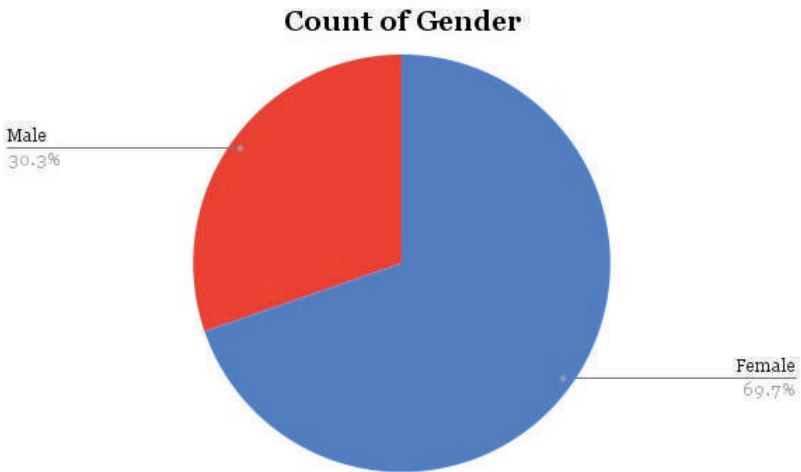
**Figure 4.1:** Age group of respondents



(Source: Author's creation)

Tribal secondary students' age distribution in Howrah shows that the majority (50. 5%) of the targeted students fall in the age group of 15-17 years which corresponds to a particular age group of a secondary school. Regarding the likelihood of experiencing difficulty or a delay in successfully achieving an education by the age of 20, a relatively high proportion at 39. 4% indicates that research is still needed to better understand the factors that affect the educational outcomes of older students.

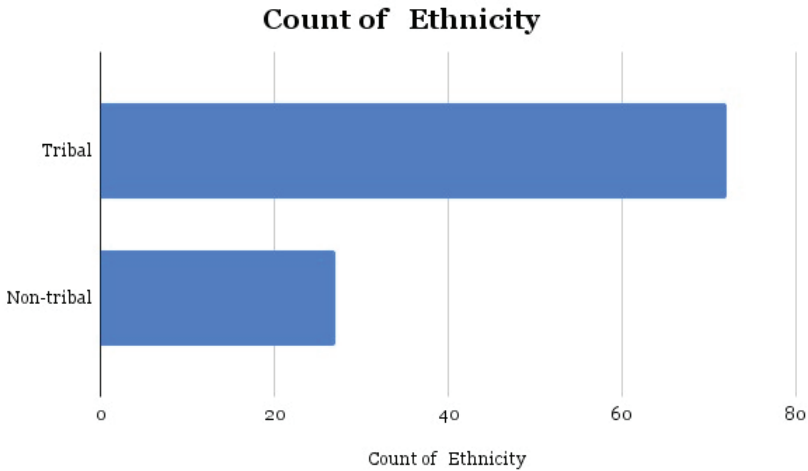
**Figure 4.2:** Gender distribution of respondents



(Source: Author's creation)

The ratio of gender in tribal secondary students in Howrah demonstrates that out of the total students, 69. 7% of them are females while 30. 3% are males. It will also indicate the factors that may affect education about gender including the opportunity to access schooling, roles assigned to gender, and culture. Appreciation of these dynamics is important, especially in tackling issues to do with gender education among the tribal population in the region.

**Figure 4.3:** Ethnicity of respondents

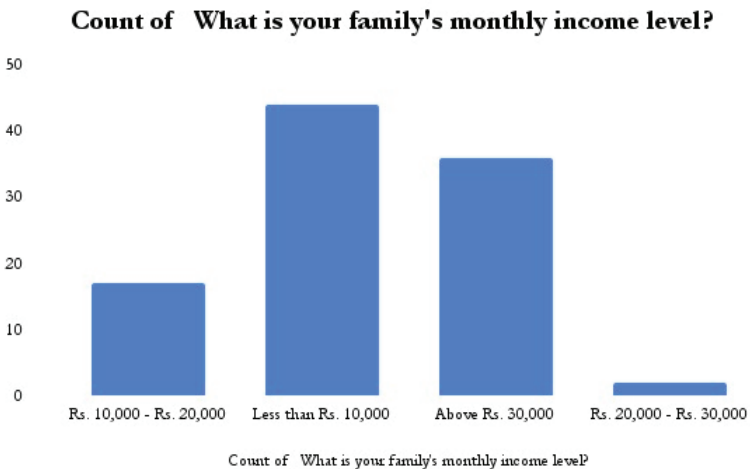


(Source: Author’s creation)

Among them, 75% said they belonged to the tribal category, while 25% said they did not. This distribution gives a preponderantly tribal population topographically which helps identify the sample of tribal students and the kind of education and inequality they suffer in Howrah District as compared to the non-tribal students.

**Contextual Findings**

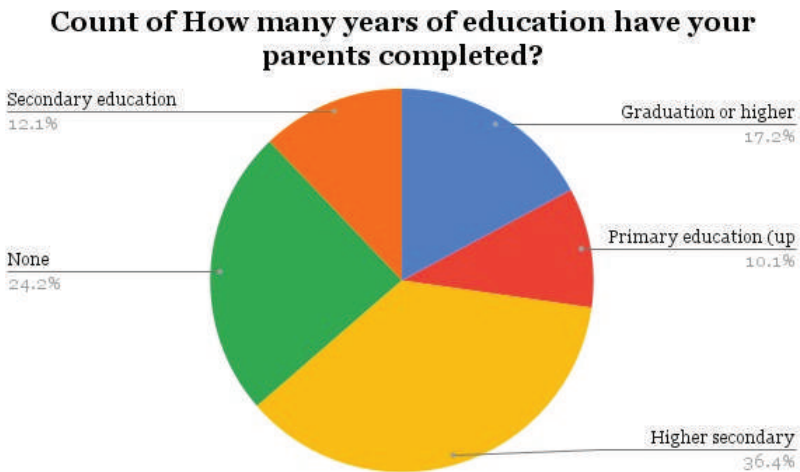
**Figure 4.4:** Participants’ monthly household income



(Source: Author’s creation)

The data on family monthly income levels among tribal secondary students in Howrah indicates varied financial backgrounds: According to reported income, 50% were earning less than Rs. 10,000; 40% were earning between Rs. 10,000 and Rs. 20,000; 5% were earning between Rs. 20,000 and Rs. 30,000; and 5% were earning over than Rs. 30,000. However, this wide distribution reveals a considerable variability regarding the socio-economic status of the consumers that affects the education, training opportunities, and efficiency within the tribal context.

**Figure 4.5:** Guardian's education level

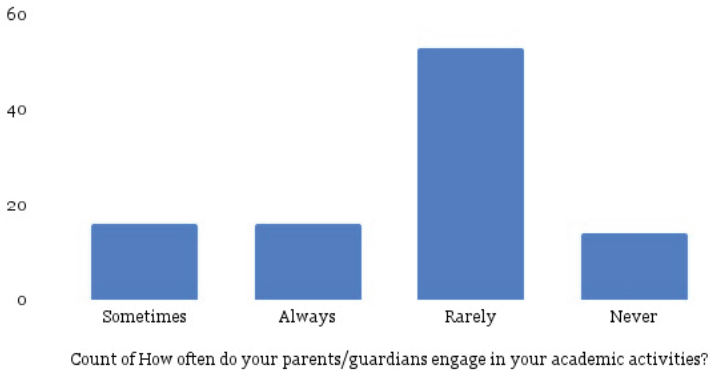


(Source: Author's creation)

The educational attainment of parents among tribal secondary students in Howrah shows diverse levels: The following are the results of the analysis: 36.4% had attained higher secondary education; 24.2% None had no schooling, 17.2% had graduated and higher education, 12.1% have secondary education and 10.1% have primary education. Such variations depict how little or large extents of parental support in academics differ among tribal learners.

**Figure 4.6:** Parents’ active engagement in their children’s education

**Count of How often do your parents/guardians engage in your academic activities?**

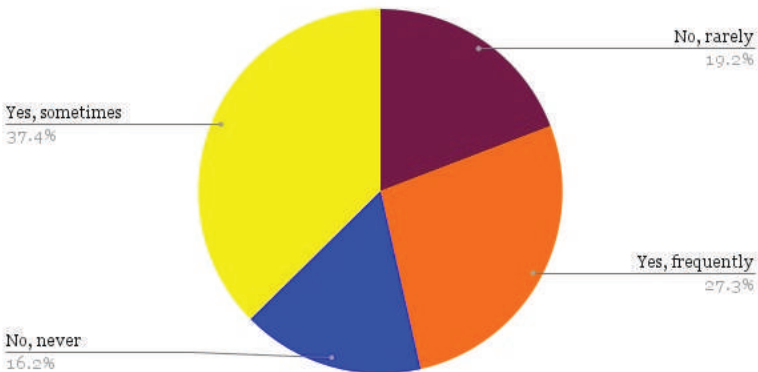


(Source: Author’s creation)

The data on parental involvement in academic affairs of the tribal secondary students in Howrah reveals that while 60% of parents/guardians sometimes involve themselves for involvement in the given academic activities, 40% of them always involve themselves, 20% of them rarely involve themselves and none of them never involve themselves. This has revealed low levels of parental involvement; however, the majority of the parents expressed some level of interest in the children’s education though infrequent.

**Figure 4.7:** Challenge in accessing study materials

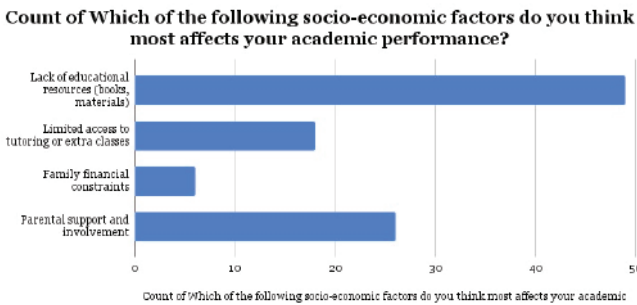
**Count of Do you face challenges in accessing study materials (books, notes, etc.)?**



(Source: Author’s creation)

Regarding the availability of study materials among the tribal Secondary students in Howrah, the findings reveal that 37.4% of Respondents sometimes have difficulties contrary to 27.3% who always face the difficulties indicated below and ask for help quite often, and 19.2% have it at times and 16.2% have not faced difficulties. This means a large number would encounter frequent challenges in accessing essential learning material.

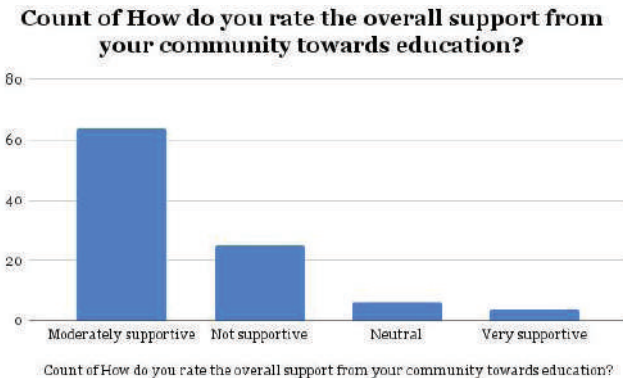
**Figure 4.8:** Socioeconomic Factors influence academic performance



(Source: Author’s creation)

Through the collected data on socio-economic factors hindering academic performance among the tribal secondary students of Howrah, the problem is identified to be arising from: Percentages of family finance 50%, educational facilities 30%, tuition or additional sessions 10%, and parental support 10%. This has underlined financial constraints as the biggest challenge as had been noted earlier in the paper.

**Figure 4.9:** Community support on their education

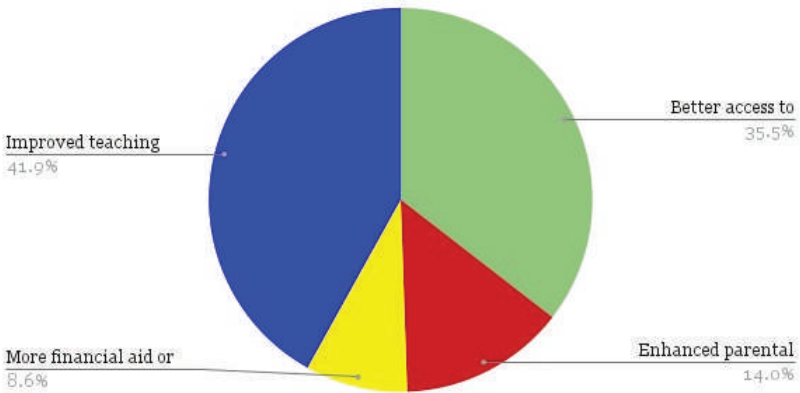


(Source: Author’s creation)

The findings with regards to the degree of community support for education among the tribal secondary students in Howrah revealed that 80 percent perceive the community support as moderately supportive, 60 percent perceived the community support as not supportive, 40 percent perceived the community support as neutral while 20 percent as very supportive. This means that there is some kind of support being displayed, but the majority of the students feel that the community could support them more with their education.

**Figure 4.10:** Opinions from respondents for the betterment of this situation

**Count of What do you think could help improve your academic performance the most?**



(Source: Author's creation)

The responses regarding possible areas that would enhance the performance of the tribal secondary students in Howrah were established to be 41.9% of respondents addressing improved teaching conditions. 8.6% address developing financial aid. Whereas, 35.5% claim better access as well as 14.0% preferring parental support.

### Discussion of Findings

The study shows that the tribal secondary students of Howrah are many in the age range of 15-17 years which is the general age for secondary school both girls and boys. Nevertheless, it emerges that more than half of the students are in a class section that is accepted by the University after 20 years of age; this reveals a possible setback in terms of program progression. This agrees with the research done by Ghosh and Rausch

(2020) whereby the outcome showed that High SES families adopt supportive parenting strategies that positively influence the child's education. Thus, a high proportion of learners aged 25 years and above points towards the need for special efforts to address issues that contribute to late enrolment in learning.

Socio-economic factors found to have a huge impact on student performance include; poverty as shown by the below data. Analysis of responses from the students showed that half of the students' families earn less than Rs. 10,000 per month, implying that financial instability is endemic. Roy *et al.*, (2022) note that in participating in educational outcomes family income significantly affects education because it allows families to acquire and afford better educational necessities. The fact that low family income increases the likelihood of academic difficulties enhances the call for financial support that can be availed by low-income American tribal families.

On the matter of educational background, it is also important here to identify that a significant proportion of the student's parents had no education. As Roy *et al.*, (2022) pointed out, better parental education enhances the provision of academic assistance which is fundamental in enhancing children's education performance. This work has corroborated this by finding out that students from better-educated parents also have better performance in their studies (Roy *et al.*, 2022). This goes a long way to show that parents' support in the education of learners improves when these parents have better education and this underlines the need to have adult education programs to enrol more parents to improve their education standards and in the process improve on the performance of learners.

The following socio-economic barriers hamper the scholastic achievement of the tribal students. The biggest influences are financial difficulties in the family, insufficient materials, and finally – the inability to attend additional classes or hire tutors. Srivastava *et al.* (2021) and Khan (2022) posit that the stability of the economic situation is very important in determining one's educational achievements. Finance emasculates school resourcing such that there are few textbooks and little one-on-one contact time with teachers thus straining the ability of the learner to succeed in his or her studies. Moreover, Rodriguez-Hernandez *et al.*, (2020) also stress that solutions to socio-economic difficulties have to be sought to guarantee equal schooling for all.

Finally, it is easier to note and discuss the profound role of socio-economic factors when analysing the academic performance of tribal secondary students in Howrah based on the present study along with the relevant literature. The role of financial compensation, parents' education level, and socio-economic factors impact educational outcomes (Rodriguez-Hernandez *et al.*, 2020). If the above challenges are tackled through interventions, financial aid, and adult education programs, then tribal students can easily perform better in class hence addressing the issue of equitable access to education for effective social inclusion in the region.

### **Conclusion and recommendations**

The findings of the study indicated that socioeconomic status was highly correlated with tribal secondary student's performance in Howrah District. The family income and the parents' education level are considered to be the primary predictors of the availability of educational resources, support, and effective academic performance. As seen in the findings, lower-income families experience this instability which in turn affects the provision of education materials and support (Rodriguez-Hernandez *et al.*, 2020). Moreover, the fact that parental education reduces students' outcomes proves that specific approaches are needed. It is therefore important for governments to work on eradicating these socio-economic differences associated with financial assistance, better schools, and adult education that will help in eradicating inequalities and improving the performances of students from the tribal areas of Howrah District.

### **Recommendations**

- **Financial Support Programs:** Scholarships and financial support should be provided for the poor tribal to reduce their financial pressures and increase target facilities.
- **Parental Education Initiatives:** Introduce adult literacy education to raise the literacy levels of parents so that they can support their children better academically.
- **Improved Educational Facilities:** Finance the construction of schools and purchase instructional resources in tribal regions; this will help in the promotion of quality education among students in tribal regions.

- **Community Engagement:** Promote awareness of the community to matters of education by especially encouraging individuals in the community to support educational programs and activities.

### Future scope:

Further studies can consider soliciting data about how the interventions that are put in practice affect the academic achievement of tribal learners in the long run. Also, research can examine the impact of other variables that are related to socio-economic status, achievement, health, and nutrition, among others, on the accomplishment of educational goals and objectives. Perhaps by extending the studies to other districts of similar socio-economic background a more generalized picture of the difficulties encountered by the Native American students shall emerge and more accurate policies shall be made.

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# The Evolution of Learning Strategies and Audio-Visual Tools in Indian Adult Education: A Historical Overview

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## **Abstract**

The most important component of an individual's and a country's overall development, education is the first step towards empowerment. Since its beginnings as a humanitarian initiative, education in general and adult education in particular have seen significant transformations in India. Today, it is recognized as a weapon for social and political awakening in the nation. Adult education was operationalized into a variety of programs, schemes, and projects, such as basic literacy, civic literacy, functional literacy, and developmental literacy. Eventually, as new educational objectives were discovered and the needs of learners in the democratic society after independence were identified, the focus shifted to the necessity of developing new instructional delivery methods and techniques in adult education. By encouraging active learning, assisting in the acquisition and retention of factual knowledge, enhancing adult learners' autonomy and learning achievement, and empowering them to choose what, where, and how to learn with purpose, the use of need-based learning strategies and audio-visual aids in education can help address the pedagogical issues in adult education. It is necessary to re-examine the various stages that adult education has seen in the development of instructional materials, mediums and techniques, structure, systematization of knowledge, and the mode of delivery, which have guided the learning process. Various strategies have been used since the ancient period in India to preserve, impart, and retain knowledge. The purpose of this article is to investigate the learning methodologies and audiovisual aids utilised in adult education by examining the country's adult education measures.

## **Keywords**

Adult education, Audio-visual aids, Learning strategies.

## Introduction

The process of learning never ends. When something appears to be done for no obvious reason, there frequently seems to be a “hidden goal” of finding fulfilment or making useful use of leisure time. It starts with the idea of applying the knowledge gained to achieve certain self-determined goals. Although adult education has a broad reach, life itself is the subject matter of adult learning. The final goal of adult education, according to UNESCO (1950), “must be to equip man to play his part harmoniously in the modern world.” Adult education is broadly defined as a process that aims to “extend educational options to those adults, who have lost the opportunity and have crossed the age of formal education, but now feel a need for learning of any type, including, basic education (literacy), skill development (vocational education), and equivalency.” The views on adult education have evolved significantly over the years (Cranton, 1994; Paterson 1979: 13), particularly in light of its relationship to the various and thus shifting social, political, and cultural contexts in which it occurs (Anowor, 1986; Anowor et al., 2001). Accordingly, the term “adult education” is used in certain countries to refer to a broad range of educational opportunities for those who have completed their secondary and primary education (Smith, 2002), while in others it refers to a narrow definition of education—“basic literacy” for adults. All agree, however, that one of the main tenets of a society committed to achieving social transformation, economic development, and effective social security is to “educate its citizens to participate in its developmental programmes, willingly, intelligently, and efficiently” (Education Commission, 1964–66). In a democratic society, adult education serves to give every adult citizen the chance to pursue the kind of education they feel is appropriate for their personal growth, the stimulation of cultural creativity, career advancement, and active engagement in social and political life as well as the process of development (NCERT, 1971: 778; MHRD, 1986). The idea of “lifelong learning” further dissolves all boundaries and emphasises that learning occurs throughout one’s life, from birth to death. It includes “formal learning,” “non-formal learning,” and “informal learning,” enabling people to take advantage of learning opportunities whenever they arise rather than waiting to do so until they reach a specific age (World Bank, 2003). Therefore, the main purpose of education is to support people in their learning, embracing both the “content” and the “process”

of learning (Hargreaves, 2004); providing ample opportunity for clarification, critical thinking, application, and consolidation of newly acquired knowledge. Additionally, the use of audio-visual aids and need-based learning strategies in the classroom can support successful learning by helping students acquire, comprehend, and retain factual knowledge and by raising their learning achievement (Amadi, 2002; Nicholls, 2000; Raw, 2003).

