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TECHNIQUES OF SCHOOL
EDUCATION AND
TEACHER EDUCATION
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Paper 1

**SOCIAL SKILLS OF SECONDARY SCHOOL STUDENTS IN RELATION
TO GENDER AND LOCALITY**

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ABSTRACT

In this study, concerted effort was made to study the Social Skills among Secondary School Students in terms of Gender and Locality. Social Skills are observable behaviors that individuals exhibit to perform competently on a social task like active listening, interpersonal relationships, the understanding of others feeling, etc. The present study was descriptive in nature. A survey has been undertaken to study the Social Skills among Secondary School Students with respect to gender, and locality, by administering a 'Rating Scale on Social Skills'. The three dimensions of Social Skills such as "Interpersonal, Communication and Concern for others" were measured through a five point scale having twenty two statements. The sample of the study involved 462 Secondary School students pursuing the state syllabus in different schools of Mangalore Taluk situated in Urban and Rural areas selected through simple Random sampling technique. The findings revealed that social Skills of Urban Secondary School students are significantly higher than that of Rural School students. It also revealed that Social skills among secondary school students do not differ in terms of gender.

Key words: Social Skill, Interpersonal skill, Communication Skill Concern for others and Secondary School Students.

Introduction:

The progress of society depends upon the nature of education. Education is the fundamental right of everyone and capable of bringing any desired change and upliftment in the human mind and society. One of the most significant aims of education is the harmonious development of the individual. Social skill is any competence facilitating interaction and communication with others where social rules and relations are created, communicated and changed in verbal and non-verbal ways. The process of learning these skills is called socialization.

Social skills are skills we need to interact and adapt in our cultural environment. Social skills play a very important role in a child's emotional health and well-being. The present education is concerned only with the academic achievement of the students and hence it emphasizes on the development of cognitive skills. Learning is essential for students to master skills but if the

affective domain is ignored, the cognitive areas are greatly affected. It is difficult to achieve even the highest levels in the cognitive domain, if the complementary skills in the affective domain are not developed.

Social skills are the tools that enable people to communicate, learn, ask for help, get needs met in appropriate ways, get along with others, make friends, develop healthy relationships, protect themselves, and in general, be able to interact with the society harmoniously. Social Skills build essential character traits like trustworthiness, respectfulness, responsibility, fairness, caring, and citizenship. These traits help build an internal moral compass, allowing individuals to make good choices in thinking and behaviour, resulting in social competence.

Social skills imply goal directed and well organized behaviors like Communication skills, Interpersonal Skills and Concern for others. Communication is conveying information thoughts and feeling to others meaningfully. It involves empathy and sensitivity towards others. Interpersonal skills come hand in hand with communication as students will learn how to relate well to other people if they learn both skills. It able to make and keep friendly relationships, which can be of great importance to their mental and social wellbeing.

Social Skills build essential character traits like trustworthiness, respectfulness, responsibility, fairness, caring, and citizenship. These traits help build an internal moral compass, allowing individuals to make good choices in thinking and behaviour, resulting in social competence.

Rationale for the study

Adolescence is a developmental stage in which significant changes happen in all aspects of physical, cognitive, emotional and social. These changes create a new feeling of identity in adolescents and lead them toward socialization with its entire emergence of developing a distinct identity. These features, along with a sense of attachment to the peer group, their vulnerability has been higher than other groups.

The study conducted by Rajesh and Chandrasekaran (2013) on Interpersonal Skill of college student's revealed significant difference in students Interpersonal Skills with respect to their Gender, Degree Studying, Medium of Instruction, Residential Locality and Type of Family. The study also revealed that no significant difference in students Interpersonal Skills with respect to their Stream of the Study, Type of College Management and Number of Siblings.

Shimsiya and Sincy Issac (2016) conducted a study on Social Skills among Secondary School Student's in Relation to Gender and Locale. Results reveal that there exists a significant difference in the mean scores of social skills among secondary school students in relation to gender and locale of the school.

Daraee Minoo & Maryam Fakhr (2016) conducted a study on comparison of the social skills of students in ordinary schools and talented schools. The results revealed that the students of talented schools are significantly higher in appropriate social skills and are overconfident, but no significant difference was observed in other components.

Eshrat Zamani (2010) conducted a study on social skills of students addicted to computer games with normal students. The results of the study revealed that normal students had a higher level of social skills in comparison with students addicted to computer games.