### **Significance of the study**

The growth of learning methodologies and audio-visual (AV) aids in adult education in India is a subject of great significance. First of all, it offers a thorough grasp of the changes in education that have occurred over time, emphasising the adaptation and integration of many teaching approaches and technological advancements. This historical perspective aids in pinpointing the major causes of these changes, including changes in policy, technological improvements, and socioeconomic situations. Knowing the historical background provides educators, researchers, and policymakers with important insights for future developments by helping them identify the triumphs and failures of previous efforts. It makes it possible to identify the AV technologies and best practices that have been shown to improve adult learning. This is especially important in India, a large and diverse nation, where adult education is essential for socioeconomic advancement and female emancipation. Documenting the distinctive experiences and developments in adult education in India, further advances the field of educational research. It provides a deeper and more inclusive view of educational practices by highlighting the significance of indigenous knowledge systems and the inclusion of culturally appropriate content. Essentially, this study provides as a fundamental resource for enhancing and developing adult education practices in India, in addition to providing a historical evolution of learning methodologies and AV technologies.

### **Research question**

Of course! “The Evolution of Learning Strategies and Audio-Visual Tools in Indian Adult Education: A Historical Overview” presents five pertinent study questions:

1. What effects have India’s political and socioeconomic shifts had on the development of adult education learning methodologies from the post-independence period to the present?

2. Which technology developments have had the biggest impact on the audio-visual tools utilised in adult education in India, and how have these technologies affected student engagement and outcomes?
3. How have indigenous knowledge systems and culturally appropriate content been incorporated into adult education programs in India, and what effect has this had on the efficiency of learning and the preservation of culture?
4. What obstacles have teachers and students encountered when implementing new teaching techniques and AV resources in adult education in India, and how have these obstacles been resolved in the past?
5. What is the evolution of learner-centred pedagogical techniques in adult education in India, and what is the evidence that supports their efficacy in contrast to traditional teacher-centered methods?

### **Objectives of the study**

Of course! The study “The Evolution of Learning Strategies and Audio-Visual Tools in Indian Adult Education: A Historical Overview” has the following five key goals:

1. The aim of this study is to examine the development of learning strategies and audio-visual aids in adult education in India over time, with a focus on significant changes and turning points from the post-independence onwards.
2. To assess how important technology developments in audio-visual tools have affected adult education, with a particular emphasis on how well these tools have increased student engagement and academic results.
3. To examine how adult education programs in India include indigenous knowledge systems and culturally relevant content, evaluating the effects on both cultural preservation and educational efficacy.
4. To determine the difficulties instructors and students have while implementing new teaching methods and audio-visual aids, and to record the approaches and strategies used to get beyond these barriers.
5. To evaluate the success of the move in Indian adult education from teacher-centered to learner-centred pedagogical techniques in terms

of increasing learner engagement, involvement, and educational outcomes.

### **Methods of the Study**

The present investigation will employ a historical research approach to track and examine the development of instructional strategies and audio-visual aids in adult education in India. Examining historical teaching methods, technological advancements, and pedagogical shifts over time are all part of the strategy. Perform a thorough analysis of the body of knowledge regarding adult education in India, including scholarly publications, books, policy papers, and historical documents. This will give a basic grasp of AV technologies and learning methodologies from the past and present. To obtain information on previous methods and technological developments, consult archives, official reports, educational policy documents, and historical teaching resources. Study case studies of well-known adult education initiatives and programs in India to get particular examples of effective or creative tactics and resources. For the benefit of policymakers, educators, and researchers, this technique will provide a comprehensive and well-rounded analysis of the historical development of learning methodologies and AV technologies in Indian adult education.

### **Learning Strategies and Audio-Visual Tools in Indian Adult Education: A Historical Overview**

A field's academic investigation of its past is frequently an attempt to define itself in the present (Glick, 1992). The constructivist view of knowledge acquisition has gradually but significantly changed education over the past few decades. It emphasises learners' roles in constructing knowledge (Lessard-Clouston, 1998), in transforming information in a systematic way through positive strategies (Rubin, 1975; Stern, 1975), and in being more aware of the strategies they employ and the reasons behind them (McKeachie et al., 1987; O'Malley and Chamot, 1990). Learning Strategies, as defined by Weinstein and Mayer (1986, p. 315), are essentially the "behaviours and thoughts that a learner engages in during learning." They include the "entire spectrum of the learning environment," which includes the media, methods, materials, technologies, and style intended to achieve the learning objectives, as well as the deliberate efforts and skills strategically used in completing learning tasks in the most efficient manner (Ekwenski et al., 2006;

Schmeck, 1988). Despite the lack of clarity surrounding the creation and application of learning strategies and audio-visual aids in adult education in India, these tools' use in the country's evolving social and political landscape can be broadly examined under two historical segments:

1. Pre-Historic, Ancient, and Mediaeval Education in India
2. Development and Emergence of Adult Education in India: The Pre- and Post-Independence

### **Pre-Historic, Ancient, and Mediaeval Education in India**

**Pre-Historic Education:** Among families and communities, education in ancient India was mainly informal and oral, passed down through the generations. Storytelling, rituals, and practical skills were used to transmit knowledge with an emphasis on cultural customs, social standards, and survival. The foundation for later, more structured educational methods was created by this unofficial system.

**Ancient Education:** Formal education started to emerge with the advent of the Vedic civilization. The earliest holy books, the Vedas, were essential to education, which concentrated on the sciences, philosophy, and religious rites. Gurukuls, the age-old educational institution run by sages, gained popularity. The majority of the students were from Brahmin families, and they learnt by memory and oral transmission. The focus was on the arts, logic, ethics, and holistic development.

**Mediaeval Education:** Islamic education had a significant influence on the development of education during the mediaeval era. Madrasas began to appear, providing a curriculum that covered literature, science, and religious studies. Hindu establishments, including mathas and temples, carried on offering instruction, frequently with an emphasis on classical literature and philosophy. Every generation added to India's rich history of education by fusing age-old knowledge with cutting-edge pedagogical techniques.

### **Development and Emergence of Adult Education in India: The Pre- and Post-Independence**

**Pre-Independence Period:** Adult education was scarce and mostly informal prior to India's 1947 declaration of independence. The formal education of children and the privileged was the main focus of the

limited emphasis on education during British colonial administration. Social reformers such as Raja Ram Mohan Roy and Jyotirao Phule started campaigns to enhance education for underprivileged populations, including adults. Their work paved the way for adult education's significance to be acknowledged. Literacy and vocational training were promoted by a number of missionary organisations and reformers, although they were frequently dispersed and without institutional support.

**Post-Independence Period:** During this time, the philosophy around adult education underwent a dramatic change. Acknowledging the necessity of broad-based literacy and skill enhancement, the Indian government developed a structure to tackle these concerns. The Kothari Commission (1964–1966) emphasised the value of adult education as a strategy for the advancement of the country. As a result, in 1978, the National Adult Education Programme (NAEP) was introduced, emphasising vocational skills and literacy. Later, in 1988, the National Literacy Mission (NLM), which sought to achieve total literacy, replaced the program.

Considering the introduction of several programs like the National Scheme of Technical Education (NSTE) and the Pradhan Mantri Kaushal Vikas Yojana (PMKVY), which place an emphasis on skill development and employability, adult education has continued to change in the twenty-first century. Adult education in India today includes a wide range of courses and programs, from sophisticated vocational training to basic literacy instruction, demonstrating a holistic commitment to lifelong learning and growth.

### **The Concept of Basic Literacy (Nai Taleem) and Civic Education in Adult Education for Social Mobilisation (1882 - 1947)**

A major contribution to adult education was made by Mahatma Gandhi's Basic Education (Nai Taleem) idea, which was founded on straightforward pedagogy and shared the same principles for both adults and children. Activity-based learning was recommended for adult learners in order to make learning applicable to their current needs in order to inspire and spark interest in learning among the poor and illiterate adult population in rural areas. As a result, the students' cooperative spirit was strengthened, allowing them to think more widely, stay united, and take part in the independence movement (Nayar, 1980).

Following the implementation of a new adult education curriculum during this time, Mahatma Gandhi's educational experiment gave adult education a new focus. The media, which included publications, posters, movie theatres, and other events, had a significant impact on the idea, function, and role of adult education during India's nationalist struggle. The syllabus was expanded to incorporate civic education for adults in addition to literacy skills. Primers and charts were the majority of the curriculum and content utilised in the provinces' Mass Literacy Campaigns (MLCs). The Primers significantly contributed to the creation of awareness by providing information on the notions of illiteracy, ignorance, and poverty, even though charts were designed to teach literacy using the alphabetical technique as employed in the formal education system (Singh, 1957).

Following independence, adult education made slow but steady progress, with the Five Year Plans bearing a major contribution. The first Indian Education Minister, Maulana Abul Kalam Azad, had a strong interest in adult education and placed a strong emphasis on civic education. He placed a strong emphasis on promoting literature and the arts, as well as creative pursuits, and on disseminating information that would help people improve their personal, social, and economic circumstances (Bordia, 1981).

### **Social Education for Conscience and Democratic Citizenship (1948–1967)**

Since the country's independence, eliminating illiteracy has been one of its main priorities. Following independence, as India became a democratic country, the definition of adult education expanded to include "social education" and a welfare approach to development in order to meet the nation's evolving requirements. With a low literacy rate of 12.2 percent and a large number of people displaced during the country's partition, which disrupted social life and depleted resources, the nation was socioeconomically backward and underdeveloped during the time of independence. As a result, there was a need for programs that could improve the social and economic conditions of the poor in order to give freedom true meaning. The Indian Adult Education Association (IAEA), an unofficial association of professional adult educators, finally took on the task of "reviewing the role of adult education and reinterpreting its functions in a democratic setup" (Shah, n.d.). This was the first time

that experts in adult education had highlighted the social component of learning. Thus, according to the Government of India (1951), social education is a “course of study directed towards the production of consciousness of citizenship among the people and promotion of social solidarity among them.” Adult education was therefore prioritised and strengthened in the First Five Year Plan (1951–1956) through the Social Education program, which was integrated with the Community Development Program (1952). This resulted in an increase in the literacy rate from 16.07% in 1951 to 31.11% in 1961, partially bridging the gaps in social, gender, and inter-state education. Despite having grandiose aims, targets, and expenditures, the Social Education Program was the most extensive of the center-based projects, schemes, and programs, spanning the first three Five Year aims. The Program encompassed agriculture, irrigation, communication, education, health, and social welfare, among other topics, with the goal of “community upliftment through community action.” It was designed as a center-based program at the block level. During this time, there was also a greater emphasis on the creation of adult literacy centres, farmers’ groups, rural libraries, recreational centres, Janata Colleges, youth clubs, Mahila Mandals, folk schools, expansion of library facilities, and gramme sahayak training. The social education program saw improvements throughout the First and Second Five Year Plans, including the creation of more audio-visual programs and the bolstering of its training facilities, library system, and administrative infrastructure. Through a centrally sponsored program, central support was given for the creation and dissemination of appropriate literature for neo-literates. Additionally, central support was given to volunteer organisations for the creation of audio-visual aids, the advancement of worker education, the establishment of rural radio forums, and the establishment of permanent adult education programs on an experimental basis (Mohisini, 1993). West Bengal and Bihar gave special attention to the cultural and recreational components of social education. Other initiatives included the establishment of libraries in Madras and Bombay, as well as social education camps in Uttar Pradesh and Madhya Pradesh during the 1949–50 summer break (Government of India, 1963). Several significant national institutions were established in the 1950s, including the National Book Trust, the Central Board of Workers Education, the National Fundamental Education Centre, and Literacy House (1953–1957).

### **Gramme Shikshan Mohim, also known as the Village Literacy Movement (1959–1963)**

The nation's first post-independence successful literacy drive was called "Gramme Shikshan Mohim," or the Village Education drive, and it was launched in the late 1950s. The campaign aimed to teach the villagers the fundamentals of health, hygiene, and cleanliness. The teaching materials consisted of four booklet sets, each with ten booklets covering subjects directly related to neo-literates, such as national leaders, social reformers, important agricultural crops, civic and social issues, religious deities, etc. Additionally, common subjects of an economic, social, and religious character that were pertinent to the villagers were covered through charts, strips, and booklets (Saraf, 1982). Promoting healthy habits in the villagers, the value of cleanliness, how to use latrines, urinals, and other facilities, child development, village administration, farming techniques, manure types, and ways to prevent crop damage from diseases were all covered in the curriculum. It also acknowledged the importance of agriculture to village life. Using mobile libraries and social education centres, the campaign's follow-up aimed to retrain the neo-literates in literacy and broaden their knowledge. The initiative was duplicated in other States of the nation in addition to receiving international attention in 1963 when it was awarded the UNESCO Pahalavi Prize for literacy (Dutta, 1986; Mathew, 2013).

### **The Program for Functional Literacy (1968–1977)**

A paradigm shift in which education was seen as the primary tool for development occurred in the 1960s. This change in emphasis was made clear in the India Education Commission Report (1964-66), "Education and National Development," which identified "lack of self-sufficiency in food" as a major issue impeding development and maintained that literacy had to be practical in order to be valuable. In order to address the issue of food self-sufficiency, literacy consequently took on a major role in teaching and informing the "illiterate" farmers about high yielding varieties (HYV) of seeds and the specifics of improved agricultural practices. As a result, the Farmers' Training and Functional Literacy initiative was started in 1967–1968 with the intention of using adult education to increase the popularity of high-yielding seed varieties. To enhance agricultural practices, the initiative consisted of three integratedly planned components: farm broadcasting, functional literacy,

and farmers' training (Government of India, Ministry of Education and Social Welfare, 1972). The Functional Literacy Programme was divided into two six-month phases that lasted a total of one year, with 150 hours of instructional time allocated to each phase. While the second phase, which was jointly funded by the State and the local community, was concerned with the regular and systematic education of those identified at the first stage as being capable with appropriate follow-up, the first phase, as a mass movement, was largely dependent on the mobilisation of local resources, both personnel and financial. The Central Advisory Board of Education (CABE), with a focus on functional literacy for youth in the 15–35 age range, strongly supported the non-formal adult education programs during the Fifth Five Year Plan (1974–1979) in order to provide meaningful education, particularly to the underprivileged groups in society who had no formal education. The curriculum addressed participants' needs and goals, offering a fresh perspective on adult education and creating a vital connection between learning, work, and life. In order to provide illiterate adult women with practical skills in addition to literacy, the Functional Literacy for Adult Women (FLAW) program was put into place in 1975–1976. Its goals included improving the women's awareness of food and nutrition, home management and child care, civic and vocational education, and health and hygiene (Naik, 1968; Shah, 1999).

### **The National Adult Education Programme (NAEP) (1978 - 1987)**

When the government gave adult education the weight it deserved in conjunction with the Universalisation of Elementary Education (UEE) program, it was first placed on the national educational agenda and elevated to a central position on the development agenda in 1977–1978. The National Adult Education Programme (NAEP) was introduced on October 2, 1978, and it was an expansion of the National Policy Resolution (1968). Its objective was to educate all illiterate adults in the country who fall between the ages of 15 and 35 between 1979–1980 and 1983–1984, not just in terms of literacy but also as a tool for raising awareness (Ramachandran, 1999: 877). The National Assessment of Educational Progress (NAEP) adopted three components: "Literacy," which included reading, writing, and numeracy skills; "Functionality," which implied improving vocation-related skills and awareness; and "Awareness," which included raising awareness of how the poor are deprived of the benefits of the various laws and policies that are in

place for them (Shah, 1980: 85). These components were influenced by Paulo Freire's writings on the conscientisation approach as well as the discussions at the International Symposium on Literacy held in Persepolis in 1975. While literacy was seen by Freire as "not just the process of learning the skills of reading, writing, and arithmetic but a contribution to the liberation of man and to his full development," the Declaration of Persepolis stressed that "the concept of functionality must be extended to include all its dimensions - political, economic, social, and cultural." Adult educators should engage illiterate people in a dialogue about real-world situations and provide them with tools so they can teach themselves to read and write. In the same way that development is more than just economic expansion, literacy must prioritise giving people a critical knowledge of social reality and giving them the tools they need to comprehend, control, and change their own destiny (Bataille, 1976, in Shah, n.d.). In an effort to reduce poverty and eradicate illiteracy, the government realised its emphasis on "re-distributive justice" in 1978 by combining the two concepts of liberty and usefulness. There were significant pre-NAEP preparations that outlined every aspect of its execution, including staff training, the creation of instructional materials, etc. (Mathew, 1990).

The NPE, which emphasised the value of literacy, saw adult education as a way to lessen social, economic, and gender gaps and called on the country as a whole to share responsibility for providing resources to support these efforts (MHRD, 1986: 9–10). Therefore, "Emphasis on adult education program should be on skill development and creation of awareness among the learners of the national goals, of development programs, and for liberation from oppression" was recommended in the Programme of Action (NPE, 1986) regarding the implementation strategies to be adopted.

### **Programmes of the National Literacy Mission (NLM) (1988 - onwards)**

The NPE's Programme of Action (MHRD, 1986: 130) suggested making the eradication of illiteracy a "mission" and treating it as an urgent matter. The National Literacy Mission (NLM) was established by the Indian government in 1988 as part of the National Policy on Education (1986). Its goal is to improve the adult education program in the nation by accelerating the pace at which adult illiterates in the 15–35 age range

receive literacy skills in their mother tongue with the support of political and policy makers. The Ministry of Human Resource Development (MHRD) established the National Literacy Mission Authority (NLMA), an independent branch, as the central organisation for the general administration, planning, and financing of adult education programs and institutions across the country. In addition to providing functionary training and overseeing and assessing literacy initiatives, NLM has a significant role for the programs run by Jan Shikshan Sansthan and State Resource Centres. The NLMA received the essential technical and resource support from the Directorate of Adult Education (DAE), mainly in the form of prototype teaching and learning materials that included various media types to further the goals of NLM.

The National Literacy Mission conceptualised computer literacy as one of the elements of the CECs' programs to help "neo-literates" gain computer literacy abilities. A number of computer-based learning initiatives that employed ICT to teach adults were created. Using ICT, "TARA Akshar - Angootha Se Kalam Tak," a laptop-based functional literacy program, trained participants to read, write, and perform simple arithmetic operations in 98 hours spread over two hours per day for 49 days. The program's software combined Advanced Memory Techniques, such as memory hooks from animated films, powerful learning reinforcement mechanisms with quick-fire video game concepts, and a method that teaches letter sounds separately before blending them together to pronounce entire words. Despite being a relatively new initiative, the program has been successful in meeting the literacy needs of more than 57,000 women in seven of the northern states of the nation that are most badly affected; over 97% of learners have achieved literacy. It is currently being conducted in Rajasthan with assistance from the State Resource Centre (SRC), Jaipur, and in Bundelkhand, Uttar Pradesh, Madhya Pradesh, with help from organisations like Connect for Change, UNDP (Dighe, 2010).

The earlier sequential and fragmented approach to basic literacy in adult education saw a significant shift in the Eleventh Five Year Plan (2007–2012). Specially trained instructors were to be provided to areas that were isolated and educationally deprived, giving young adults and adolescents who missed out on formal schooling a second chance to complete their education. "Literacy" was emphasised in relation to Continuing and Lifelong Education as a means of enhancing livelihood

security; as a synergistic combination with factors influencing health; as an integral part of political empowerment, especially for women elected to local self-governments; as an enhancement of the right to information for informed citizens; and as something that is “intrinsically linked with Universalisation of elementary education of equitable quality” (Matheswaran and Daphne, 2011; Shah, 1999).

Adult education in India was mostly based on conventional techniques during the start of the 2000s, such as classroom instruction and printed materials. But technological integration started to pick up steam. One important step towards using digital technologies in education was the 2009 introduction of the National Mission on Education through Information and Communication Technology (NME-ICT). Early initiatives included teaching students how to use computers and introducing projectors and DVD players into classrooms.

The usage of digital tools significantly increased in the 2010s. Increased internet access and smartphone usage have led to the expansion of e-learning platforms like SWAYAM, an Indian government project that offers online courses in a variety of areas. Adults now have access to a greater variety of learning options because to the introduction of accessible courses by platforms such as edX and Coursera. The sophistication of audiovisual tools increased during this decade. Virtual reality (VR), simulations, and instructional videos are examples of interactive multimedia content that has been utilised to improve learning. These tools are being used more often in educational programs to create immersive learning environments and aid in the understanding of difficult subjects.

In adult education, the 2020s have been marked by fast innovation and personalisation. The use of hybrid and online learning paradigms has been expedited by the COVID-19 pandemic. For live virtual seminars and classes, platforms like Zoom and Microsoft Teams have become indispensable. Personalised learning experiences are now possible because to the use of artificial intelligence (AI) and machine learning, with adaptive learning systems that modify content to each learner’s needs and progress.

In conclusion, creative, technology-driven tactics have replaced traditional ways in adult education in India between 2000 and 2024. Learning has been altered by the use of digital platforms and cutting-

edge audiovisual tools, making it more personalised, interactive, and available to a wide range of adult learners.

## Conclusion

The process of adult learning is intricate. Understanding adult learning is equally complex because it requires going beyond analyses of learning as a decontextualised process to support adult learners' perspectives, ideas about self-direction, reflection, autonomy, problem-solving, or transformation, as well as their motivations for learning. While gaining knowledge is what is referred to as "learning," learning and knowing combined constitute a "experience." In order for literacy to be meaningful, relevant, and effective for adults, it must be realised that learning entails obtaining information via experience. As such, learning is inextricably linked to adults' actual lives, real concerns, and real difficulties. Adults learn better when information is practically provided in a way that supports their ability to create meaning from their own understanding and experience base. This is because the adult brain looks for meaningful patterns and makes sense of new experiences by interpreting familiar ones. Since learner motivation determines the direction, persistence, intensity, and quality of adult learners' learning behaviour, maintaining it in the context of need-based techniques is crucial for maintaining active involvement. India's adult education sector has grown significantly, but it has also seen periodic institutional changes as a result of shifting government policies that see adult education as one-time projects rather than an ongoing endeavour. This suggests that Indian adult education lacks a long-term vision for sustained efforts in instructional design and delivery. To address the pedagogical issues in adult education and help adult learners take ownership of the outcome by choosing what, where, and how to learn in a purposeful way, concerted efforts must be directed towards a long-term strategy in a diverse and developing country like India. Additionally, adult learners must be more involved and participate at all levels of planning and implementation.

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# Measurement of Academic Concentration on The Ground of Physical Efficiency of Secondary Level Students in North 24 Parganas

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## **Abstract**

This detailed study investigates the relationship between physical Efficiency and Academic Concentration among students utilizing a Quantitative approach; we examine the potential links between physical Efficiency levels, grade point (GP), and standardized test scores. Students reveal a positive correlation between physical Efficiency and academic Concentration, supported by regression analysis that controls for age, gender, and socioeconomic status. These findings underscore in the area of Nagdaha block has been taken as a population. 200 sample data have been collected with stratified sampling method. Self-made Standardized scale id used for collecting the data. Training and suggest implications for educational institutions in promoting both physical and academic well-being. While limitations exist, including the cross-sectional design and self-reported data, this research contributes to the ongoing dialogue on the intersection of physical Efficiency and academic Concentration, inspiring further exploration in this vital area of study. Physical Efficiency is a crucial component of school curriculum as it is suggested to increase the students' academic performance. This may be applied in the Secondary age group, especially when considering Secondary level students where stress levels are recorded. Aim: To assess the relationship between physical Efficiency and academic Concentration among Secondary level students has been interpreted by Regression statistical with SPSS application in this Research Paper.

## **Keywords**

Physical Efficiency, Academic Concentration, Secondary level students

## Introduction

Active work (Dad) and exercise are frequently utilized reciprocally. Physical Efficiency is portrayed as any genuine advancement made by the pressure of skeletal muscles and can happen in short explosions of low to focused energy or long, supported times of lower power, contingent upon the sorts of exercises. Work out, then again is a particular type of active work that is organized and dull, fully intent on improving or keeping up with actual wellness, capability, or wellbeing (Dishman, R. K., et al, 2006). Physical movement acquires various advantages both genuinely and mental. World Wellbeing Association (2020) accentuates on the huge medical advantages for the for hearts, bodies and psyches in which exercise assists with upgrading thinking, learning, and decision-making abilities. Physical Efficiency is related with various wellbeing gambles, including coronary illness, malignant growth, diabetes, hypertension, as well as uneasiness and misery (Kohl and Cook, 2013). Individuals who are inadequately dynamic have a 20% to 30% expanded hazard of death contrasted with individuals who are adequately dynamic.

## Operational Definitions

**Physical Efficiency:** Physical Efficiency means the ratio between the volume of water billed to end users by an Eligible PWU and the volume of water produced by such Eligible PWU over a given one-year period.

**Academic Concentration:** An academic concentration is a focus within a specific academic major, that is a field of study within a specific academic major.

**Secondary Level Students:** Secondary education refers to the stage of formal education that follows primary education and precedes higher education.

## Objectives of the study:

1. To know the Impact of Physical training on Attendance tendency of Secondary Level Students.
2. To know Impact of Physical training on Academic growth of Secondary level Students.

## Hypotheses of the study:

**H<sub>o1</sub>** - Physical training does not impact the Attendance of Secondary level students.

$H_{02}$  - Physical training has no impact on the Academic growth of Secondary level students.

### **Research methodology**

The present Study is completed by Descriptive survey and the Analysis has been done by Qualitative Technique. The sample used in this study is Stratified Sampling. The following research has a Standardized scale for data collection and it consists with five point (5) point liker variation. In this research the physical training determined as independent variable and the Academic growth has indicated as Dependable variable. To develop the here using descriptive Statistics like Standard Deviation, and also Inferential Statistics like correlation and with ANOVA analysis done for fulfilment of Data Analysis and result. The whole data has been verified by *0.05 % validity scale of T-test measurement.*

### **Population and sample**

#### **Population**

For Analysis and Interpretation, Nagdaha block under Kanchrapara Municipality has been taken as a population of Research.

#### **Sample**

- I. One Kendriya Vidyalaya and One Private English Medium High School has been taken as a sample of the study.
- II. In this Research 100 male student and 100 Female student has been taken for study in Secondary School Level.

#### **Delimitations of the study**

- I. The work is Delimited only NAGDAHA Block of North 24 Parganas district in West Bengal.
- II. The work is also delimited in One Govt. School and One Private English medium High School in Nagdaha Block.
- III. The work is further Delimited to 100 male students and 100 female student

Analysis and interpretation of the study

Table no 1: Academic Performance of Students

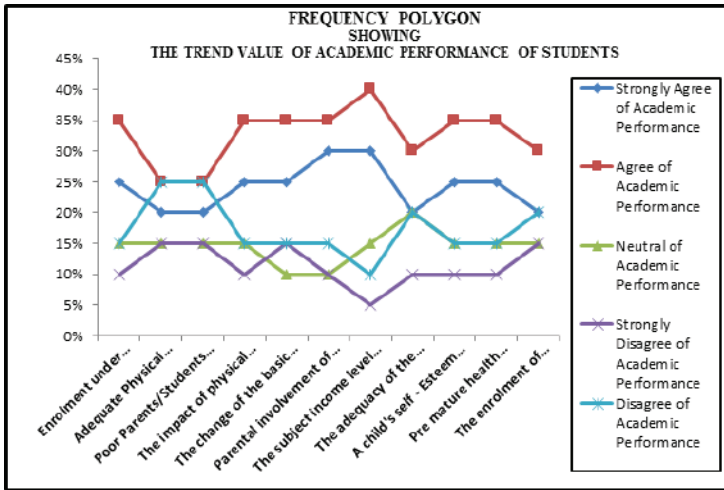


Fig : 01

Fig-01 shows that from the 5 point liker scale strongly Agree of Academic Performance have the less fluctuation value from the others criteria. It is going quiet horizontally parallel. We can see that in this line graph the highest fluctuated curve is Disagree Academic Performance curve. We can see the line is highly fluctuated in this criteria - Adequate Physical education / supervision of the students' academic work when return from school, Poor Parents/Students relationship in the home about the physical education and practice and The subject income level may be realized the practicing the physical education in professional life.

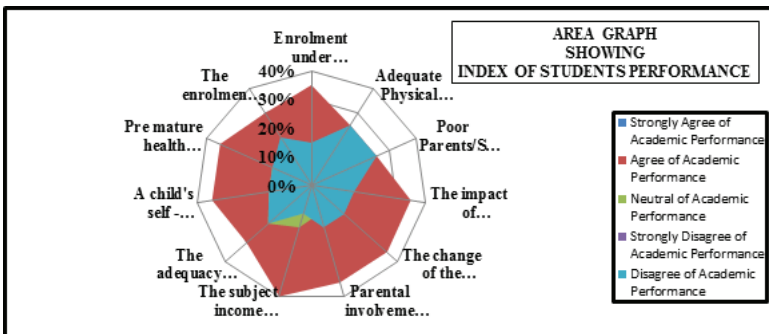


Fig -02

**Fig -02** shows that after the survey data collection and analyze it we can see maximum people agreed that physical activity is needed in Increasing the academic growth. We can see in this above figure that Agree of Academic Performance is getting the highest value from statistical analysis of the survey data.

*Table-2* Descriptive statistics are brief informational coefficients that summarize a given data set, which can be either a representation of the entire population or a sample of a population. Descriptive statistics are broken down into measures of central tendency and measures of variability (spread). Measures of central tendency include the mean, median, and mode, while measures of variability include standard deviation, variance, minimum and maximum variables, kurtosis, and skewness

Strongly Agree of Academic Performance		Agree of Academic Performance		Neutral of Academic Performance		Strongly Disagree of Academic Performance		Disagree of Academic Performance	
Mean	0.240909	Mean	0.327273	Mean	0.145455	Mean	0.113636	Mean	0.172727
Standard Error	0.011318	Standard Error	0.014084	Standard Error	0.008131	Standard Error	0.009749	Standard Error	0.014084
Median	0.25	Median	0.35	Median	0.15	Median	0.1	Median	0.15
Mode	0.25	Mode	0.35	Mode	0.15	Mode	0.1	Mode	0.15
Standard Deviation	0.037538	Standard Deviation	0.04671	Standard Deviation	0.026968	Standard Deviation	0.032333	Standard Deviation	0.04671
Sample Variance	0.001409	Sample Variance	0.002182	Sample Variance	0.000727	Sample Variance	0.001045	Sample Variance	0.002182
Kurtosis	-0.87756	Kurtosis	-0.23872	Kurtosis	1.861979	Kurtosis	-0.20794	Kurtosis	-0.23872
Skewness	0.329417	Skewness	-0.60955	Skewness	-0.1545	Skewness	-0.29135	Skewness	0.609554
Range	0.1	Range	0.15	Range	0.1	Range	0.1	Range	0.15
Minimum	0.2	Minimum	0.25	Minimum	0.1	Minimum	0.05	Minimum	0.1
Maximum	0.3	Maximum	0.4	Maximum	0.2	Maximum	0.15	Maximum	0.25
Sum	2.65	Sum	3.6	Sum	1.6	Sum	1.25	Sum	1.9
Count	11	Count	11	Count	11	Count	11	Count	11
Confidence Level(95.0%)	0.025218	Confidence Level(95.0%)	0.03138	Confidence Level(95.0%)	0.018117	Confidence Level(95.0%)	0.021722	Confidence Level(95.0%)	0.03138

The hypothesis is rejected . So there is a deep impact of physical efficiency on Attendance tendency of secondary level students

According to the above data,, in Strongly Agree of Academic Performance category- the Mean value = 0.240909, Standard Error =

0.037538, Standard Deviation value = 0.037538, Confidence Level = 0.025218

In Agree of Academic Performance category- the Mean value = 0.327273, Standard Error = 0.014084, Standard Deviation value = 0.026968, Confidence Level = 0.03138

In Neutral of Academic Performance category- the Mean value = 0.145455, Standard Error= 0.008131 Standard Deviation value = 0.054989 , Confidence Level = 0.018117

In Strongly Disagree of Academic Performance category- the Mean value = 0.113636, Standard Error = 0.009749, Standard Deviation value = 0.04671, Confidence Level = 0.03138

In Disagree of Academic Performance category- the Mean value = 0.172727, Standard Error = 0.014084, Standard Deviation value = 0.04671, Confidence Level = 0.03138

### Table -3 (Correlation Table)

Correlation is a statistical measure that expresses the extent to which two variables are linearly related (meaning they change together at a constant rate). It's a common tool for describing simple relationships without making a statement about cause and effect.

Correlation	Strongly Agree of Academic Performance	Agree of Academic Performance	Neutral of Academic Performance	Strongly Disagree of Academic Performance	Disagree of Academic Performance
Strongly Agree of Academic Performance	1				
Agree of Academic Performance	0.868447	1			
Neutral of Academic Performance	-0.53882	-0.28868	1		
Strongly Disagree of Academic Performance	-0.71156	-0.76746	-0.20851	1	
Disagree of Academic Performance	-0.86845	-1	0.288675	0.76746	1

In the above data, the correlation value of Strongly Agree of Academic Performance with – Agree of Academic Performance, Neutral of Academic Performance, Strongly Disagree of Academic Performance and Disagree of Academic Performance = null.

the correlation value of Agree of Academic Performance with – Strongly Agree of Academic Performance = 0.868447, correlation with Agree of Academic Performance = 1, and correlation with Neutral of Academic Performance, Strongly Disagree of Academic Performance and Disagree of Academic Performance = null.

the correlation value of Neutral of Academic Performance with – Strongly Agree of Academic Performance = -0.53882, correlation with Agree of Academic Performance = -0.28868, and correlation with Neutral of Academic Performance = 1, Strongly Disagree of Academic Performance and Disagree of Academic Performance = null.

the correlation value of Strongly Disagree of Academic Performance with – Strongly Agree of Academic Performance = -0.71156, correlation with Agree of Academic Performance = -0.76746, and correlation with Neutral of Academic Performance = -0.20851, Strongly Disagree of Academic Performance = 1 and Disagree of Academic Performance = null.

the correlation value of Disagree of Academic Performance with – Strongly Agree of Academic Performance = -0.86845, correlation with Agree of Academic Performance = 1, and correlation with Neutral of Academic Performance = 0.288675, Strongly Disagree of Academic Performance = 0.76746 and Disagree of Academic Performance = null.

## **Findings**

- I. After analyses and interpretation of data from the result we found that we Have to increase Physical Training in home and School for increasing their academic growth
- II. After Statistically analyzing the collected data from the Correlational value and Descriptive analysis we found that Physical Training Help to Concentrate in study better
- III. Physical Training keeps us Healthy and make our motor and cognitive skills impactful.

## Conclusion

The current review set off to extensively look at the connection between Physical Efficiency and Academic Concentration among understudies at Nagdaha block. Through a Quantitative methodology, the review investigated different features of this relationship, from expressive insights to connection and relapse examinations, utilizing the assembled information. The discoveries show a few critical results. It, first and foremost, is seen that a positive connection between's Physical Efficiency and Academic Concentration, as reflected in higher grades (GPs) and government sanctioned test scores among understudies with higher active work levels. This positive affiliation stayed critical even subsequent to controlling for age, orientation, and financial status in the relapse examination. The outcomes line up with a developing collection of examination that recommends an expected connection between Physical Efficiency and Academic Concentration. They support the possibility that understudies who take part in Physical Efficiency might encounter mental advantages that convert into worked on scholastic results. While the review reveals insight into the positive connection between Physical Efficiency and Academic Concentration, it additionally highlights the requirement for additional examination around here. It is significant to investigate the components through which Physical Efficiency impacts mental capabilities, consideration, and emotional well-being. Furthermore, longitudinal investigations would give a more powerful comprehension of the drawn out impacts of active work on scholastic achievement. As far as viable ramifications, the discoveries recommend that instructive establishments, may profit from thinking about the incorporation of actual work into the educational program and extracurricular exercises. This all encompassing way to deal with schooling can advance actual wellbeing as well as mental turn of events and scholarly prosperity. In any case, the restrictions of the review are perceived, like its cross-sectional plan and dependence on self-revealed Physical Efficiency information. These limits stress the requirement for alert in making causal determinations and highlight the significance of future examination in resolving these issues. In total, the connection between actual work and scholastic execution stays a captivating and developing field of study. The review adds to this talk by giving significant experiences into the likely advantages of Physical Efficiency for understudies' Academic achievement. It is with trust that

this examination motivates further investigation and urges instructive establishments to focus on the comprehensive prosperity of their understudies through the advancement of Physical Efficiency. Pushing ahead, it is supported that analysts, instructors, and policymakers to keep examining this relationship, at last endeavoring to establish instructive conditions that encourage scholarly greatness as well as the physical and emotional wellness of the understudies.

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# Role of the Academic Institute for Sustainable Establishment of Learner's in 21st Century

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## **Abstract**

Today, sustainable development has Environment, Economic Growth, and Social Equity. I. The Context become the widely known concept in the last few the world is facing a strong evolution due to years. This is not only essential to meet the need of the advancement of education, information and the present generation but also to keep our communication technologies that set the knowledge environment healthy for the posterity. The technologies at the base of productivity, competition relationship between the environment and power. The world is more and more developed has not been a very happy one. interconnected than ever before, i.e. people, ideas, and Development has often harmed the environment, images, goods and money are being distributed and the environmental harms have in turn adversely more frequent and faster than ever before. We live affected by development. The educational institutions in a network society, which is not divided into can play a crucial role in socializing independent and isolated nations or communities, educating children/students about the environment, and at the same time enterprises are organized to maintain a balance between man and nature. network, i.e. there has been an increase in educational institutions that are, in general, nationally teamwork, networking, outsourcing, subcontracting and internationally active in respect of matters and delocalization. All these features may be related to sustainable development. In the words of the advancement of our civilization, at what Former President of South Africa, Nelson Mandela, price are we paying for the environment and "Education is the most powerful weapon which your socio-ethical impacts? (C. Vezzoli et al.,

2018: 3). can use to change the world”. Education can be that the growing environmental consciousness golden thread to connect economic development led to the emergence of a new model of social equity and environmental sustainability. This development is known as ‘sustainable development’. the paper begins with conceptual clarity and meaning of the current trend in population growth, “Educational Institutions” and “Sustainable consumerism and socio-ecological disorder has Development” followed by an abbreviated review of raised serious concerns about the long-term selected research studies in this context; this review sustainability of the biosphere. If, in the future, bears on later discussion. The final section of the human requirements is to be met in a sustainable paper presents a conclusion and gives some manner, it is essential to resolve these concerns and suggestions in this regard. Urgently. The protection and conservation of the physical environment alone would not solve

## **Keywords**

Academic Institute, Sustainable Establishment, Education

## **Introduction**

In the 21st century, academic institutions play a pivotal role not only in educating learners but also in shaping their values, skills, and perspectives towards sustainability. The concept of sustainability goes beyond environmental conservation; it encompasses economic development, social equity, and cultural preservation. Thus, academic institutes are tasked with preparing learners to navigate complex global challenges while fostering a mindset that prioritizes long-term viability and ethical responsibility.

At the heart of their mission, academic institutions serve as catalysts for sustainable development by integrating principles of sustainability into their curricula, research endeavours, and campus operations. By embedding sustainability across disciplines, from engineering to humanities, institutions foster a holistic understanding of the interconnectedness of environmental, social, and economic systems. This interdisciplinary approach equips learners with the knowledge and critical thinking skills necessary to address sustainability challenges innovatively and collaboratively.

Moreover, academic institutes serve as hubs for research and

innovation, driving advancements in sustainable technologies, policies, and practices. Through partnerships with industries, governments, and communities, they facilitate the translation of research findings into actionable solutions that promote sustainability at local, regional, and global scales. These collaborations not only enhance the academic institute's impact but also empower learners to become change agents capable of driving meaningful societal transformations.

Furthermore, academic institutions have a responsibility to model sustainable practices within their own operations. By adopting eco-friendly policies, reducing carbon footprints, and promoting resource efficiency, they demonstrate leadership in sustainability stewardship. This experiential learning environment not only reinforces theoretical knowledge but also instills practical skills in learners, preparing them to apply sustainability principles in their future careers and everyday lives.

Beyond academic and operational realms, institutions of higher education play a crucial role in fostering a culture of sustainability among learners. Through extracurricular activities, community engagement initiatives, and outreach programs, they encourage students to become active participants in sustainable practices and advocacy efforts. These experiences cultivate leadership qualities and a sense of civic responsibility, empowering learners to influence positive change within their communities and beyond.

Moreover, academic institutes serve as platforms for dialogue and collaboration on pressing sustainability issues. By hosting conferences, workshops, and seminars, they facilitate knowledge exchange among scholars, policymakers, industry leaders, and activists. These platforms promote interdisciplinary discourse, foster innovation, and inspire collective action towards achieving sustainable development goals.

In addition to their educational and research roles, academic institutions contribute to sustainable development through partnerships with local communities and global stakeholders. By engaging in sustainable development projects, capacity-building initiatives, and social entrepreneurship ventures, they support inclusive growth and empower marginalized populations. These collaborations leverage academic expertise, resources, and networks to address systemic challenges such as poverty, inequality, and environmental degradation.

Furthermore, academic institutes play a crucial role in preparing

learners for careers in emerging fields related to sustainability. By offering specialized programs, internships, and experiential learning opportunities, they equip students with the skills and knowledge needed to thrive in sectors such as renewable energy, green finance, sustainable agriculture, and urban planning. This proactive approach not only meets industry demands but also cultivates a skilled workforce capable of driving sustainable innovation and economic growth.