The study conducted by Devi, Mukesh and Chahar (2015) revealed that academic achievement have significant dependence on social skills of school students.

Objectives of the study

- To study the Social Skills among the Secondary School Students in terms of gender
- To study the Social Skills among the Secondary School Students in terms of locality of schools.

Hypotheses of the study

H₀₁: There is no significant difference in the Social Skills of Boys and Girls of Secondary School.

H₀₂: There is no significant difference in the Social Skills of Rural and Urban Students of Secondary School.

Methodology

The present study was descriptive in nature. A survey has been conducted to study the Social Skills among Secondary School Students with respect to gender and Locality by administering a 'Rating Scale on Social Skills'. The three dimensions of Social Skills such as Interpersonal Skills, Communication Skills and Concern for others were measured through a five point scale having twenty two statements. The sample of the study involved 462 Secondary School students with 168 boys and 294 girls pursuing state syllabus in different schools of Mangalore Taluk situated in Urban and Rural areas selected through simple Random sampling technique. The data were analyzed using descriptive statistics and inferential statistics. Inferential statistic 't' test was used to test the significance of the difference in Social Skills with respect to gender, and locality. Hypotheses were tested at 0.05 level of significance.

Analysis and Interpretation of Data

Objective One: To study the Social Skills among the Secondary School Students in terms of gender

Table 1: 't' test Details of the Social Skills among Secondary school Boys and Girls

Gender	N	M	SD	't' Value	Result
Girls	294	85.16	12.53	1.91	Not Significant
Boys	168	82.67	13.91		

From the Table 1, it is observed that the obtained 't' value 1.91 is lesser than the table value 1.97 at 0.05 level of significance with of 460. Hence the null hypothesis "There is no significant difference in the Social Skills of Boys and Girls of Secondary School" is accepted and it is concluded that boys and girls of secondary school students do not differ in their Social Skills.

Objective Two: To study the Social Skills among the Secondary School Students in terms of locality of schools.

Table 2: 't' test Details of the Social Skills of Rural and Urban students

Locality	N	M	SD	't' Value	Result
Rural	105	89.12	10.50	5.07	Significant
Urban	357	82.83	13.45		

From the Table 2, it is observed that the obtained 't' value 5.07 is higher than the table value 1.97 at 0.05 level of significance with of 460. Hence the null hypothesis "There is no significant difference in the Social Skills of Rural and Urban Students of Secondary School" is rejected and it is concluded that Secondary School students of Rural and Urban schools differ in their Social Skills. Social Skills of Urban secondary schools' students are significantly higher than the Rural Secondary school students since the mean score of urban school student is higher than the Rural.

Findings of the study:

- There is no significant difference in the Social Skills of Boys and Girls of Secondary school Students
- There is significant difference in the Social skills of Rural and Urban Students of Secondary School

Conclusion:

The study revealed that Social Skills of Urban Secondary School Students is significantly higher than that of Rural School Students. It implies that schools should provide appropriate curricular and co-curricular activities to enhance their interpersonal skills, Communication skills and Concern for others. So that their Social Skills in general will enhance. The study also revealed

that Social Skills among the Secondary school Students do not differ in terms of gender. It indicates that Social Skills are concerned; Secondary school Students of Mangaluru Taluk are equal irrespective of their gender.

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Paper 2

**LIFE SKILL - A DYNAMIC MUTI-DIMENSIONAL PROCESS
ENCOMPASSING HUMAN DEVELOPMENT**

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ABSTRACT

Education is the most important instrument for human resource development. Education has been regarded as both an end in itself and as a means of realizing other desirable ends. It develops the personality and rationality of individuals, qualifies them to full fill certain economic, political and cultural functions and there by improve their socio-economic status. Education is an instrument of socialization is considered as a powerful catalytic agent for social change. Hence quality education and empowerment of youth are very much needed in the context of Globalization, Liberalization and Internationalization. An effective educational system is an essential foundation to lead a decent life. The Indian youth is currently at crossroads. India has been facing the challenges in providing quality education to the youth. The issues of financing, management, equity, and relevance, reorientation of programmes for laying emphasis on values and ethics and quality of higher education all are of severe concern at the present situation. The mobility of skilled manpower increased with globalization and Indian education system also evolved into knowledge-based society. Demands of contemporary life, under privileged parenting, dysfunctional relations, changing family structure, new perspectives of young people's needs, speedy socio-cultural changes all makes it crucial for a life skill education. Life skills are defined as the abilities for adaptive and positive behaviour enables individuals to deal effectively with the demands and challenges of everyday life. The world health organization (WHO) defined life skill as abilities to face the day to day complex situations successfully and adjust with them efficiently. It identifies ten life skills that are very much needed to lead a healthy and happy life, so that all the human resources can be utilized effectively and productively. They are: Problem solving skills, Critical thinking skills, Creative thinking skills, Decision making skills, Effective communication skills, Inter personal relationship skills, Self-awareness skills, Empathy, Skills to cope with emotions and Skills to cope with stress. Life skill education can help to improve the well-being of individuals. The life