Academic institutions are indispensable agents of change in promoting sustainable development in the 21st century. Through their commitment to interdisciplinary education, research excellence, operational sustainability, and community engagement, they empower learners to become informed global citizens and proactive stewards of the planet. By harnessing their collective expertise, resources, and influence, academic institutes have the potential to catalyze transformative solutions that address the complex challenges facing humanity and ensure a prosperous and sustainable future for generations to come.

### **Background of study**

In the ever-evolving landscape of the 21st century, academic institutions play a pivotal role not only in imparting knowledge but also in shaping the future leaders and citizens of our world. As we confront global challenges such as climate change, resource scarcity, social inequality, and technological advancements, the role of education in fostering sustainability has become increasingly crucial.

### **Importance of sustainability education**

Sustainability education encompasses a broad spectrum of knowledge and skills aimed at equipping learners with the ability to understand the interconnectedness of social, economic, and environmental systems. It empowers individuals to make informed decisions and take actions that contribute positively to the well-being of present and future generations.

Academic institutions serve as the primary platforms for delivering comprehensive sustainability education. They provide structured learning environments where learners engage with interdisciplinary subjects, critical thinking, and practical applications. By integrating sustainability principles across various disciplines—from sciences and engineering to social sciences and humanities—institutions prepare students to address complex challenges with holistic perspectives.

### **Challenges and opportunities:**

However, embedding sustainability into the fabric of education is not without its challenges. Traditional curricula often prioritize disciplinary knowledge over interdisciplinary understanding. Moreover, there can be resistance to change within educational systems that are slow to adapt to new paradigms and methodologies.

Yet, these challenges present opportunities for innovation and collaboration. Academic institutions can leverage partnerships with industries, governmental bodies, and non-governmental organizations (NGOs) to develop curricula that are relevant, dynamic, and responsive to global sustainability goals. By fostering a culture of innovation and entrepreneurship, institutions can empower students to become change agents in their communities and beyond.

### **Best practices and case studies**

Several academic institutions have already made significant strides in embedding sustainability into their educational frameworks. For instance, the University of Cambridge integrates sustainability across its departments, offering courses that explore environmental stewardship, social responsibility, and ethical governance. Similarly, Stanford University's Sustainable Stanford initiative promotes sustainability through research, teaching, and campus operations, inspiring students to apply their knowledge to real-world challenges.

Case studies from around the globe illustrate diverse approaches to sustainability education. Scandinavian countries like Sweden and Norway have integrated sustainability into their national education policies, ensuring that students at all levels are equipped with the knowledge and skills to promote sustainable development. In contrast, emerging economies such as Costa Rica and Bhutan prioritize environmental conservation and community resilience within their educational systems, reflecting local priorities and global aspirations.

### **Future directions:**

Looking ahead, the future of sustainability education lies in continued collaboration and innovation. Academic institutions must continue to evolve their curricula to reflect emerging challenges and opportunities in sustainability. This includes incorporating emerging technologies

such as artificial intelligence and block chain to address sustainability issues more effectively.

Furthermore, fostering a culture of sustainability requires not only changes within educational institutions but also broader societal transformations. By engaging stakeholders at all levels—from policymakers and educators to students and community leaders—academic institutions can catalyze systemic change towards a more sustainable future.

In conclusion, academic institutions have a pivotal role in the sustainable establishment of learners in the 21st century. By integrating sustainability into their educational frameworks, institutions prepare students to address complex global challenges with creativity, resilience, and empathy. Through collaboration, innovation, and a commitment to lifelong learning, academic institutions can empower future generations to build a more sustainable and equitable world.

## Review of literature

**Jadhav, A. S. et al 2014**, The ever increasing population and changing lifestyles are making the environmental problems more critical. Higher educational institutions can be the best solution to solve this situation. **Joshi, Y.G. and D.K. Verma 1998**, Today, sustainable development has become the widely known concept in the last few years. This is not only essential to meet the need of the present generation but also to keep our environment healthy for the posterity. **Leal Filho, Walter et al 2019**, Universities are central players and important economic actors in many regions, and many of them are, in general, nationally and internationally active in respect of matters related to sustainable development. **Lozano Rodrigo et al 2015**, Universities are central players and important economic actors in many regions, and many of them are, in general, nationally and internationally active in respect of matters related to sustainable development. **Shaila Bantanur et al 2015**, Kodagu is one of the green districts in the Western Ghats, which contributes to a major share of coffee production in India with a rich cultural heritage, a significant part of which is a sustainable outlook in all aspects of life. The district is now witnessing a decline in its cultural and environmental vibrancy due to a number of reasons, notably, rapid urbanization, shift from the natural agricultural systems, destruction of the sacred groves, expansion of coffee plantations and reduction of the native green

cover. **Mishra, P.N. and Shalindra Pandit1995**, In recent years, the environmental discussion has gained significant place in formulating development literature. The worsening environmental catastrophes and the growing environmental consciousness led to the emergence of a new model of development known as 'sustainable development'. **Haque, M. Shamsul 2000**, In the development field, one of the major shortcomings of mainstream development theories and models is their relative indifference toward environmental concerns. **Sachs, Jeffrey D.2015**, Our generation can indeed end the ancient scourge of extreme poverty. Yet it can also destroy the earth's life-support system through human-induced environmental devastation. **Hilligje V. Land et al 2017**, Environmental education (EE), environmental studies or environmental sciences precede the development of the concept of Education for sustainable development (ESD). Over the years, the concept of EE evolved to embrace, little by little, the notion of 'development' and tends to become more holistic. **Leal Filho, Walter et al2020**, Sustainability leadership entails the processes, which leaders, policymakers, and academics undertake in order to implement sustainable development policies and other initiatives within their organizations. It encompasses approaches, methods, and systemic solutions to solve problems and drive institutional policy towards a more sustainable organization.

### **Objectives of the study:**

1. To know the status of sustainable establishment of learner's in professional life by core curriculum study
2. To know the status of sustainable establishment of learner's in professional life by vocational study.

### **Research Question:**

1. What is the status of the sustainable establishment of learner's in professional life by core curriculum study?
2. What is the status of the sustainable establishment of learner's in professional life by vocational study?

### **Methodology**

The whole documentary is related to qualitative research with content analysis method.

## Population And Sample

All over the Indian learner's has been taken as a population. Different states of India has taken as a population and different state has been taken as a sample of the study.

## Sample design

### As per Census 2021

Name of States	Development Index	Status of Development
Kerala	Developed	Kerala's learners benefit from high literacy rates, advanced educational infrastructure, and emphasis on digital literacy and skill development, showcasing its developed status.
Delhi	Developed	Delhi's learners benefit from high literacy rates, advanced educational infrastructure, and emphasis on digital literacy and skill development, showcasing its developed status.
West Bengal	Developing	West Bengal's learners are improving with increased access to education, although challenges persist in infrastructure and educational quality, reflecting its developing status
Madhya Pradesh	Developing	Madhya Pradesh's learners are progressing with efforts towards education accessibility and quality improvements, despite challenges, indicative of its developing state status.
Bihar	Under Develop	Bihar's learners face significant challenges with educational access and quality, highlighting its status as an underdeveloped state in terms of education.
Jharkhand	Under Develop	Jharkhand's learners face challenges due to underdeveloped infrastructure and resources, requiring targeted efforts for comprehensive educational and skill development improvements

## Delimitations of the study

- I. The work is delimited in Indian state only
- II. The work is further Delimited to academic and vocational curriculum in state education policy.

## Analysis of the study:

### Objective 1- To know the status of sustainable establishment of learner's in professional life by core curriculum study

The sustainable establishment of learners in their professional lives through core curriculum study is a multifaceted topic that warrants

careful analysis. Core curriculum, the foundational and essential subjects taught in educational institutions, plays a crucial role in shaping individuals' abilities, knowledge, and skills for their future careers. This analysis examines how core curriculum study contributes to the sustainable establishment of learners in their professional lives, focusing on various aspects such as skills development, adaptability, and lifelong learning.

Firstly, core curriculum study provides learners with fundamental knowledge and skills that are essential across various professions. Subjects like mathematics, languages, sciences, and humanities form the backbone of education, imparting not only specific content knowledge but also critical thinking, problem-solving, and communication skills. These competencies are vital for professional success, enabling individuals to adapt to different roles and industries throughout their careers.

Moreover, core curriculum study fosters adaptability by exposing learners to diverse disciplines and perspectives. In today's dynamic and globalized job market, professionals often need to navigate complex challenges and rapidly changing environments. A broad-based education encourages flexibility and the ability to learn new skills quickly, preparing individuals to tackle unforeseen challenges and opportunities in their careers.

Furthermore, core curriculum study promotes lifelong learning, a crucial aspect of sustainable professional development. The foundational knowledge acquired through core subjects serves as a launching pad for continuous education and skill enhancement. Professionals equipped with a strong educational foundation are better positioned to pursue advanced degrees, certifications, or specialized training throughout their careers, ensuring they remain competitive and relevant in their fields.

Additionally, core curriculum study plays a role in cultivating ethical awareness and social responsibility among learners. Subjects such as ethics, social sciences, and civics impart values and principles that guide professionals in making informed decisions and contributing positively to society. This ethical grounding is essential for sustainable career success, as it fosters trust, integrity, and respect in professional relationships and interactions.

Furthermore, the integration of technology and innovation into core curriculum study prepares learners for the demands of the digital age. Proficiency in digital literacy, information management, and technological applications enhances employability and productivity in modern workplaces. By embracing technological advancements within their educational journey, learners develop the agility and competence needed to thrive in technology-driven industries.

In conclusion, the sustainable establishment of learners in their professional lives through core curriculum study is facilitated by its comprehensive approach to skills development, adaptability, lifelong learning, ethical awareness, and technological proficiency. By equipping individuals with essential knowledge, skills, and values, core curriculum study lays the foundation for successful careers and enables professionals to navigate diverse challenges and opportunities in today's globalized world. As educational institutions continue to evolve, prioritizing a robust core curriculum remains essential in preparing learners for sustainable and impactful contributions to their professions and communities.

### **Objective 2- To know the status of sustainable establishment of learner's in professional life by vocational study.**

The sustainable establishment of learners in their professional lives through vocational studies is a multifaceted topic that encompasses various aspects of education, career readiness, and socio-economic impact. Vocational education, also known as career and technical education (CTE), plays a crucial role in preparing individuals for specific careers by providing them with practical skills and knowledge directly applicable to the workplace. In this analysis, we will explore the key factors that contribute to the sustainable establishment of learners in their professional lives through vocational study.

Firstly, vocational studies are designed to bridge the gap between academic learning and real-world application. Unlike traditional academic programs that focus primarily on theoretical knowledge, vocational education emphasizes hands-on training and practical skills development. This hands-on approach equips learners with the competencies needed to succeed in their chosen fields from day one of their careers. Whether in fields like automotive technology, healthcare, or culinary arts, vocational programs tailor their curricula to meet

industry standards and employer expectations, thereby enhancing employability and job placement rates.

Moreover, vocational education promotes lifelong learning and adaptability among learners. In today's rapidly evolving job market, where technological advancements and industry trends continuously reshape career landscapes, the ability to learn new skills and adapt to changing environments is invaluable. Vocational education instills a mindset of continuous improvement and professional development, enabling individuals to remain competitive and resilient throughout their careers. This adaptability fosters sustainability in professional life by empowering learners to navigate career transitions and seize new opportunities as they arise.

Additionally, vocational studies contribute to economic sustainability by addressing skills shortages in key industries. By aligning educational offerings with industry needs, vocational programs ensure that graduates possess the specialized skills demanded by employers. This alignment not only enhances job prospects for individuals but also supports economic growth by fostering a skilled workforce capable of driving innovation and productivity. In regions where vocational education is robustly supported, there tends to be lower unemployment rates and higher rates of job retention due to the relevancy of skills acquired through vocational training.

Furthermore, the social impact of vocational education cannot be overlooked. By providing equitable access to quality education and training opportunities, vocational programs promote social mobility and reduce socio-economic disparities. Individuals from diverse backgrounds, including those historically underrepresented in higher education, can pursue rewarding careers and achieve financial independence through vocational studies. This inclusivity fosters a more equitable society where talent and merit are recognized and rewarded based on skills and capabilities rather than traditional academic credentials alone.

In conclusion, the sustainable establishment of learners in their professional lives through vocational study is a testament to the transformative power of targeted education and skills development. By equipping individuals with practical skills, fostering adaptability, addressing skills shortages, and promoting social mobility, vocational education plays a pivotal role in shaping resilient and prosperous communities. As we look

to the future, continued investment in vocational education remains crucial to meeting the evolving demands of global economies and ensuring that individuals can thrive in their chosen careers sustainably.

## **Findings**

### **I) Meeting Industry Demands:**

Vocational education aligns closely with current industry needs. It provides training in sectors where there is a shortage of skilled workers, such as healthcare, IT, construction, and manufacturing. By focusing on practical skills and job-specific training, vocational programs ensure that graduates are job-ready and capable of meeting employers' requirements from day one.

### **II) Addressing Skills Shortages:**

Many industries face significant skills shortages despite high unemployment rates. Vocational education programs offer a direct pathway to fill these gaps by equipping students with specialized skills that are in demand. This not only benefits the individual by enhancing employability but also contributes to economic growth by supporting industries critical to national development.

### **III) Promoting Economic Growth:**

A skilled workforce is essential for economic prosperity. Vocational education plays a pivotal role in fostering economic growth by ensuring that businesses have access to a competent workforce. Countries with robust vocational education systems often experience lower unemployment rates and higher productivity levels due to a better match between skills supply and demand.

### **IV) Alternative to Traditional Education:**

Not all students thrive in traditional academic settings. Vocational education provides an alternative pathway for students who prefer hands-on learning experiences over theoretical knowledge. It caters to diverse learning styles and interests, accommodating those who excel in practical applications rather than classroom-based learning.

### **V) Encouraging Lifelong Learning:**

Vocational education promotes lifelong learning by instilling a mindset of continuous skill development. In rapidly evolving industries, such

as technology and healthcare, professionals need to update their skills regularly to remain competitive. Vocational programs emphasize the importance of ongoing education and skill enhancement, preparing individuals for career longevity and adaptability in a dynamic job market.

#### **VI) Enhancing Social Equity:**

Access to vocational education can enhance social equity by providing marginalized groups, such as low-income individuals or minorities, with viable pathways to gainful employment. By offering training that leads directly to well-paying jobs, vocational programs contribute to reducing income inequality and promoting social mobility.

#### **VII) Global Relevance:**

Vocational education is globally relevant as countries worldwide recognize the importance of skilled labour in driving economic development. International cooperation in vocational training can facilitate knowledge exchange and best practices, contributing to global workforce mobility and standardization of skills.

#### **Conclusion:**

Education for sustainable development is an emerging but dynamic concept that encompasses a new vision of education that seeks to empower people of all ages to assume responsibility for creating a sustainable future. Basic education provides the foundation for all future education and is a contribution to sustainable development in its own right. There is a need to refocus many existing education policies, programmes and practices so that they build the concepts, skills, motivation and commitment needed for sustainable development. Education is the key to rural transformation and is essential to ensuring the economic, cultural and ecological vitality of rural areas and communities. Lifelong learning, including adult and community education, appropriate technical and vocational education, higher education and teacher education are all vital ingredients of capacity building for a sustainable future. Higher education plays a key role in achieving the 2030 Agenda for Sustainable Development. It underpins all the SDGs and trains the future leaders. We need more recognition of the decisive role higher education plays in driving the processes towards a more sustainable present and future. We should raise attention on inspiring sustainability

initiatives taken by universities around the world in order to help more institutions get involved, and to help its members develop whole institution approaches to sustainable development. Education will shape the world of tomorrow — it is the most effective means that society possesses for confronting the challenges of the future. Progress increasingly depends upon educated minds: upon research, invention, innovation and adaptation. Educated minds and instincts are needed not only in laboratories and research institutes, but also in every walk of life. While education is not the whole answer to every problem, in its broadest sense, education must be a vital part of all efforts to imagine and create new relations among people and to foster greater respect for the needs of the environment. schools and some social institutions has made an impact in character formation and socialization of students of secondary level students.

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# Parent's Involvement in Childhood Development

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## **Abstract:**

This research paper is about how parents play a crucial role in the development of their children in various ways. Such as language development, social development, and emotional development. Parents play a critical role in newborn speech development and guide children through the developmental stage of languages. Parents involvement in their Child's Activities and friendship Positively impact they are- social skills. Parents play as role models and provide examples of appropriate behaviour for their children. They provide love, support, and Guidance Which are essential for healthy, emotional, social and cognitive development. A healthy and Supportive relationship between parents can provide a stable and nurturing environment for children. Conflict or tension between parents can create stress and anxiety for children.

## **Keywords**

Parents, Childhood, Language development, Social and Emotional development, parents' interrelation, Responsibility.

## **Introduction**

Parental involvement in childhood development is a cornerstone of a child's growth and well-being. From the earliest movements of life, parents play a vital role in shaping their child's physical, cognitive, social and emotional Through interactions Such as eye contact, touch and verbal communication. Parents help infants develop important social and emotional skills, such as empathy, self-regulation and communication.

In the early years, parental involvement is critical for fostering attachment and establishing a secure base from which children can explore the world around them. As children grow, parental involvement evolved to support their cognitive and academic development. Parents

who take an active interest in their child's learning demonstrate the value of education and provide crucial support and encouragement along the way.

By providing love, support, guidance and opportunities for growth parents help their children thrive and reach their full potential.

### Review of literature

**Radhika Rani Bridgeman (November 2001):** Conduct is study on “**Parent involvement in early childhood development in kwazulu Natal.**” This paper analyze the parent involvement in early childhood development in Kwazulu Natal.As parent involvement is the key focus of the study, parent involvement in education before and after 1994 one discussed. Also, the experiences of educators and parents of Grade R learners of the six types of involvement have been included. The study concludes with recommendations for developing strategies to involve parents more effectively in early childhood development in Kwazulu Natal.

**University of Nigeria (March 2014):** conducted a study on “**Parents involvement in early childhood education as a correlate of early childhood school adjustment and achievement in drawing.**” This paper analyzes the relationship parents have with early childhood education as regards school adjustment and achievement in drawing. From the findings of this study, parental involvement (warmth, emotional care and support) did not show a strong relationship with early childhood education, particularly the school adjustment and academic achievement of the children in drawing. One of the educational implications is that children will at their early stage be self-confident.

**Sema ÖNGÖREN (2021):** The study aims to observe parental support for the development of a child in all aspects, such as cognitive and socio-linguistic etc. A total of 25 participants participated in this study. From the result of this study, it can be said that parents have constantly supported their children's studies in various areas of school. Sometimes parents associate with like a friend and sometimes play a role of their guiding nature. A parent's goal is to develop the child in all aspects to make them fit for school.

**Ardita Ceka, Rabije Murati (2016):** This term ‘**home education**’ is used to refer to the influence of his family on a child. The main objective

or point of this paper is the extent to which a child is influenced by his/her parents' educational aspect from the home. To protect the child from all the criticism that children are subjected to in today's society and also to develop all aspects of their mental, physical, internal and cultural aspects. The family is a social and productive institution for the future development of the child.

**Nusrat Nazir (2023):** As per article 21(A), the state shall aim to provide free and compulsory education to all children in the age group of 6-14 years. Childhood care and education help a child in the development of group enculturation and good habits. It helps in the psychological and mental development of the child.

**Fasina, F. Fagbeminiyi (2011):** This research aims to provide a solution to the role of parents in childhood education. Based on the findings of this work, parental involvement, that is emotional care and support, has a very big influence on childhood education, particularly the academic performance of the child.

### **Objective of the study**

- To know parents' role in children's language and behaviour development.
- To know parents' role in children's social and emotional development.
- To know how parents' inter-relation effect on their children
- To know the responsibilities of Parents.

### **Research methodology: -**

It is a quality research study. It is based on official documents and secondary data. The conclusion made in the study is based on primary and secondary sources. The primary sources are government census reports and books. The secondary sources data are gathered from the journals and articles, newspapers etc. Some related information was extracted from various websites. This study belongs to descriptive research.

### **Role of the parents in language development:**

Language development in children is a remarkable journey marked by various developmental stages of language acquisition. From the

moment a child is born, they start their linguistic adventure, and parents play a pivotal role in accelerating this development. Understanding the critical role parents play in nurturing newborn speech development and guiding children through the developmental stages of language is essential for fostering effective communication skills in their offspring.

**Language development:** Before we delve into the parent's role in accelerating language development, let's briefly touch upon the language development milestones that children typically go through. These milestones are essential markers of a child's linguistic progress.