skills are to be developed in the process of education. This life skills enable a person to live his life effectively purposefully, successfully and meaningfully. When knowledge is learned passively, without skills, it is often learned at a superficial level and therefore not readily transferred to new environments, deep understanding and accountability for the real world will occur only by embedding skills within knowledge domain, such that each enhances the other. In the present social scenario skills are the key to solving economic, civic, and global challenges and to engaging effectively in those spheres, then we must act upon the belief that using those skills to overhaul our education system is possible.

Introduction

Education is the most important instrument for human resource development. Education has been regarded as both an end in itself and as a means of realizing other desirable ends. It develops the personality and rationality of individuals, qualifies them to fulfill certain economic, political and cultural functions and thereby improve their socio-economic status. It has been recognized as a major instrument which society can use to direct the process of change and development towards the desired goals. It provides for vertical mobility and can thereby help to equalize status between individuals coming from different social strata. In Indian way of thinking, a human being is a positive asset and precious national resource, which needs to be cherished, nurtured and developed with tenderness and care coupled with dynamism. Education is a unique investment in the present and in the future.

Life Skill Education: The Need of The Hour

According to Dr.S. Radhakrishnan “Education is not merely a means of earning a living, nor is it only a nursery of thought or a school for citizenship. It is initiation into the life of spirit, a training of human souls in the pursuit of truth and the practice of virtue”. Education is an instrument of socialization is considered as a powerful catalytic agent for social change. Hence quality education and empowerment of youth are very much needed in the context of Globalization, Liberalization and Internationalization. An effective educational system is an essential foundation to lead a decent life. India being a vast and diverse country, the Indian youth is slowly undergoing a cultural transition in their outlook due to globalization, communication, media and technological advancement. The Indian youth is currently at crossroads. India has been facing the challenges in providing quality education to the youth. The issues of financing, management, equity, and relevance, reorientation of programmes for laying emphasis on values and ethics and quality of higher education all are of severe concern at the present situation. Demands of contemporary life, under privileged parenting, dysfunctional relations, changing

family structure, new perspectives of young people's needs, speedy socio-cultural changes all makes it crucial for a life skill education. As far as swami Vivekananda is concerned "We want that education by which character is formed, strength of mind is increased, the intellect is expanded by which one can stand on one's feet, Education is the manifestation of perfection already in man."

Democracies need active, informed responsible citizens, who are willing and able to take responsibility for themselves and their communities and contribute to the political process. Life skill education can be beneficial in targeting negative behaviours in children and encouraging sound values and actions. Life skill involve a long-term process that is sustained overtime through regular and varied activities. Life skill education focuses on equipping individuals with skills relevant and appropriate which can prepare them to be successful at the world of work,by developing life skills in adolescents leads right attitude and values in to healthy behaviour.

Meaning of Life Skills

Life skills are defined as the abilities for adaptive and positive behaviour enables individuals to deal effectively with the demands and challenges of everyday life. The world health organization (WHO) defined life skill as abilities to face the day to day complex situations successfully and adjust with them efficiently. It identifies ten life skills that are very much needed to lead a healthy and happy life, so that all the human resources can be utilized effectively and productively. They are:

- Problem solving skills
- Critical thinking skills
- Creative thinking skills
- Decision making skills
- Effective communication skills
- Inter personal relationship skills
- Self-awareness skills
- Empathy
- Skills to cope with emotions
- Skills to cope with stress

The above-mentioned life skills can be described in the following way

Problem solving skills: The ability to identify the problem correctly, understanding its sources and causes is the first step in solving problem. Later the causes have to be reduced or eliminated

at the first stage. Then the source of the problem has to be handled carefully. Afterwards the best possible solution can be adopted.