- i. **Pre-linguistic stages (0-12 months):** During this stage, children communicate primarily through crying, cooing, and babbling. They begin to recognize their caregivers' voices and many respond to familiar sounds.
- ii. **One-word stages (12-18 months):** At this point, children start uttering their first words, typically single words or simple phrases that convey their needs or desires.
- iii. **Two-word stages (18-24 months):** Children begin to string two words together to form a rudimentary sentence. Their vocabulary expands, and they can express basic ideas.
- iv. **Language Explosion (24-36 months):** This is a period of rapid language development where children acquire a substantial vocabulary and start constructing more complex sentences.
- v. **Grammar Development (3-5 years):** As children progress through their preschool years, their language becomes more complex as they learn to use articles, prepositions, and verb tenses.
- vi. **Mastery of Language (5+ years):** By the time children enter school, they typically have a solid grasp of their native language with the ability to understand and communicate effectively. Parents play a crucial role in accelerating their child's language development by creating a language-rich environment through responsive communication, reading aloud, expanding vocabulary, encouraging conversation, limiting screen time, and seeking professional guidance when needed. Parents can greatly influence their child's linguistic journey. These early efforts not only help children express themselves effectively, but also foster their ability to understand and

negatively the world around them. Parents are the primary architects of their children's language skills and their active involvement, is key to unlocking the full potential of their communication ability.

Being responsive to a child's attempt at communication is vital. When a baby coos or babbles, parents should respond with enthusiasm and maintain eye contact. This intersection reinforces the idea that communication is a two-way street, encouraging the child to continue their efforts.

Moreover, responding to a baby's cues for attention or comfort helps them feel secure, which in turn fosters their language development. Babies who feel safe and loved are more likely to engage in verbal communication.

### **Role of parents in children's behaviour**

Children need care that promotes positive emotional health and well-being and that supports their overall mental health, including a positive sense of self, as well as the ability to cope with stressful situations, temper emotions around, overcome fears and accept disappointments and frustrations. Parents and other caregivers are essential resources for children in managing emotional arousing, coping and managing behaviour. They serve in this role by providing positive affirmations, conveying love and respect and engendering a sense of security.

Provision of support by parents helps minimize the risk of internalizing behaviours, such as those associated with anxiety and depression which can impair children's adjustment and ability to function well at home, at school, and in the community.

### **Behaviour development**

Children tend to take on the behaviours they see in their families. Language, attitudes towards others, being accountable for mistakes, or attitudes related to discipline and learning are all factors through which parents' influence on children acts out. Therefore, parents should be mindful of the environment they create at home.

Modelling positive behaviour and attitudes is essential. Parents who exhibit respect, kindness, and empathy towards others provide an example their children can follow. When the child has a parent role model. It will be easy for him to understand how to act in different circumstances.

For instance, if a child is exposed to a caring attitude toward animals or plants, they are more likely to develop warmth, empathy towards and a sense of responsibility. On the other hand, if parental influence on children involves violence and poor anger management skills, they are more likely to adopt those behaviours.

### **Role of parents in emotional and social development: -**

The role of parents in every child's life is immense. The first teacher of a child's life is his parents, so during childhood, the child's physical, mental, social etc, development is done by his parents. To make the child mentally sound and strong human being, parent-child emotions are love, pity sympathy, friendliness along helping other people towards each other, also develop the unskillful behaviours needed to be a good person in life. Apart from this, the role of parents is immense in developing the social aspect. Develop the behaviours necessary for the child to become established in society. Today's society is very complex. So it is the role of parents to make their children competent to adapt themselves to this complex society and to make them aware of their place and position in the society.

### **How parents' interrelationships affect their children: -**

Parents are very important to a child. The role of parents is immense in taking the child forward in the path of life, so the relationship between the parents plays an important role in the development and progress of the child's life therefore a good relation between the parents is very important. A good relationship between parents affects the child just as much as a bad relationship affects the child.

#### **(A) If the relationship between the parents is good, the influence on the child: -**

- a. A good relationship between parents is essential for a child to lead a normal life and grow up well.
- b. Seeing smiling talking, and hugging nature support between parents makes the child feel stable, secure and mentally, healthy which makes him/her much more through ups and downs in life.
- c. A healthy relationship between parents includes love, healthy, living, and good mental ideals in the child.

- d. Children of a well relational parents have the ability to make friends, make friendships (ast, understand others' feelings, and cope with complex social situations.
- e. Children of a well-connected parent can achieve better academic results as they have a good environment and get constant encouragement from their parents which makes them focus on their studies.

**(B) If the relationship between the parents is not good, the influence on the child: -**

- a. A good relationship between the parents has a positive effect on the child as well as a bad relationship has a negative effect on the child.
- b. A parent's poor relationship has the greatest impact on their child's mental health. If there is constant conflict between the parents the child suffers from depression and lack of security.
- c. If there is a better relationship between the parents instead of love, then the child will face various problems in the educational field such as school and study and fall behind in education.
- d. Due to bad relationship between the parents, the child is much behind in his life. The child needs his parents to overcome various social obstacles but if there is a bad relationship between the parents, the child cannot leave the social problems behind and move forward in life.

**Responsibilities of the parents**

The role of parents is fundamental in shaping the upbringing, development and future success of their children. From the moment a child is born, parents assume the responsibility of nurturing, Guiding and providing for them. This responsibility encompasses various aspects, including physical, emotional, social and intellectual well-being. Here's an exploration of these responsibilities in more detail: -

- i. **Physical care:** Parents are responsible for meeting their children's basic needs, such as food, shelter, clothing and healthcare. They must ensure that their children are adequately nourished, have a safe and comfortable living environment and receive appropriate medical attention.

- ii. **Emotional support:** Parents need to create a supportive and nurturing environment where their children feel loved, valued and understood. Parents should cultivate open, communication and activity listening to their children's thoughts, feelings and helping them develop emotional intelligence and resilience.
- iii. **Education and intellectual development:** Parents play a crucial role in fostering their children's intellectual growth and academic success. They should encourage learning, provide educational opportunities and foster a love for knowledge.
- iv. **Social development:** Parents play a significant role in facilitating their children's socialization and development of interpersonal skills. They should provide them opportunities for social interaction, friendship building and teamwork.
- v. **Preparation for independence:** As children grow older, parents gradually transition from being primary caregivers to preparing them for independence. Parents should empower their children to take responsibility for their actions, learn from mistakes, and pursue their goals and opportunities.
- vi. **Role modeling:** Parents serve as primary role models for their children, exhibiting positive behaviour, values and attitudes that children learn and emulate.

Overall, the responsibility of parents is multifaceted and enduring, requiring love, dedication, patience and sacrifice. By fulfilling these responsibilities to the best of their abilities, parents not only shape the lives of their children but also contribute to the well-being and future of society as a whole.

## Conclusion

Parental involvement is paramount in shaping the Holistic development of children. From cognitive to emotional, social and physical aspects parent's active engagement influences every fact of their children's growth.

Moreover, parental involvement extends beyond the home environment to encompass educational support socialization and moral guidance. The significance of parental involvement is crucial for promoting positive outcomes in childhood development. By fostering

partnerships between families, schools and communities we can empower parents to play an active role in their children's lives and create environments that support optimal growth and flourishing.

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# Transformation of the Class System

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## **Abstract**

The Indian Caste System is historically one of the main dimensions where people in India are socially differentiated through class, religion, region, tribe, gender, and language. Although this or other forms of differentiation exist in all human societies, it becomes a problem when one or more of these dimensions overlap each other and become the sole basis of systematic ranking and unequal access to valued resources like wealth, income, power and prestige. The Indian Caste System is considered a closed system of stratification, which means that a person's social status is obligated to which caste they were born into. There are limits on interaction and behaviour with people from another social status. This paper will be exploring the various aspects of the Indian caste system and its effects on India today.

This transformation of the caste system from one based on karma to one based on birth has had profound social, economic, and cultural implications, contributing to social disintegration, mutual hatred, mistrust, and caste-based conflicts.

This thesis analyzes the history of caste system and explains the theories of the birth of caste in Indian civilization.

## **Introduction:**

The sub-continent or India is a huge part of Asia. Although it is separated from the rest of the continent by the Himalayan Mountain range in the north and big deserts in the west, it is also an important part of the continental history. These beliefs also had a great effect on the entire human population. Brahmanism, Jainism, and Sikhism are all originated from this sub-continent. If one mentions those populations who believe in these religions, one would interestingly be able to see that, nearly half of the human population believes in religions which originated in India. And the other half of the human population believes

in Judeo-Christian beliefs like Christianity, Islam and Jew. Even this example shows us the importance of India. Because of its importance it had always been the subject of interest of other societies. From the very beginning of the written history there was a continuous flow of population to India. The Aryans, Persians, Greeks, Muslims, Portuguese and other Europeans made their way to India. Most of them were foreign conquerors who were in search of the endless fortunes of the country. The Caste system is a unique structure, but it is not the only social structure which divides the society between priests, noble, soldiers and craftsmen. Before the Enlightenment and industrialization ages it was common for the whole world societies to have such social divisions. What makes the caste system unique is its system of inter-class relations.

Caste is on the other hand an economical concept besides being religious and social. Under the big umbrella of the four castes the Brahmans (priests), the Kshatriya (nobles, soldiers) , the Vaishya's (craftsmen, merchants) and the Shudras (labour force) there are hundreds and hundreds of sub-castes. Interestingly the separation system within the sub-castes is totally different from the separation system of upper castes. Those sub castes are in reality groups of professions where the job is inherited from father to the son. These lower separation system is called Jati where the upper separation is called Varna. Varna is an interesting word used within Sanskrit to define the caste. Interestingly this word means colour where it reminds the colours of the races when the first Aryan tribes arrived in India. The Shudra caste, the fourth and lowest caste is obliged to another separation within the four castes where the first three castes Brahman, Kshatriya and Vaishya are called twice born, making the Shudra the lowest caste in the separation. Because of its unique structure and being like a time machine which shows us the old times, caste system is a big source of knowledge for today's researchers of social sciences be it history, sociology or anthropology. The other important point about the caste system for historians is its reactions to the modernization process or better say the westernization. It is a very unique example where reform movements flourish under the British order but against the British rulers. An eastern country under the western rule, where new ideas like nationalism, equality, social rights etc. flourish. Because of this unique position India and the caste system is like laboratory for the researchers who are in search of the "west-east" image and question. It is also important for our country

who also had lived the same modernization process in a different way. Although some caste-based prejudice and ranking still existed, wealth and power was now less associated with caste. Caste became a lot less significant part of daily lives of people who lived in urban areas compared to rural areas, but its significance still varies by social class and occupation. Among urban middle-class professionals, caste is not openly discussed and is pretty insignificant, except when it comes to marital arrangements. Even then, there are adjustments made with considerations towards education, occupation, and income, as well as religion and language. Although discrimination on the basis of caste has been outlawed in India, it still exists in the community today.

### Review of literature

**Dr. BR. Ambedkar (2004)**; known to be the father of Indian constitution, considered the “Origin of Caste” to be the same as the “Origin of the Mechanism for Endogamy”, and he regarded class and caste as neighbours, claiming that “a caste is an Enclosed Class”.

**Borooah and Iyer (2005)**; They investigated if and to what degree community standards such as religion (Hindu or Muslim) or caste impact children’s school enrolment in India (Scheduled or non- Scheduled).

**Fullinwider (2018)**; “**Affirmative action**” is referred to the positive steps taken to increase the representation of women and minorities in areas of employment, education, and culture from which they have been historically excluded.

**Dumont, L. Homo (1970)**; ‘**Homo hierarchicus: the caste system and its implications**’. Dumont does a brilliant job in going into the depths of the caste system and specifically the Indian caste system. He discusses the definition of the word “caste” and continues to explain the necessity and undeniable need to have the caste system in relation to Hinduism in India. He also explains the caste system and the role it plays in the division of labor in the Indian society. This book will really help me dive into the Indian caste system and will provide me with an overall and deeper view into the many aspects of the caste system and its effects on India today.

**Ostor, A, L. Fruzzetti, and S. Barnett. (1982)**; . ‘**Concepts of a person: kinship, caste, and marriage in india**’. This book highlights the diversity of different parts of India in terms of kinship ties and marriage

and the relationship of these cultural constructs with the caste system. The authors focus on Bengal, Tamilnadu, North India, Kashmir, and West India, as well as providing information on the great plights the “Untouchable” Chudras face. This book does a very good job keying in to the individual’s perspective in India and why the caste system is accepted on an individual level. One of the most interesting parts in this book is the fact that it explains the various languages of India and how these languages include words that dominantly allude to hierarchy. I will receive tremendous help from this book in looking in from a perspective that is normally not looked at from when viewing the caste system. It will provide me with many angles to write a more wholesome research paper.

**Smith, Brian K. (1994); ‘Classifying the Universe: the Ancient Indian Varna System and the Origins of Caste’.** In this book, Smith dives into the various aspects of division found in the caste system like food, gods, time, animals, and even seasons. The book goes into detail by describing how everything in the universe is classified from an Indian’s point of view in relation to the Hindu religion. It also describes the origins of the caste system that have derived from cosmogonic myths, which carry considerable weight. They explain what could not otherwise be known; they relate how things were “in the beginning” and how this relates to why things are the way they are now. The time of beginning is considered the “time of perfection.” Smith explains the “varnas or classes that comprise Indian society, as well as realms in the natural, supernatural, and ritual worlds, were supposedly created in the beginning, often by the procreative act of the creator god.” This book will facilitate my discussion of the origins of the caste system from the ancient Vedic texts in my research paper.

**Bougle, Celestin (1971); ‘Essays on the Caste System’.** This collection of essays provides a detailed explanation of the Indian caste system as well as some interviews and feedback from Indians who support and oppose the caste system. Bougle discusses the caste hierarchy and priesthood, and includes the effects of the caste system on race, law, economic consumption and production, and literature. What I found very interesting about these essays is the discussion of how the caste system was affected through the Buddhist revolution and under the British administration. I will be able to use this information to talk about how India today has been shaped by the history of not

only the caste system but the reformation of it from various outside influences.

**Sekhon, Joti (2000). 'Modern India'.** In this book, Sekhon describes India in its modern state and how the history of the country has shaped it into what it is today. She provides insight on the history of the country, its religions, its social stratification system, its economic status and role in the global economy, gender relations, its political institutes, and social changes that have taken place in India. The book will aid me in retrieving information on India's history, its complex caste system, and how religion, economic, and politics play a role in shaping the stratification system of India.

**Beteille, Andre (1965). 'Caste, Class, and Power: Changing Patterns of Stratification in a Tanjore Village'.** In this book, Beteille does an excellent job giving the reader a detailed view on the physical structure of the village in India and an easy to understand explanation on the caste structure. He also highlights the economic organization of the caste system and social class, as well as an overview on the distributions of power within the caste system. This book will help me be able to tie caste, power, and economic organization together in order to get a better understanding of their relatedness.

**Ghurye, G. S (1969). 'Caste and Race in India'.** This book gives a very thorough description about the characteristics of the caste system and the nature of caste-groups, as well as a historical walkthrough of how the caste system came about. Ghurye goes into the relationship between race and caste, the origins of the system and even focuses on caste, sub-caste, and kin. This book will aid me in receiving a thorough background of the system and will also give me insight on the caste system during the British and how politics plays a huge role in the shaping of caste.

**Hutton, J. H (1963). 'Caste in India: Its Nature, Function and Origins'.** Hutton gives us a detailed description of how caste plays a role in different parts of India. He covers its structure, its sanctions, and its functions in the daily lives of Indians, including endogamous units of society, the avoidance of pollution through water, and the use of temples. He also talks about the traditional origins of the caste system. This book will guide me through the vastly diverse cultures found in India and how the caste system differs in these villages.

## Research questions

- How was caste division in Indian society?
- Explanation of Historical and Contemporary Changes in caste?
- How caste system has evolved over time?

## Objectives of the study

The study aims to achieve the following objectives.

- Descriptive studies dealing with the various aspects of caste.
- A discussion of the various concepts used and various theories propounded for the explanation of caste in terms of its origin and continuance.
- Prospects and possibilities of change in the institution of caste
- Solutions offered to eradicate caste.

## Methodology

**Research designs**-The investigator use this research article as a qualitative and the method is use purely analytical.

**Data collection** - The investigator find the data as a secondary source like a book, journal, blogs, and various type of websites etc; for this research article.

**Analyse and discuss** - Defining the word “caste” itself is harder than thought to be. Risley defines it as “a collection of families or groups of families bearing a common name; claiming a common descent from a mythical ancestor, human or divine; professing to follow the same hereditary calling; and regarded by those who are competent to give an opinion as forming a single homogeneous community”.

## Characteristics of caste are as follows:

1. **Segmentary Society:** It explains that small social groups called caste formulates the society. Further Each of the social group (castes) is socially well developed. The most important is the Birth of an individual defines his or her affiliation to a caste. That means the caste of The parents becomes the caste of the child. Such form of affiliation is unalterable Which defines the position of an individual in the society for his whole life. Though The individual gets better in terms of various factors like, education, occupation etc, It does not elevate his caste status leading to no possibility to social mobility.

2. **Hierarchy:** The Indian caste system is a good explanation to social hierarchy. Social superiority and inferiority are defined as per Caste status. While Brahmins Occupy the top hierarchical position, Sudras are at the lower. Kshatriyas being in the Second position in hierarchy followed by Vaisyas formulate the total caste system in India. Though there are untouchables in the society they do not formulate the Caste System. Most importantly, though the position and hierarchy is clearly defined the Happenings of social tension are not common. In this process religion and such Practices play a pivotal role.
3. **Hereditary Status:** Caste hierarchy is affiliated to the membership of the individual to the caste and The membership is defined by birth of the individual. So caste is a business of those Who are born in their respective caste groups.
4. **Endogamy:** Endogamy is the most fundamental character of the caste system that directs a Member of a particular caste to marry within his or he own caste or sub caste. The Violation brings social ostracism or loss of membership. But on the other hand, in Certain cases hypergamy or hypogamy is accepted with riders.
5. **Hereditary Occupation:** The caste system is conceived on the basis of occupation. Affiliated persons to particular caste practise an occupation which is already prescribed for that caste group. For example, Kshatriyas are meant for rule and administration as well as protection of the society against outside attack. Similarly Brahmins act as priests, barber, washer man do provides services.
6. **Restriction on Food and Drink:** Having or sharing food is an important character of caste structure and hierarchy. It is the caste hierarchy that defines whom an individual belonging from a particular Caste will dine or drink with. For example Brahmins do not take any cooked food from Sudras as it leads to pollution. At the same time a higher caste can contextually Have food or drink from Kshatriyas.
7. **Cultural Difference:** The caste hierarchy has defined the cultural practices among different castes by Further defining, their occupation, pattern of marriage, sanctity and holiness etc.; to Be true to own religious status and practices of own caste. So the living practices of Different castes are different. As Prof. GS Ghurye

says, 'caste is a small and complete World for the individual with differentiating from others.'

- 8. Social Segregation:** Defining differentiating aspects in caste with respect to Social segregation, Ghurye says

“Segregation of individual castes or of groups of castes in village is most obvious Mark of civil privileges and disabilities, and it has prevailed in a more or less definite Form all over India”.

It has been observed that the social segregation is more severe in southern India Than northern India. In traditional village societal system, it can be observed that the Service castes as well as untouchables are socially segregated and are isolated from Higher caste groups and are let to settle at the outskirts in rear end of the village.

- 9. The Concept of Pollution:** Pollution is a highly contagious issue and plays a significant role in maintaining The caste distances. It carries a lot of stigma with respect to the person belonging From lower caste. Even the shadow of the service caste is a matter of avoidance for The upper caste.
- 10. A Particular Name:** Caste and sub caste names are very specific and those names are the identity of the individual belonging from the caste. Similarly, the name of the caste is also based On his or her occupation which explains what particular job the person practises.
- 11. Jati Panchayat:** The status and role of Caste conventions or Jati Panchayats is very important in Preserving, revealing and protecting the laws. Though this varies in various name in Various parts like Kuldriya and Jokhila in MP and Rajasthan respectively, their functions are almost similar i.e. maintaining the Caste system.
- 12. Taboo:** Practising Taboo is a social mechanism and prohibition that maintains the issues Like good and bad in the society. Though it is the biggest source of superstition,, it Mainly aims to isolate the caste from rest as per the restriction or prohibition, for Example, to share space with Sudras or Untouchables.

### Theories behind the caste system

There are many theories behind the formation of the caste system. But the exact And original one is is unknown to everyone. Whatever it may

be it can be said that The caste system began in India. The origin of caste system is often understood of Starting after the Aryan invasion or after the establishment of indo Aryan societal System.

### **Racial theory:**

Anthropologist Dr. D.N. Mazumdar gave the racial theory of caste in India. As per Him caste system started in India after the Aryans entered.



As Mazumdar says the concept of Varna or colour came to use by these people. The other practice that came to practice is the 'Dasa Varna'. The difference between Aryans and Dasas has been highly strongly discussed in Rig Veda. This literature has discussed various racial features between Aryans and non Aryans like, colour, features, practices, speeches. It is further said that mentions have been made many time regarding Brahmin, Kshatriya and Vis in rig Vedic literature. The reference to Sudra is just once in it.

In the hierarchy, Brahman and Kshatriya occupy the first two position. Similarly, in social hierarchy these two groups were identified as priests-with knowledge, Rulers- the warriors. The other caste Vis or Vaisya referred to common people while Sudras are the service providers. Though Rig Veda has little mention about the caste hierarchy, but it is believed that Brahmins were conferred the top position in the society.

### **Political theory**

The political theory of caste is more convinced that Brahmins are the formulators Of this whole caste system and further moulding it as per

their needs. They placed Themselves at the top of the hierarchy. Prof. GS Ghurye said, "Caste is a Brahminic Child of Indo-Aryan culture cradled in the land of the Ganges and thence transferred To other parts of India".

This political theory says the caste hybridisation or the coming up of Caste Sankaras is illegitimate and out groups in caste system. According to this theory, the Brahmans are identified as Dwijas. Along with Brahmans Kshatriya and Sudras were Also identified as Dwijas or twice burn castes. It was defined that these three castes Had went through the process of rebirth while the Sudras are considered once born. Here it is worth mentioning that the term jati henceforth started to define substructure in Varna system though the word is simultaneously used for Varna.

Another most important aspect is increase in supremacy of Brahmans in society. The Acts and social roles of other three castes were set by Brahmans. The concept that Brahmans born from the great words of the god, with Kshatriyas from His arms and Vaisyas from His thighs and Sudras from the feet was conceived.

The high influence of Brahminical tradition started to develop complicated practises with respect to religion and worship in order to maintain higher hold on the Society. Caste rigidity started to be realised. Strict rules were incorporated in religious practices and social divisions. Distinctive division between purity and impurity Started to come up.

### **Occupational theory**

The occupational theory defines caste in the line of social or societal function further leading to various occupational groups being defined as caste or sub castes like, blacksmith, goldsmith, barber, washer man etc. That means this theory defines the Individual's position and status in society based on his or her work pattern as placed In societal hierarchy of superiority and inferiority. Newsfield in his observation on Caste said, "Function and function alone is responsible for the origin of caste structure in India".

### **Traditional Theory:**

The traditional theory of caste system brings in the divine origin of caste system. It refers to the formulation of caste system by the divine creator , Brahma in his Process of creation of world and a human society. Dr. DN Mazumdar says, "if, however we take the divine origin of the Varna as an allegorical explanation of the functional division of society, the theory assumes practical significance".

Further Denzil Ibetson defines caste as the customized forms of guilds. He opines That while tribes, guilds and religion interacted with each other Caste came to the Form. By adopting specific professions in a fixed format, the tribes were transformed To guilds. Taking the queue from the priests, the tertiary position in the society the Other guilds started to practise similar practices like endogamy with giving rise to a Caste in a period of time.

### **Religious Theory**

The religious theory of caste is mainly advocated by Hocart and Senart. Hocart defined social stratification as a result of religious principles and customs. He generalised that the predominant role of religious priest and the kings with a godly figure played a pivotal role in formation of various functional organelles in the society. Senart, taking the clue from religious prohibition, said the caste system originated with particular local god who accepts a particular food as offerings. Believers of different deities are parts of different groups.

### **Evolutionary Theory**

Evolutionally theory with the assumption of social evolution as the very process Explains the caste system is an outcome of long process of social evolutionary Process rather than any other way.

### **Discussion:**

There are various concept which have been used by the variants authors such as the concept of dominant caste, the concept of elaborateness of ranking, kingly model, concept of pollution, concept of Sanskritisation and Westernization concept of role, concept of inter-action, etc, It will be useful to point out the outset the difficulties experienced by various authors arriving at a satisfactory definition of caste. Quite a few authors have addressed themselves to methodological problems pertaining to the study of caste. In the first place, some authors have pointed out that caste must be studied as a functioning reality and that reliance must not be placed on the existing theories for the satisfactory explanation of caste as a reality.

This author speaks of the elaborateness of caste ranking and says that the same depends on four sets of factor, viz.

1. number of local ethnic groups,
2. co-relative stratified inter-action among ethnic group,

3. consistency among individuals in stratified inter-action, and
4. separation from inconsistent interaction elsewhere.

The author insists that for a proper study of caste ranking these four sets of factors must be properly gone into. The same point is marked by other authors who stress the importance of local situation in delineation of caste.

### **Findings**

Following findings are found from my study: The Government of India has embodied in its constitution a directive principle to evolve a casteless society. Some wonder that sociologists both foreign and local have turned their attention to a study of caste in India with the special desire to evaluate the force of caste in India today. This desire is reflected in many village studies in particular, which have taken place in India at the hands of foreign and local scholars. It must be mentioned that so far the study of caste has been made in a rural locale rather than in urban setting. It is true that some studies have been made pertaining to attitudes towards caste in urban areas, e.g., amongst students, factory workers, etc. However, caste as a functioning reality in urban areas has not been much studied.

### **Further studies**

1. Sociological and Anthropological Theories on Caste.
2. Colonial Impact on the caste.
3. Socio-Economic Transformation and Caste.
4. Role of Caste in politics and Elections.
5. Globalization and its Impact on caste consciousness.

### **Conclusion**

The Indian caste system has played a significant role in shaping the occupations and roles as well as values of Indian society. Religion has been the constant push towards this stratification system for centuries, beginning with the Aryans and continuing down a long road of unfortunate discrimination, segregation, violence, and inequality. Hinduism was the backbone of the purity-pollution complex, and it was the religion that influenced the daily lives and beliefs of the Indian people. Even after seventy-seven years of independence, Indians

continue to be in the grip of caste consciousness. In this way, after the caste system which was based on karma was gradually changed based on birth and it took the form of caste system, the Brahmins did the job of spreading the disruptive germs of caste system from birth to death, from home to mishanga, from earth to heaven, forests, wood, weeds, stones, earth, insects, grasshoppers, animals and birds. In this way, every section of Indian Hindu society, every aspect of human life, every creation of nature was divided into four characters. As a result, the entire Indian sub-continent became four-lettered. Which until today has pushed the Hindu society towards social disintegration, mutual hatred, war, mistrust and caste war. Having received these disruptive and inauspicious signs, the current Hindu leaders have started holding World Peace Conferences and Mahayana's.

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# Rural Education in India: Issues and Solution

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## **Abstract**

This comprehensive research paper investigates the multifaceted relationship between education and rural development, emphasizing the pivotal role education plays in fostering sustainable development in rural areas worldwide. By analyzing a breadth of scholarly literature, case studies, and empirical evidence, this paper elucidates the complex dynamics that influence rural education systems and their impact on broader development outcomes. It explores the persistent challenges faced by rural communities in accessing quality education, including issues of infrastructure, affordability, and socio-economic disparities. Additionally, the paper examines the transformative potential of education in promoting economic empowerment, social cohesion, and environmental sustainability within rural contexts.

## **Keywords**

Education, Rural development, Rural education, Social economic barrier, Infrastructure, Environmental sustainability.

## **Introduction**

Rural India learns and sharpens its skills, the better it would help the economy. In shaping the rural economy, the role of education is crucial. If a country's rural education is performing well, it reflects on the entire economic state of a county. In India, Right to Education (RTE) is a fundamental right, which states that every citizen of India between the ages of 6 to 14 years will get free and compulsory education irrespective of caste, creed, religion, and economic conditions, it gives equal opportunity to all. Throughout one's life, from birth till death, an individual goes through a process of continued learning. Learning is a fundamental social process. It helps individuals in adapting to changes in the environment by building on the previous experience.

Rural areas experience with Universally, rural areas experience wide varieties of social, economic, political, and moral problems such as lower per capita income, lower educational level, fewer employment opportunities, limited educational and cultural facilities, confined social environments, migration, less developed health services. After independence, the Central Government has taken the responsibility of technical and higher education. The central government through the Ministry of Human Resource Development's Department of education and the governments at the states formulated the education policy and planning.

### **Objectives**

Rural education initiative has the following objective:

1. To provide free standard education to rural children
2. To give suggestions for improving rural education in India
3. Promoting all schools to stress free environment
4. To study about the education and it's importance for rural development in India
5. To state the current scenario of the Rural Education in India

### **Methodology**

A comprehensive methodology for rural education in India should prioritize accessibility, quality, and relevance. This involves infrastructure development to ensure schools are within reach, deploying well-trained teachers who understand local needs and cultures, implementing engaging and inclusive teaching methods, integrating technology where feasible, and fostering community involvement. Tailoring the curriculum to address local challenges and opportunities can enhance relevance and encourage active participation. Continuous monitoring and evaluation are essential to identify areas for improvement and ensure the effectiveness of interventions. Collaborations between government, NGOs, local communities, and educational institutions can amplify resources and expertise, fostering a holistic approach to rural education development.

### **Present scenario of rural education in India:**

The present scenario of rural education in India is a mix of progress and persistent challenges. While there have been improvements in access to

education, especially with the implementation of government initiatives like the Right to Education Act, several issues still exist. While there has been an increase in the number of schools in rural areas, access remains a challenge due to factors such as distance, lack of transportation, and socio-economic barriers. Many children, especially girls, still face difficulties in attending school regularly. Quality of education in rural areas often lags behind urban counterparts. Issues such as inadequate infrastructure, shortage of qualified teachers, poor learning materials, and outdated teaching methods contribute to this disparity. Dropout rates in rural schools are still high, particularly at the secondary level. Factors such as poverty, lack of parental support, child labour, and early marriage contribute to this trend. Disparities: Gender disparities persist in rural education, with girls facing more barriers to accessing and continuing education compared to boys. Factors such as societal norms, safety concerns, and lack of facilities specifically for girls contribute to this disparity. Infrastructure: While there has been some improvement in infrastructure development, many rural schools still lack basic amenities such as electricity, clean water, sanitation facilities, and proper classroom infrastructure. Teacher Shortage: Rural areas often face a shortage of qualified teachers, leading to overcrowded classrooms and compromised quality of education. Additionally, many teachers in rural areas lack proper training and support.

## **Commissions of higher education in India**

### **Hunter commission (1882) :**

The first education commission in India was the Hunter Commission. It was set up on February 3, 1882 under the Chairmanship of Sir William Hunter, a member of the Executive Council of Viceroy. Preference be given to people who can read and write when selecting persons to fill the lowest offices in the government. Formation of school districts taking the area of any municipal or rural unit of Local self-Government and establishment of schools placed under their jurisdiction in each district. District and Municipal Boards were directed to assign specific funds to primary education.

### **Radhakrishnan Commission (1948–1949) :**

This was the first education commission post-independence that was commissioned in 1948. It was commissioned under the able leadership of Dr. Sarvepalli Radhekrishnan. Radhakrishnan Commission is also

known as University Education Commission. It suggested the integration of secondary education and higher education by setting up UGC.

### **Kothari Commission (1964-1966):**

National Education Commission (1964-1966), popularly known as Kothari Commission, was an ad hoc commission set up by the Government of India to examine all aspects of the educational sector in India, to evolve a general pattern of education, and to advise guidelines and policies for the development of education in India. It was formed on 14 July 1964 under the chairmanship of Daulat Singh Kothari, then chairman of the University Grants Commission.

### **The National Policy on Education (1986):**

In 1986, a new National Policy on Education was introduced by Prime Minister Rajiv Gandhi.

This policy called for special emphasis on the removal of disparities and to equalize educational opportunity, especially for Indian women, ST, and SC communities. The policy introduced an open university system in order to expand the opportunity of access to higher education with the Indira Gandhi National Open University, which had been created in 1985. The NPE called for a “child-centered approach” in primary education and launched “Operation Blackboard” to improve primary schools nationwide.

The Govt of India recently introduced the National Education Policy (NEP), 2020. As per the recommendation on the same, the Higher Education Commission of India (HECI) will be set up. This HECI shall be replacing bodies like University Grants Commission (UGC) and the All India Council for Technical Education (AICTE).

### **Problem/Issues faced in rural education in India**

They're are some of the major problems and issues faced in rural education in India:

1. **Inadequate Infrastructure:** Many rural schools lack basic infrastructure such as proper classrooms, electricity, clean water, sanitation facilities, and playgrounds. This affects the learning environment and overall educational experience.
2. **Teacher Shortage and Quality:** Rural areas often suffer from a shortage of qualified and trained teachers. Even when teachers are

available, many lack adequate training, motivation, and support, leading to poor teaching quality and student learning outcomes.

3. **Access Barriers:** Distance to schools, lack of transportation, and socio-economic factors often prevent children from attending school regularly. This is particularly challenging in remote and hilly regions where schools are scarce and inaccessible.
4. **Dropout Rates:** Dropout rates in rural schools are higher compared to urban areas, especially at the secondary level. Factors such as poverty, child labour, early marriage, and socio-cultural norms contribute to students leaving school prematurely.
5. **Gender Disparities:** Gender disparities persist in rural education, with girls facing more barriers to accessing and continuing education compared to boys. Factors such as safety concerns, lack of facilities specifically for girls, and socio-cultural norms contribute to this gap.
6. **Curriculum Relevance:** The curriculum in rural schools often lacks relevance to the local context, including agricultural practices, vocational skills, and cultural heritage. This affects students' engagement and their ability to apply their learning in real-life situations.
7. **Lack of Resources:** Many rural schools lack adequate learning materials, including textbooks, stationary, and educational technology. This hampers the quality of teaching and learning processes.

Addressing these problems and issues requires comprehensive strategies focusing on infrastructure development, teacher training and recruitment, improving access, tackling dropout rates, promoting gender equality, curriculum reform, and ensuring sufficient allocation of resources to rural education.

### **Suggestions for improving rural education in India**

Improving rural education in India requires a multi-faceted approach. Here are some suggestions for improvement:

1. **Infrastructure Development:** Invest in building and upgrading school infrastructure, including classrooms, libraries, laboratories, and sanitation facilities, to create conducive learning environments.

- 2.
3. **Teacher Training and Recruitment:** Provide specialized training programs and incentives to attract and retain qualified teachers in rural areas. Support ongoing professional development to enhance teaching skills and knowledge.
4. **Technology Integration:** Leverage technology to improve access to quality education in rural areas through online learning platforms, educational apps, and digital resources. Ensure equitable access to technology and internet connectivity.
5. **Community Engagement:** Foster partnerships between schools, parents, local communities, and NGOs to create a supportive ecosystem for education. Involve community members in school governance, decision-making processes, and educational initiatives.
6. **Curriculum Relevance:** Adapt the curriculum to align with the needs and context of rural communities, including incorporating local knowledge, vocational skills, and practical learning experiences. Ensure that curriculum content is culturally sensitive and inclusive.
7. **Addressing Dropout Rates:** Implement strategies to identify and support at-risk students to prevent dropout, such as remedial classes, counselling services, and financial assistance programs. Raise awareness about the importance of education and combat socio-economic barriers to attendance.
8. **Gender Equality:** Promote gender-sensitive policies and initiatives to address barriers faced by girls in accessing and continuing education. Provide safe and inclusive learning environments, separate sanitation facilities for girls, and initiatives to empower girls and their families.
9. **Resource Allocation:** Ensure sufficient funding and resources for rural education, including adequate provision of textbooks, learning materials, and infrastructure maintenance. Prioritize equitable distribution of resources to bridge the rural-urban education gap.
10. **Innovation and Best Practices:** Encourage innovation and experimentation in education delivery methods, such as peer learning, experiential learning, and project-based approaches. Share best practices and lessons learned among schools and education

stakeholders.

11. **Monitoring and Evaluation:** Establish robust monitoring and evaluation mechanisms to track progress, identify challenges, and measure the impact of interventions. Use data-driven decision-making to continuously improve rural education initiatives.

## **Conclusion**

Rural school could become a centre for training, retraining and improvement. In other words, they might be the right partner for ANOFP, assisting local communities in projects financed by the Romanian Fund for Social Development and the National Agency for Regional Development. This would increase confidence in the ability of schools to ensure greater participation in education. In addition, parents may be so stimulated to pay child support in solving school tasks, and having the necessary skills. Another important conclusion is related to the negative effect had attractive cities on school performance of rural schools. From the town or place nearby the small towns make student achievement to be, on the whole, better.

Teacher education programmes both pre and In-service will undergo drastic changes to make them update and rigorous. Therefore, for complete development of any society rural education is the need for the hour and more efforts has to be taken by the government, educated youth, teachers and NGOs to spread awareness among rural people about the need and significance of education. Thus, if India envisages achieving faster, inclusive and sustainable development goals then, it can only be fulfilled by imparting quality education in rural areas. In this regard education is most relevant way for engagement of rural population to take them to the development process.

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# Inclusive Education in India: Opportunities and Challenges

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## **Abstract**

Inclusive education is a positive approach to transform teaching and learning process. Inclusive education is a strategy by which to make education universal and maintain social equality regardless of disability. Inclusive education requires all students to participate in the primary stream of education regardless of their abilities and disabilities. And can improve his life. Inclusive education aims to realize opportunities among backward students and physically challenged. According to MHRD data every year 30 million children in India are excluded from mainstream education, many of these children are deprived of opportunities due to poverty, gender, disability. People with disabilities are largely neglected, now special arrangements are made to include them in education. Inclusive education is a strategy that ensures every student's presence, involvement, success and holistic development of the child. In the study, both primary and secondary data have been collected from various research papers, journals and articles. Advocates implementation of inclusive education supported by relevant policies, laws, schemes, programs and plans of India. The purpose of this study is to know the opportunities and challenges of inclusive education in India and to study the impact of inclusive education in India. This study is limited to Indian inclusive education opportunities and challenges.

## **Keyword**

Inclusive education, opportunity, effect and possible solution, equality, inclusion.

## **Introduction**

Education is the single greatest tool for achieving social justice and equality. Inclusive education should aim to improve education standards

for all citizens and ensure that no child in India remains illiterate. There will be no gender or diversity past discrimination both the state and the country will progress towards progress. Social discrimination, caste discrimination etc. will be removed and every Indian citizen will be enlightened in the light of education. According to UDISI 2016 to 17 data, 19.6 percent of students belong to scheduled caste at primary level, 17.3% at higher secondary level and 10.61% of students. 6.8% of the higher education sector received night admission. This indicates the downside of an education system. Inclusive education is faced by children with various challenges, lack of suitable schools, poverty, social norms prevent children of all scheduled castes from attending school, various geographical reasons, lack of trained teachers in tribal areas, lack of residential schools, culture and language differences, especially tribal children. And children with disabilities, being a minority, are not given special attention in mainstream schools, often creating barriers to education for children with disabilities. Due to these reasons they are still backward in the society. Due to all these reasons, many talented students are not able to keep pace with the current education stream. Despite these challenges, inclusive education has many opportunities. Various policy schemes have been adopted to ensure that Scheduled Tribes can get better education in future. Various schools are arranging special classes for the education of minorities. And through various policies special efforts are being made to improve the education of physically challenged children. Various measures have been taken to eliminate social inequality by playing an important role. Due to these reasons, the number of students in schools is increasing in many cases. Peer tutors, open schools, home schooling etc. have made the education process easier for children with disabilities. It is hoped that in the future, it will be possible to bring all the students into the light of education by further improving the policy. And physically and financially backward students through better quality education and vocational education and planning the child can become self-reliant in his life.

### **Review of literatures**

**JD.SINGH(2016)**, Conducted the actual meaning of inclusive education he pointed about the process and need of inclusive education. According to his study the inclusive education will help to build a valuable and capable society. The physically challenged students can participate in the leadership of social work and they also contribute to

make a developed country. The awareness can make the education more useful and effective.

**NAGWA BABIKER ABDALLA YOSIF, ENAAM MOHAMMED YOUSSEF (2021)**, The researcher conducted a quantitative analysis among the students with hearing disabilities at disabilities resource Centre. They did their work on scientific process about the disabled students. The researchers show the disabled students can participate in main stream of consciousness and social process.

**SANDHYA YADAV (2023)**, studied on” inclusive education in India: Issues challenges and prospects”. She specified various problems and mentioned the process of their possible solution. She mentions the arrangement to give importance to the teaching process of the teachers along with the students. Handicapped children should be taught along with normal children so that there is not the least frustration among them. Inclusive education is a process to make education universalised to all.

**BISWAJIT DHALI (2013)**, Inclusive education refers to an education where students with disabilities primarily participate in general education under the supervision of regular teachers. The concept of inclusive education is modern and most countries around the world have incorporated it into their education systems. Inclusive education systems are more flexible than other education systems

**NIDHI SINGAL (2019)**, Inclusive education plays a significant role in schooling opportunities for children with disabilities in India. This research methodology provides a critical analysis of key developments in national policies and programs and how these have shaped provision at the classroom level through positive legislation over the past two decades to significantly increase the number of children with disabilities. Increased Changing Efforts A mainstream system with diverse challenges registers attention to eight factors.

**AMIT BAGDI (2023)**, Currently several research works are being conducted on the importance of inclusive education. This study is qualitative research. The researcher collected data from various sources such as books, e-books, journal articles, website reports of various organizations, internet blogs and reviewed the subject from written texts. Inclusive learning for students with special needs is a significant issue in classroom management.