Critical thinking skills: It is a skill of estimation of positive and negative dimensions of an experience or event without the influence of personal bias. Critical thinking is an ability to analyse information and experiences in an objective manner. It can contribute to health by helping us to recognize and assess the factors that influence attitude and behaviours such as values, peer pressures and the media.

Creative thinking skills: The ability to form new and original from the available information is creative thinking or divergent thinking. It is a novel way of seeing or doing things that is characteristics of four components: fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new) and elaboration (building another ideas).

Decision making skills: Decision making involves taking an appropriate decision after weighing the advantages and disadvantages of a situation and its future consequences. It helps us to deal constructively with decision about our lives.

Effective communication skills: It is the ability to convey the intended thoughts, ideas, feeling and expectations and plans meaningfully, politely and assertively to others. It implies that we are able to express ourselves both verbally and non-verbally in ways that are appropriate to our cultures and situations.

Interpersonal relationship skills: It is the maintenance of friendly, healthy purposeful and successful social relationship with others. It helps us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships which can be of great importance to our mental and social well-being.

Self-awareness skills: It is the ability to know one's strengths and weaknesses, objectively and ones likes and dislikes, attitude correctly. That means knowing one-self as he or she is. It is often a pre-requisite to effective communication and interpersonal relations as well as for developing empathy with others.

Empathy: Is the ability to imagine oneself in the position of another person and to feel understand that persons happiness and sorrows. To have a successful relationship with our loved ones and society at large we need to understand and care about other people's needs, desire and feelings. when we understand ourselves as well as others, we are better prepared to communicate our needs and desires. We will be more equipped to say what we want people to know, present our thoughts and ideas and tackle delicate issues without offending other people, empathy can help us to accept others, who may be very different from ourselves.

Skills to cope with emotions: Coping with emotion is the ability to express one's emotions rationally taking the surrounding circumstances into considerations. Involving recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately.

Skills to cope with stress: Coping with stress is the ability to relieve one's stress constructively without affecting one's morale. It means recognizing the sources of stress in our lives, recognizing how this affects us and acting in ways that help us to control our level of stress, by changing our environment or life style and learning how to relax.

The following are the skills to cope with stress.

- Taking deep breath accompanied by thoughts of being in control.
- Progressive muscle relaxation
- Setting small goals and breaking tasks into smaller manageable chunks
- Focusing on things you can control and letting go of things you cannot control
- Exercising regular meals and avoiding excessive caffeine.
- Talking about problems with others including parents, older adults and friends
- Lowering unrealistic expectations.
- Scheduling breaks and enjoyable activities such as music, arts, sports, socializing.

Life skills facilitate individuals to interpret information, attitude and principles into definite abilities that is "what to do and how to do it." Life skills are abilities that makes possible persons to act in healthy ways, given the desire, capacity and opportunity to do so.

Essentials of life skill

The Dakar frame work for action states that all young people have "the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term , an education that includes learning to know, to do, to live together and to be", based on the four pillars of education in the report to UNESCO of the international commission on education for the twenty first century.

The four pillars in a life skill approach are the following:

Learning to know: It refers to both the acquisition of knowledge and use of knowledge that is acquiring the instruments of understanding. It includes the development of the faculties of memory, imagination, reasoning, problem solving and the ability to think in a coherent and critical way. Learning to know pre supposes learning to learn, calling up the power of concentration, memory and thought, so as to benefit from ongoing educational opportunities continuously arising formally and non-formally throughout life. It can be regarded as both a means and an end in learning itself in life. As a means it serves to enable individual learners to

understand the very least enough about the nature, about the human kind and about his or her environment and about society at large. As an end it enables the learner to experience the pressure of knowing, discovering, understanding as a process.

Learning to be: It recognizes a person as someone who acts and brings about change, and whose achievements can be judged in terms of her or his own value and objectives, whether or not we assess them in terms of some external criteria as well. It emphasizes the development of every child's personality so that he/she is able to act with greater autonomy, judgment and personal responsibility. The aim of development is the complete fulfillment of man in all richness of its personality. The complexity of its forms of expression and its various commitments as an individual member of a family and of a community and a citizen. Learning to be may therefore be interpreted in one way as learning to be human through acquisition of knowledge, skills and values, conducive to personality development in its intellectual, moral, in cultural and physical dimensions. This implies a curriculum aiming at cultivating qualities of imagination and creativity acquiring universally shared human values, developing human potentials, memory, reasoning, aesthetic sense, physical capacity and communication, social skills, developing critical thinking and exercising independent judgement, developing personal commitment and responsibility.