**SUVENDU RAY AND BIKASH GHANTA (2022)**, studied a qualitative analysis on present status of inclusive education in India. Various schemes have been launched to make inclusive education effective. In spite of inclusive education has been effective, still deprived in some places. Project alone is not enough to make this education effective; the contribution of teachers, students and parents is important. Apart from this, government sanctioned measures and awareness will make this education concept more effective.

**PUSHPA KUMARI, RAJIV NAYAN, (2019)**, Inclusive education is internationally recognized as a philosophy of achieving equity, justice and quality education for all children. Mainstreaming these students, especially those who would be traditionally disabled and have fallen behind in mainstream education due to race, gender or other characteristics, requires appropriate learning methods and specially trained teachers tailored to their needs. This research paper identifies the main trends related to inclusive education and discusses the issues and challenges of reforming teacher education. This chapter focuses on teacher learnings.

**HUMAN RESEARCH DEVELOPMENT MINISTRY (2020)**, According to the NEP 2020 Education Policy, Teachers Shaping the Nation's Future, teacher education sets a national professional standard by 2021 and a minimum educational qualification of a four-year matriculation degree by 2030.

**MEHRAJ UD DIN BHAT, SYED ZAHOOR AHMAD GEELANI (2017)**, Inclusive education is internationally recognized as a philosophy of achieving equity, justice and quality education for all children. Mainstreaming these students, especially those who would be traditionally disabled and have fallen behind in mainstream education due to race, gender or other characteristics, requires appropriate learning methods and specially trained teachers tailored to their needs. This research paper identifies the main trends related to inclusive education and discusses the issues and challenges of reforming teacher education. This chapter focuses on teacher learning.

### **Delimitation**

The study delimited in Opportunities and Challenges of inclusive education in Indian.

## **Objective**

1. To find out the impact of inclusive education.
2. To study about the opportunities of inclusive education.
3. To study about the measure challenges of inclusive education.

## **Methodology**

An overview of inclusive education in Indian subcontinent in this study, that's why this study highlights the opportunity, impact, challenges of inclusive education in Indian. A qualitative study. Data was collected from research paper, journal, artical , and relevant documents.

## **Analysis of objective - I**

Inclusive education is the inclusion of children who are physically and mentally challenged as well as the educationally backward population. The Government of India has taken many measures to make this education system acceptable and effective.

1. Inclusive education improves the social status of children with disabilities and economically and differently backward children. Inclusive education helps students improve their skills. Develops knowledge and creative abilities towards social responsibility and socialization.
2. Children with special needs shall be given the same facilities as ordinary children in the field of education.
3. General and cognitive development of children with learning disabilities with regular educational infrastructure in a minimally controlled environment.
4. Schools should emphasize ways to improve the mentality of normal students in general classes and develop a cooperative attitude towards students with disabilities.
5. Emphasis is placed on meeting the specific educational needs of the child rather than providing grades to students.
6. In addition to the regulated education system, inclusive education lays special emphasis on vocational training and self-reliance.
7. Handicapped students, gifted students, child labourers, religio-linguistic minorities are included in inclusive education so that they can become ideal citizens by providing appropriate and quality education so that they become human resources.

### **Analysis of objective - II**

Inclusive education in India provides various opportunities to students especially opportunity in learning and time towards acquiring knowledge National Education Policy 2020 emphasizes technology literacy in inclusive education. Which is significant in developing the child's creativity.

1. Physically challenged students can get education along with normal students in inclusive learning.
2. Curriculum for students with disabilities is special in contrast to the curriculum for general students, and experience in curriculum design makes a difference.
3. The subject of education provides equal opportunities to special children which helps students to develop social justice and values.
4. Proper training and support can be successfully incorporated into education through good techniques.
5. Teaching of mentally challenged and physically disabled students in conducting inclusive education by constructing special type and residential schools for them by Govt.
6. Scholarships are being provided by Govt to teach backward students and disabled students in various fields in inclusive education.
7. In inclusive education for female students State Government and Central Government of the country have implemented various educational schemes to improve female education.

### **Analysis of objective - III**

In spite of India's many opportunities for inclusive education, many of its current challenges are not facing inclusive education challenges.

1. **Lack of Social Norms:** Social Norms create various obstacles in the promotion of inclusive education. Various prejudices in the Indian society are creating barriers to providing education to children with disabilities and economically disadvantaged children.
2. **Physically Handicapped:** The infrastructure of schools set up for physically challenged students is not conducive to students. There is still a shortage of suitable schools for the disabled in villages.
3. **Curriculum:** One of the most important elements for Indian inclusive education is proper curriculum formulation which is particularly lacking at present.

4. **Lack of properly trained teachers:** Lack of properly trained teachers can be observed in many cases i.e. shortage of trained teachers as per demand for teachers of physically challenged students and backward students creates barriers to inclusive education.
5. **Lack of awareness:** Parents and teachers should have positive thoughts about inclusive education but in many cases negative mindset of parents and teachers about this education is especially noticeable which makes it difficult to accept inclusive students.
6. **Lack of Elderly Education Institutions:** Lack of Elderly Education Institutions in India as compared to the outside world, lack of Elderly Education Awareness, Reluctance of Elderly Persons, Lack of Financial Affordability, Lack of Promotion of Elderly Education, all these factors hinder inclusive education of elderly people.
7. **Limited students:** In inclusive education classrooms will have 20 students per class, many students may not enroll despite their desire to do so, resulting in barriers to inclusive learning.

## Findings

This study shows that inclusive education is effective in developing inclusive education in India. This education is a very important medium for children with disabilities from backward communities. This issue has been specially highlighted in the government's various plans and national education policy. IN this education system, teaching is done according to the needs of the students. But despite this, physical disabilities, lack of trained teachers, lack of healthy communication between students and teachers, lack of communication are becoming obstacles in the expansion of this education.

## Conclusion

India is progressing in the development of its diagnostic technology along with the countries in the modern world. But despite that, India, the world's largest democratic country, is failing to ensure the basic educational rights of its citizens. Till now our country lags behind in inclusive education compared to other countries. But currently, the country's government is giving special importance to the promotion of inclusive education. Various plans and policies for inclusive education will help students in inclusive education. A related policy is

the National Education Policy 2020. In this policy special emphasis is placed on inclusive education. But despite all these policies and plans, physical disabilities, lack of emotional connection between teachers and students, economic barriers, lack of awareness, family reluctance etc. are creating obstacles in the field of inclusive education. If these obstacles can be overcome, people in rural and urban areas can be made more aware. Physically disabled, backward children will improve their lives through education donation.

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# **A Study on Kothari Commission Recommendation Specially Women Education**

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## **Abstract**

The real progress of any nation depends on the qualities and skills of its citizens and education is the key which develops capabilities of human to make a good member of society. Family is the unit of the society in which the mother develops the qualities of child. Hence women is called the first teacher of the child. It describes the importance of women education in society and nation development. The educational progress of women baring social development which turn, is necessary for progress of nation. The Educational commission (1964-66) chaired by DS Kothari made a valuable set of recommendation on women education in India, many of which are still relevant for education planning but have not received much official attention. A review of the premises of the recommendation, the visionary approach adopted by the commission.

## **Keywords**

Women education, Kothari commission.

## **Introduction**

Education of every human being is very necessary. Without education people cannot advance on the path of light. So education is necessary for both man and woman. Man as well as women need better education. Education is needed for both social and emotional development of women. In order for women to be established and capable in society. They needed to be educated. The issue of women education is and integral part of our social progress and a economic development. In modern society. Man and woman have equal basic rights. There fore women education is very necessary for establishing equal rights of man and woman in the society. Woman are a part of the society by which the futures of the country is laid. Philosophers and thinkers like Rammohan Roy Swami

Vivekananda Vidyasagar jiery felt the need for women education and against which they protested. On 14 July 1964 Dr Ds Kothari and a total 17 members formed this commission. This report of the commission is pers presented under the title education and national development. The report mode recommendation on the structure of school education, the structure of higher education, the curriculum of pro primary, primary, secondary education women's education opportunities in education and more education.

## **Review of Literatures**

Gaurang Das (2022) published in the shikhak kaushal paper, why the Kothari commission has influenced women education, this paper shows that steps can taken in the field on secondary education, and the recommendation are properly analysed.

Chad Debasish pal, Dr sushant Kumar sah (2015) in his book on education, Kothari commission has analyzed verious recommendation or women education, and various vocational education, technical education, handicraft education with special concern.

Himatosh Sarkar (2024) necessity of women's education in this research paper, the research has properly reviewed the needs of women's education and what various commission, committees have discussed in women education.

Commission & committee Technical Education In Independent India: An appraisal Research paper by SumirKumar saha and Sangeeta Ghosh Was published in Indian journal of history of science 2012 extensive discussion on various commission and committees highlights the recommendation n scholarship education adopted by the commission.

The Research Paper Women Education In India A Situational Analysis written by nisa Roy was published in March 2010. This books review the progress of women education and the relevance of women's education today Barricades in every educational transition in india and state-wise male- female education rate are presented in Graphs.

The Research paper Rights to Education of Equality of educational opportunities written by kishore singh was published in journal of international corporation education in 2014. Some of the fundamental rights of education for equality and barriers and opportunities in education for quality have changed in education for equality discussed.

The research paper “Swamiji’s Women’s Education in Viveki Kanthaswara” written by Munman Dutt was published in International Journal of Humanities & Social Science in 2017. Quotations on Women’s Education shed light on the necessity of women’s education according to Swamiji’s view

### **Research gap**

It was found from various newspapers. That the Kothari commission reviewed the issues of vocational education, technical Education higher education, secondary

### **Research design**

In this research paper the research adopted qualitative research method.

### **Objectives**

1. To shed light on the Kothari commission on women’s education.
2. A critical analysis of the recommendations, made by the Kothari commission on women’s
3. education and equality in education.
4. To discuss the programmed undertaken by the programs Government of India the wake of the

Kothari Commission for women’s education and equality in Education.

### **Methodology**

Information has been taken from secondary sources with the help of books, newspapers, journals, magazines, blogs etc.

### **Analysis**

Discussions of recommendations on women education in the Kothari Commission. The Commission agreed with the National Committee on Women’s Education and made some significant recommendations for the rapid expansion of women’s education.

1. For the improvement of girls’ education, the necessary plans should be encouraged and the government will provide financial assistance for the success of these plans.

2. Considering the number of women educated in various fields, the ratio of women to men in higher education should be reduced. Instead of educating 1 woman in every 4 men, 1 woman in every 3 men should be educated.
3. Curriculum for men and woman should be unified. Not arty de gris learn housework, they sho have the opportunity to stutty science and arts have to
4. Scholarships are called for so that girls do not drop out of school due to extreme poverty, so that they can bear all the expenses of their own education.

### **A. Discussion of Kothari Commission Recommendations on Equality in Education.**

If we want to bring equality in education in the country, all the backward castes, poor people, tribes in India should be brought under education because all these people are being deprived of various opportunities of education and they are all lagging behind in educational qualifications. To bring equality

D.S.Kothari and 17 other members submitted some recommendations to the government. The recommendations are discussed below...

1. Those students who are far behind in education should be enlightened in the light of education through special measures.
2. For every child in the country to focus on receiving minimum education, the commission recommended making primary education free and said that the government would provide all possible support if any student is active in higher education apart from primary education.
3. There are many families in India who are unable to buy textbooks, school uniforms for their children due to financial problems, to avoid such problems, the government provides free textbooks and school uniforms from class I to VIII

### **B. Discussion of programs undertaken by the Government of India after the Kothare Commission to promote women's education and equality in education.**

1. Operation Blackboard, 1987 This syllabus is adopted as per National Education Policy, 1986. One of the objectives of this program was

to expand and improve the quality of education. This program was started in 1967 by the central government. The program calls for every primary school to provide a minimum of facilities. Separate toilets for students, two halls with balconies, required.

2. District Primary Education Programme, 1995 This program was adopted by the central government from 1995-96 AD. This program is designed with certain objectives in mind All children from class I to class V should be gives the opportunity to attend school. The number of dropout students should be reduced to less than 10%. Signing success rate should increase by 25%. This program is said to provide teacher training. Under this programme, Block Resource Centers and Cluster Resource Centers are being set up to train.
3. Mid-Day Meal, 1995 Another name of the mid-day meal scheme is the National Program of Nutritional Support to Primary Education, which was launched in 1995. One of the of this program is to provide nutrition to all children at primary level Efforts to increase school enrollment by reducing hunger among children who are generally undernourished. This program in building bonds between af castes and religions and creating healthy children and employment opportunities for women.
4. Sarva Shiksha Abhiyan, 2001 Sarva Shiksha Abhiyan is a community service initiative dedicated to imparting quality education with the aim of hum resource development. It is a central government scheme. The real objective of this program is to bring all children up to the age of 14 years of schooling. It is the preparation of a District wise Early Education plan.
5. Swadhargrah (2001-2002) The objectives of the Ministry of Women and Child Development in implementing the Swadhargrah scheme is to providetion of women through institutional support to women affected by difficult circumstances so that they can lives with dignity. Launched in 2001-2002, the scheme provides basic needs of shelter, food, clothing.

### **Finding**

1. The Kothari Commission recommended the establishment of schools for women education.
2. Publication of trilingual formula for development of women's education.

3. Established separate schools to promote women's education.

### **Further studies**

1. Advancement of Women's Education in National Education Policy.
2. Role of Kothari Commission in Modernization of Education.
3. Technical and vocational education infrastructure is also recommended.

### **Conclusion**

The Kothari Commission's recommendations on women's education in India emphasized the importance of providing equal educational opportunities to women to promote social and economic development. It advocated for increased investment in women's education, the establishment of schools and colleges exclusively for women, and the inclusion of curricula that addressed women's issues. These recommendations aimed to reduce gender disparities and empower women through education. In reviewing the current progress in women's education, significant strides have been made since the Kothari Commission's report. Female literacy rates have improved, and there is a higher enrollment of girls in primary, secondary, and higher education. Government initiatives such as the Beti Bachao Beti Padhao scheme and scholarships for girls have contributed to this progress. However, challenges persist, including gender-based discrimination, socio-economic barriers, and regional disparities. In conclusion, while the Kothari Commission's vision has partially been realized, ongoing efforts are needed to address the remaining gaps. Ensuring equitable access to quality education for all women, tackling socio-cultural barriers, and fostering a supportive environment for women's education will be crucial in achieving true educational equity and empowerment.

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# A Study on the Role of Teachers in Secondary School Education in West Bengal

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## **Abstract**

Teachers at the secondary level play a crucial role in shaping student's academic and personal development. They not only impart subject knowledge but also guide students in developing critical thinking, problem-solving skills, and a strong work ethic. Additionally, teachers serve as mentors, offering supports and encouragement during a pivotal period of adolescent growth. Their ability to create a positive learning environment and foster a passion for learning can significantly influence student's future success. The role of teachers in postsecondary education is multifaceted and pivotal in shaping the academic, personal and social development of students during a crucial phase of their lives.

## **Keywords**

Secondary level, Guidance, skill Development, Functions, Education, etc.

## **Introduction**

Education is the single most important factor in the development of a country like India. Education is recognized as vital to the future of any society in today's world. Education plays such a rudimentary role on our society that we cannot even imagine a life without it. In the landscape of education, the role of teachers at the secondary level stands as a cornerstone in the development of young minds. Moving beyond the conventional realm of knowledge dissemination, secondary school educators take on multifaceted responsibilities that extend far into the realms of personal growth, critical thinking, and preparation for the challenges that lie ahead. This pivotal phase in a student's academic journey sees teachers not just as conduits of information but as mentors, guides, and champions of holistic development. This introduction delves

into the diverse facets that constitute the impactful role teachers play in shaping the academic, social, and emotional landscapes of secondary education. The role of education by teachers at the secondary level is integral to the holistic development of students. Teachers serve as facilitators of knowledge, mentors, and guides during a crucial phase of academic and personal growth.

### **Review of literature: -**

#### 1. Teaching effectiveness of secondary school teachers in the district of Purba Medinipur, West Bengal

Umasankar Dash, Pranab Barman

*IOSR Journal of Humanities and Social Science* 21 (7), 50-63, 2016

Effective Teaching is an art and no easy endeavour. Generally Teaching is delivered by a teacher to Enhance the amount of learning of a learner. To make Learning more meaningful, understandable and Fruitful to a learner, effectiveness of teaching Delivered by a teacher is very essential condition. Through the present study an attempt has been Made by the investigators to study the level of Teaching Effectiveness of Secondary School Teachers in the district of Purba Medinipur, West Bengal. The investigators have used Descriptive Survey method for the present study. In this study, Teaching Effectiveness of Teachers has been Evaluated by their concerned students. The sample Consists of 100 Teachers who were working in Different Secondary Schools in the district of Purba Manipur. The Stratified random sampling technique Has been used for the selection of sample. The Investigators have developed a Scale by themselves to measure the level of Teaching Effectiveness of Teachers on the basis of Likert” s five point scale ie Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. For the analysis of data Mean, SD, t-Test ANOVA and Graph have been used by the Investigators in the present study.

#### 2. Validating the course experience questionnaire in West Bengal higher secondary education

Anup Kumar Chakrabarty, John TE Richardson, Malay Kumar Sen

*Studies in Educational Evaluation* 50, 71-78, 2016

The Course Experience Questionnaire (CEQ) is a 36- item instrument that is intended to measure six different aspects of students’ perceptions

of the academic quality of their programmes. It has been widely used in Western countries, and it has also been used in non-Western countries, including China, Hong Kong, Japan and Pakistan. Nevertheless, in the latter countries, it has sometimes not been possible to identify the full range of constructs that were supposed to be measured by the original CEQ. We translated the CEQ into Bengali .

### 3. A study on job related stress among school teachers in different schools of West Bengal, India

Sumanta Dawn, Payel Talukdar, Subir Bhattacharjee, Om Prakash Singh

Eastern Journal of Psychiatry 19 (1), 12-17, 2016

Stress is defined as “An excess of demand made upon the adaptive capabilities of the mind and body” and is seen in the form of a physical demand, a mental demand or both. Teaching in school is a highly stressful occupation. 1

The globalization and privatization of the education system in different countries and in India forced the higher education to be more competent so as to produce the stakeholders with better knowledge, accommodativeness, skills and competencies which are essential for survival in the world market. In tune with this, the Indian education system had undergone rapid changes in terms of expansion, privatization, marketization, curricular reforms and pedagogical innovations. With those rising demands of modern educational system, teachers are being more stressed day by day.

### 4. Secondary teacher education system in India with special reference to West Bengal

Rakesh Manna, Mete Jayanta

International Journal of Humanities and Social Sciences (IJHSS) 5, 97-112, 2016

Education is one of the most important building blocks for a nation, serving as an instrument of economic and social development. Teacher Education is an integral component of the educational system. Teacher Education is a complete professional function that takes place in pre-service education, induction programmed, in service programme, staff development and continuing education. Goal of teacher education

largely depends on national goal of development set for the country. This field has been accorded special emphasis on the face of recent social, economic, political and technological advances, particularly the challenges posed by information and communication technology and the growing rate of knowledge. So, the task of a teacher is a highly respected and specialized, whether it is teaching in kindergarten, elementary school, high school, college or post-graduate courses. The teachers are required in all sectors of education, and in order to be teachers themselves, need to be educated by experts in their desired fields. Teacher Education is a diverse field, covering numerous subjects and various methods of teaching. Teaching in any field is demanding and is a challenging task. Teacher Education is offered at three stages 1) Preparation of teachers at primary level, (2) Preparation of teachers at secondary level And (3) Preparation of teachers at college level.

### **Delimitations**

Inquirer is secondary to short stay In spite of having qualified and experienced teachers in the schools, the students have to face various problems in the field of teaching various subjects.

-Due to lack of Aadash Mithuq in secondary level schools, students face problems in teaching.

### **Objectives**

1. To find out the teachers role on secondary school level.
2. To find out the Teachers functions on secondary school level.

### **Methodology**

#### **1. Research design**

The researcher adopted qualitative research method to analyze this research paper.

#### **2. Data collection**

**Secondary data-** This information is collected in Newspaper, books, journals, seminars ,etc.

## **Analysis and discussion**

### **Analysis of objectives-1**

Secondary education marks a crucial phase in a student's academic journey, where foundational knowledge is deepened and critical thinking skills are honed. At the heart of this transformative period lies the teacher, who plays a multifaceted and pivotal role in shaping the educational experience and future prospects of their students.

1. **Facilitator of Learning:** First and foremost, teachers in secondary education act as facilitators of learning. They design and deliver lessons that cater to the diverse needs of students, ensuring comprehension and engagement across various subjects. Whether teaching mathematics, sciences, humanities, or languages, they impart knowledge through structured curriculum and innovative teaching methods. By fostering a conducive learning environment, teachers encourage intellectual curiosity and inspire a thirst for knowledge among their students.
2. **Mentor and Guide:** Beyond academics, teachers serve as mentors and guides during the formative adolescent years. They provide guidance on personal development, career choices, and social interactions, helping students navigate the complexities of adolescence. Through mentorship, teachers instill values of integrity, empathy, and resilience, nurturing well-rounded individuals capable of contributing positively to society.
3. **Catalyst for Critical Thinking:** Critical thinking is a cornerstone of secondary education, and teachers play a pivotal role in its cultivation. They challenge students to analyze information critically, question assumptions, and develop independent thought. By encouraging debates, discussions, and research projects, teachers empower students to articulate their ideas coherently and develop a nuanced understanding of complex issues. In doing so, they prepare students to become active participants in an increasingly interconnected global society.
4. **Promoter of Personalized Learning:** Recognizing that each student learns differently, teachers in secondary education adopt personalized approaches to instruction. They identify individual strengths and weaknesses, provide tailored support, and offer

constructive feedback to enhance learning outcomes. Through differentiated instruction and adaptive learning strategies, teachers ensure that every student receives the necessary tools and resources to succeed academically and personally.

5. **Role Model and Inspirational Figure:** Teachers in secondary education serve as role models and inspirational figures for their students. Through their passion for teaching, dedication to their profession, and commitment to continuous learning, they exemplify the values they aim to instill in their students. By nurturing a supportive and inclusive classroom culture, teachers foster a sense of belonging and encourage students to strive for excellence in all endeavors.
6. **partner in parental Engagement:** Effective teachers recognize the importance of parental involvement in a student's education. They collaborate with parents and guardians to monitor academic progress, address challenges, and celebrate achievements. By fostering open communication and transparency, teachers build strong partnerships with families, ensuring a holistic approach to student development both inside and outside the classroom.

### **Analysis of objectives-2**

1. **Helper:** The teacher is expected to be a helper to students by way of providing them academic and personal guidance.
2. **Resource person:** A teacher is expected to play the role of resource person who possesses knowledge of the subject matter and skills better than pupils.
3. **Detective:** A teacher act as detective in detecting offences and breakers.
4. **Facilitator of Learning:** A teacher is expected to promote significant learning among his students.
5. **Limitor or Reducer of Anxiety:** A teacher is expected to assist students to control their impulses and reduce anxiety about conduct and performance in different problematic situations.
6. **Referee:** A teacher is expected to settle disputes among students in an objective and fair manner.

7. **Group-Leader:** A teacher is expected to act as a leader in developing suitable climate and cohesion in the class as a social group.
8. **Judge:** A teacher is expected to evaluate academic and other performance of the students in an impartial manner.
9. **Confident:** A teacher is expected to win and share the confidence of the students.
10. **Friend Philosopher:** A teacher is expected to play the role of a friend, philosopher and guide to the students.
11. **Upholder of the norms and values:** A teacher is expected to uphold the norms and values of the society.
12. **Moral Educator:** A teacher is expected to inculcate the attitudes and moral values cherished by the society among the students.
13. **Democrate:** A teacher is expected to play the role of a democrat.
14. **Motivator Role:** Motivating is sine qua non for effective teaching in fact a teacher's most important role relates to awakening feelings of self-discipline in students. Familiarizing them with their progress, praising them for their good work and making them aware of their duties and responsibilities. Allied with all these are their roles of checking and correcting students,

## Conclusion

In conclusion, the role of teachers at the secondary level is multifaceted and pivotal in shaping the academic, social, and personal development of students. Beyond the traditional transmission of knowledge, teachers serve as mentors, motivators, and guides, fostering an environment that encourages curiosity, critical thinking, and holistic growth. Their influence extends beyond the classroom, preparing students for the challenges of adulthood and instilling values that contribute to the fabric of a responsible and informed society. The impact of dedicated and skilled teachers at this crucial stage resonates throughout a student's life, influencing their academic achievements, career paths, and contributions to the community. As catalysts for inspiration, motivation, and lifelong learning, teachers wield a profound influence, leaving an indelible mark on the intellectual, emotional, and social landscapes of those in their charge. These educators serve as architects of knowledge, shaping the academic foundation upon which students build their

futures. More than disseminators of facts, teachers emerge as mentors and guides, nurturing the holistic growth of individuals during a crucial phase of personal development.

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# Online Teaching of Students with Special Needs in Covid-19 Situation: Problems and Possible Measures

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## **Abstract**

The COVID 19 pandemic had forced the education sector to transfer from offline to online mode. As a result, people associated with education field had to face a number of problems. However the problems of children with special needs seemed to be multiplied during the pandemic situation because it required huge effort for them to get used to the new norms. As a result, teachers and parents of students with special needs were constantly facing new challenges.

With the help of secondary data the present study aims to explore the problems related to online teaching of students with special needs during COVID-19 situation and find some possible solutions to those problems. The objectives of the present study are to find out the problems of online teaching of students with special needs in COVID-19 situation; and to enumerate possible measures which helped to overcome those problems. From an extensive review of related literature it has been found that, due to physical distancing the teachers were not able to help the special need students directly. Both teachers and students were facing various difficulties like problem of student engagement, transition to new mode of learning, lack of quality education and others. At the same time there became available some tools, videos and software which could help teachers to certain extent in teaching process.

## **Keyword**

Covid-19, special need children, teaching- learning

## **Introduction**

The deadly disease corona virus had deeply affected the whole world and like all other sector of the country except the emergency services,

the educational sector had to face problems in surviving through the outbreak. Due to the pandemic situation the whole education sector had been transferred from offline mode to online mode. In the pandemic situation the virtual platforms had become the sole custodian of the whole teaching-learning process. Students and teachers both faced a number of difficulties because of the sudden transformation of education system. However the problems of the students with special needs and their teachers seemed to multiply.

‘A special needs child is a youth who has been determined to require special attention and specific necessities that other children do not’ (Kangan.J’20). According to the 2011 census, 2.21% of the total population of India is disabled population, which is 2.68cr in number. The highest number of disabled population in the age group 10-19 years, is 17% (46.2 lakh) of total disabled population and 16% (41.9 lakh) of the disabled population are in the age group 20-29 years while the number of disabled population aged 5-9 years is 1955539. So, in a country with such a large population of disabled people, it is necessary to arrange formal education for them. If this is not done then a huge number of the total population of the country will plunge into the darkness of illiteracy. According to the 2011 census, the illiterate disabled population of the country is 12196641 (literate 14618353). So, without educating all these people, the goal of universalisation of elementary education remains incomplete. Parents and teachers of children with special needs should be especially aware of this because “*Sometimes real superheroes live in the hearts of small children fighting big battles*”.

### **Review of related literature**

A number of studies had been conducted on issues related to online teaching of students with special needs during COVID-19 situation and the possible measures for their problems. Some of these studies are as follows:

Crevier. N.K. (2020), wrote an article on ‘Special Education, Special Challenges comes with Distance Learning’. The researcher revealed that for special education teachers, distance learning has had special challenges. Special education students may have multiple service providers and this can create a hurdle for teachers. While general classroom teachers can create a google classroom for each class, the special education and pupil service staff had to create individual google classrooms to ensure confidentiality.

Duke, J. (2020), wrote an article on 'Addressing Challenges in Online Special Education'. Study revealed that special education teachers finds student engagement to be a particular challenge. To help parents and caregivers of those students the researcher recommended short videos and various useful software and tools.

Jindal. N., & Urvashi, S., (2020), wrote an article named 'Schools must ensure that moving online won't disadvantage children with special needs'. Reports showed that children with special needs, their parents and teachers are finding it difficult to cope with this sudden shift to the online mode. Sending over assignments and notes via email or Whatsapp is not conducive for such students. Especially since special educators cannot come home, parents are struggling way more than they should. For visually impaired students, Braille documents are not easily accessible and it is not such a script that can be taught virtually.

## Objectives

The objectives of the present study are to:

- find out the problems of online teaching to students with special needs in covid-19 situation; and
- enumerate possible measures which helped to overcome those problems.

The present study is based on **secondary data**.

## **The problems of online teaching for students with special needs in covid-19 situation**

From the review of related literature it had been found that the teacher of special needs students' faced much more difficulties than others. Some of the problems faced by them included:

Problem of transition to new mode of learning: The biggest obstacle for special educators was to fit themselves and their students' into the new mode of learning. Usually the use of technology in special schools was not new but due to pandemic a physical distance of students with teachers had been created. Since special children were directly dependent on their teachers for their educational needs, the students were facing multiple problems to suit themselves in a new mode of learning. Hence teachers were also facing many problems in teaching through online mode.

**Problem of student engagement:** The biggest problem in teaching students with special needs was the lack of student engagement. This problem seemed to be huge in online mode. In the regular classroom teachers could adjust the class according to the mood of the special child as researches have shown that special students were interested in learning when they were in a good mood and at that time their engagement in teaching learning process was maximum. In case of distance mode of teaching-learning the process was disrupted frequently as there was no direct way of understanding the mood of the students.

**Lack of parents' competency to teach them:** Parents are the best well wishers of their children but it is not possible for all the parents to acquire required competency to teach a children with special needs. Such teaching requires proper training. It is not possible for teachers to fulfill all the learning needs of a special child from such a distance. As a result, special students were not getting enough support to develop new skills.

**Problem of teaching extensive support needs students:** Every student needed support the pandemic situation but extensive support was needed by special need students. Extensive support needs students include autistic child, child with learning disability and others. Teachers had to be a little more careful while teaching them because many of them were not be able to speak or could not respond properly to stimuli. Therefore, besides suitable teaching technique, high quality instruments were also required to teach them, which was not feasible in distance mode of teaching.

### **Possible measures which helped to overcome the problems of students with special needs**

There were some possible measures to overcome the problems of online teaching of students with special needs. Those were:

**Teacher should adopt familiar teaching process:** Due to physical distancing the teachers were not able to be present to help the students directly, so, the teacher had to adopt familiar teaching method as much as possible. It was necessary to make arrangements to teach in online mode in such a method which the student was fluent in the regular classes. Teaching was arranged as far as possible through familiar software.

Helping parents through short videos: Since most of the time was spent by the students with parents during pandemic situation, so, parents were assisted through various short videos. These short videos were available on YouTube which parents could easily view or download. Parents were required to watch those videos and gain some understanding and try to create similar kind of lessons for their own children. In this way the problems of the teacher were reduced and the special needs students were able to learn.

Assess the performance of teacher: Switching from offline mode to online mode was a huge challenge for the teachers but they tried their best to accommodate themselves in the new platform. However, some lacuna remained. So, it was very beneficial when the performance of the teachers was assessed from time to time by the experts and feedback was given accordingly. The teachers were able to rectify their shortcomings.

Give learner a choice: In order to make the students fluent through new mode of learning, teacher gave them freedom on how they wanted to learn. Teacher paid more attention to the student's interest. In this way teacher helped to develop their skills and sub-skills through various online games, fun assignments etc.

## **Conclusion**

Those who are born with obstacles, have immense power to overcome external obstacles. In the same way, students with special needs were able to overcome the barriers of online learning with the help of their teachers. There were some tools that the teacher used to help students' access course material and participate in online classes. These included Screen Readers, Word Prediction, Video Magnifiers, Face Mouse etc. Only by following the proper guidance of their teacher students with special needs could conquer many obstacles. The pandemic situation brought with it many changes. Everyone tried to adapt to their best possible means and so did the students with special needs. Teachers, special educators, educationists and policy makers must always have an inclusive attitude while discharging their responsibilities. It is very important that no one is left out. According to *Magic Johnson*, 'All kids need is a little help, a little hope and someone who believes in them'.

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# Detecting the Genesis of Feminist Movement in India: A Sociological Insight on Lal Ded and Meerabai

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## **Abstract**

Indian feminism has its roots in the ancient and medieval India. The women even in the medieval period expressed their concerns in the public forum through songs and poetry. The Bhakti movement in India introduced a poetic trend of expression. Lalleshwari (popularly known as Lal Ded) and Meerabai were two chief leads to fearlessly ignite the challenges against patriarchal bondages. They are believed to be the initiators of current Indian feminist school of thought by many scholars. During the 14th century, Lal Ded, a Kashmiri native, renounced her husband's home as a protest against domestic violence inflicted upon her. She then emerged as a woman who spurred revolution through her poetry, challenging the feminine boundaries. She liberated herself from the conventional set-up by rejecting her marriage, thus, transgressing gender roles even during the 14th century. Boldly enough she stepped into the public domain, expressed her concern through poetry, engaged in intellectual discussions with scholars of her time. She was successful in abandoning an institution (of marriage) considered obligatory, peculiarly for women. She was courageous and proud in leading a solitary life. She challenged the Brahmanical societal orders dominated by men embracing spiritual domain. Meerabai was born in a traditional Rajput family during 1490's. She emerged as an epitome of strength and rebellion. She offered an open challenge to patriarchy, conventional customs and traditions. She initially refused to marry the groom who was chosen for her. She was forced to marry. She then discarded, refused to pursue the rituals and norms of the groom's dynasty. She moved to the public domain at a period when women were strictly guarded even in the private. She openly communicated in fact revered people from various castes, especially deprived and vulnerable castes. She firmly disregarded her earthly marriage ties declaring herself to be wedded to

Krishna (the deity); a break from domesticity. Ultimately, her poetry facilitated therevolution. The study has been conducted through the help of secondary analysis that includes analyzing book chapters, journal articles, newspaper articles and so on. The two objectives of the present paper are, 1) To uncover the layers of patriarchal domination witnessed by Lal Ded and Meerabai. 2) To elaborate on the contribution of Lal Ded and Meerabai in initiating the early feminist uprisings of India. Instead of suffering passively, as the trend was, Lal Ded and Meera bai emerged as a radical denouncer and upright violators of established norms that restricted women to patriarchal premises. They were embodiments of protest and resistance even during the 14th century.

### **Keywords**

Women, Feminism, Patriarchy, Revolution, Poetry.

### **Introduction**

In India, before the advent of the Aryans, women were not noted to have witnessed Brahmanical patriarchal restrictions. After the Aryans invaded India and during the Vedic age, women still experienced lesser restrictions. At least, one may identify female scholars like Gargi, Maitreyi or Lopamudra during those ages. Instances of them facing patriarchal domination is also mentioned in history. During a public debate between two eminent scholars of that time, Gargi and Yagnavalkya, the former was violently threatened by the latter when the latter failed to answer her questions. Female scholars certainly participated in debate competitions that occurred in the public sphere. In comparison to the male scholars, the female scholars had restricted power and the men had the audacity sanctioned by the Brahmanical patriarchal society to publicly threaten their fellow scholars if they anticipated a possibility of defeat (Chakravarti, 1993). During the Rajput era, guarding the women was a major responsibility to ensure purity of the bloodline and caste. The Rajput women were trained to rather sacrifice themselves than losing their sanctity as defined by the Brahmanical societal codes. The major deteriorations that occurred after the Vedic period, that resulted in making the women almost voiceless and without any rights was due to the excruciatingly insulting laws of the Manusmriti (Chakravarti, 2003). Lal Ded and Meerabai two poets of the Medieval period broke the patriarchal taboo to a large extent. They too were born and married to conservative patriarchal

families. They themselves as individuals single-handedly fought for their rights during the medieval period. They can be regarded as two of India's early feminists.

### **Review of Literature**

Feminism and feminist movements in India have constantly been accused of being “westernized”, “middle class”, even “rootless”. Feminists in India have argued, India has diverse dimensions of feminism, each with a peculiar history (Chowdhury, 2012). The Bhakti movement and women's struggles posed a strong challenge to Brahmanical hegemony. The poems and songs that emerged through the movement were beyond convention. They dared to ask the question, does spirituality have a gender? The 19<sup>th</sup> century was in several ways a break from the Bhakti movement. The “new woman” was a central figure in the reaction of the colonial subjects to imperialist rule. Women's writings in the form of novels, short-stories, autobiographies, etc. became significant. Notable authors like Rasheeda Jahan, Lalithambika, Ismat Chughtai challenged the feminist definitions of femininity. The genesis and trajectories of feminist movements in the different cultural and historical contexts of east and west will obviously vary. Feminist attitudes in India have miscellaneous dimensions of evolution and needs to be conceptualized on multiple tracks. The two Kashmiri poets Lal Ded and Habba Khatoon had similarities with the Rajasthani poet Meerabai. The three of them raised their voices against the Mysoginistic culture (Jain, 2011). Lal Ded left her home and Meera rejected all her matrimonial ties. Meera chose not to vehemently protest against patriarchal domination. She wrote her verses for Krishna and the content mocked mysogyny. Meera even shaved her head.

### **Methodology**

Secondary analysis refers to the studies that use existing research data to find new answers to research enquires (Blumer, 1984). Existing surveys, observations, interviews sourced from books, websites, articles are used for secondary analysis. The intention of this study is to include secondary analysis to find newer answers. The article intends to detect the genesis of feminist movements in India with a special focus on Lal Ded and Meerabai. Gender as the primary attribute has enhanced the analysis of the content. The two objectives of the present paper are, 1) To uncover the layers of patriarchal domination witnessed by Lal Ded and

Meerabai.2) To elaborate on the contribution of Lal Ded and Meerabai in initiating the early feminist uprisings of India.

## Analysis

### Uncovering the layers of patriarchal domination witnessed by Lal Ded and Meerabai

Lal Ded, the Kashmiri poet during the 12<sup>th</sup> century can be considered as one of India's pioneering feminists who considered poetry as a tool of self-expression and much before the advent of the term "feminism". It is known in history that Lal Ded was married at a very young age to a man with no exception but only patriarchal domination. The mother-in-law was also a flag bearer of patriarchy. Her mother-in-law was extremely cruel to her and used to look for newer means to torture her. Historical sources mention, Lal Ded's mother-in-law did not let her eat properly. She would be cruel enough to serve Lal Ded pebbles on a plate covered with rice only for the sake of harassing her. She was a victim of domestic violence. Her mother-in-law accused her of infidelity in various occasions. Her husband too accused her of infidelity and would beat her up, justifying the act as a means of punishment. Meerabai's in-laws objected to her worshipping Lord Krishna. Her in-laws and her husband also accused her of practicing infidelity. However, Rana Khumba, her husband understood his fault and tried to defend her in various instances. He died early in a battle. After the death of their son, the in-laws of Meera tried to torture her and even kill her. Meera finally decided to denounce all her matrimonial ties and shifted to Vrindavan. She inspired people from various castes to become devotees of Krishna through her poetry.

### Contribution of Lal Ded and Meerabai in initiating the early feminist uprisings of India

Lal Ded and Meera bai emerged as a radical denouncer and upright violators of established norms that restricted women to patriarchal premises. They were embodiments of protest and resistance even during the 14<sup>th</sup> century. The laws of Manu declared, "*Her father guards her in childhood, her husband guards her in youth, and her sons guard her in old age. A woman is not fit for independence*" (Doniger, 2000). Lal Ded (14<sup>th</sup> century, Kashmir) and Meera Bai (14<sup>th</sup> century, Rajasthan), after being enforced into marriage, rejected their marriage and led a solitary life. They offered direct challenge to the declaration of Manu. In a way,

they both stepped ahead of Gargi. Lal Ded left her conjugal family after incidents of domestic violence. She dared to make a revolutionary departure at a time when women were not considered as individuals. They were believed to be an extension of their male counterparts. Lal Ded stepped out of the reserved feminine boundary to the public domain. Her independent spirit is evident in her poems. The absence of gender dynamics in her works proves her feminist temperament. She influenced women who wanted a way out from male domination. Evidences indicate that she fearlessly conversed with the eminent scholars (men) of her time without restricting herself to gender boundaries. She, during that period, debunked the societal conventions and violated the patriarchal authority openly. She emerged as an empowered woman in the public sphere. Meera bai was born in a traditional Rajput family during 1490's. She was married during her childhood by her family against her will. Her family persuaded her to marry and finally she was coerced to submit. She did not conform to the rituals and customs of her in-laws. She even publicly criticized the custom of sati. She even criticized caste system. She refused to practice the purdah and moved to the public domain. She interacted with people of various castes including the people who were considered as untouchables. She declared herself to be a devotee of Lord Krishna and renounced her marital ties, finally breaking away from domesticity. Ultimately, her poetry facilitated the revolution. Instead of suffering passively, as the trend was, Meera Bai, publicly threatened the institution of marriage, considered oblivious for women in particular. She resisted the domination of the hierarchical conjugal relationship and declared lord Krishna to be her husband. She vehemently transgressed prohibitions and moved freely in public. She engaged in constant interactions with the lower castes and saints. Her poetry challenged the Brahmanical patriarchal framework, instigating and facilitating revolution. She made a radical departure from the shackles of constructed feminine boundaries. She refused to wear jewels and decorate herself with material objects.

## **Conclusion**

Lal Ded and Meerabai both embraced spirituality as a medium for liberation from oppression. To them, spirituality became the medium to criticize the stereotypical attitude of patriarchal culture. They both were prominent voices of protest during the medieval era in India. They had an agency and they fearlessly voiced their opinion through their poetry

in the patriarchal world. They indeed were two of the pioneer feminists of India who made their voices heard even before the advent of the term 'feminism' in the west.

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