Learning to do: It is linked to what actions a person takes, and is closely related to practical skills, participate and cooperate with other people in all human activities. It is associated with vocational-technical education and work skills training. Learning to do calls for new type of skills, more behavioral than intellectual. It implies a shift from skill to competence, or a mix of higher order skills, specific to each individual. Learning to do emphasizes ability to communicate effectively with others; aptitude towards team work; social skills in building meaningful interpersonal relations; adaptability to changing the world of work and in social life; competency in transforming knowledge in to innovations and job creation; and readiness to take risks and resolve or manage conflicts.

Learning to live together: It denotes feeling concerned by others welfare and feeling an affiliation linked to a group, a category, a society and a culture. It implies development of such qualities as knowledge and understanding of self and others; appreciation of the diversity of human race and an awareness of the similarities between and the interdependence of all humans, empathy and co-operative social behavior in caring and sharing; respect of other people and other cultures and various system; capability of encountering others and resolving conflicts through dialogue and competency in working towards common objectives.

Life skill education for sustainable development

According to United Nations General Assembly sustainable development aims to maintain economic advancement and progress while protecting the long-term value of the environment, it provides a framework for the integration of environment policies and development strategies. Sustainable development means development of knowledge skills and values required to accomplish the needs of present generation without compromising with the ability of future generation to gratify their needs. Life skill training has the potential to strengthen various development initiatives and improve education by using skill-based approach so as to mold and shape the behaviour pattern of the children. Life skill inculcates the needed competencies for human development and in a way to develop positive behaviour in the lifestyle of the young people and make them confident enough to face the challenges of their day to day life. Life skill programmes are developmental initiatives that has most important value when working in collaboration with other developmental initiatives which supplement the health and educational programmes. Teaching life skill in relation to everyday life could form the foundation of life skills for the promotion of mental well-being and healthy interaction and develops adaptive social behaviour which help the individual to lead a holistic and fruitful life. Life skill based education encompasses the interactive process of teaching and learning which focuses on acquiring knowledge ,attitude, values and skills which support the positive behaviour of the learner that enable them to take up greater responsibility in their lives by making healthy life choices gaining greater resistance power and help them to lead a civilized human life.

It is essential that what students learn is relevant to them as individuals and members of society in their present and future contexts. It lies at the centre of educational process in enabling learners to become not only successful learning achievers at school but also responsible citizens, effective workers, Caring community members and lifelong learners in an increasingly interdependent world.

Conclusion

Education has to meet the challenges of a rapidly changing world. The school curriculum in the light of future challenges of the 21st century is expected to address the issues seriously. Life skill education can help to improve the well-being of individuals. The life skills are to be developed in the process of education. These life skills enable a person to live his life effectively purposefully, successfully and meaningfully. When knowledge is learned passively, without skills, it is often learned at a superficial level and therefore not readily transferred to new environments, deep understanding and accountability for the real world will occur only by embedding skills within

knowledge domain, such that each enhances the other. In the present social scenario skills are the key to solving economic civic, and global challenges and to engaging effectively in those spheres, then we must act upon the belief that using those skills to overhaul our education system is possible.

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Paper 3

THE LINGUA FRANCA OF 21ST CENTURY SKILLS

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ABSTRACT

21st century witnesses a tremendous agitation in every field. Education in its fullest sense, fully equipped to shape the future citizens to compete the world of turmoil with their full potential. But the education system unaware of the important threat of making students to cope with the reality. Parents, teachers and even the stakeholders are merely focusing on to the near future whereas the younger ones are to be moulded for a life time. The moment they get graduated and opens up to the world of 'Startups', they witness a huge gap between the reality and the theories they have learned. We educate children for a better job with technologies and lots more but the world they have to encounter with, is really a contrary version of what they have thought of. When the 21st century demands us to be critical and creative; teaching, learning and evaluation itself should transform to suit to fit the needs of today. Obsolete pedagogy and methodology in no way help the students to foster the skills needed for 21st century. Desiderata of Lingua Franca should be made mandatory so as to enhance the capabilities of the 21st century students.

Keywords: 21st century skills, Lingua Franca of 21st century, desiderata of English

INTRODUCTION

21st century witnesses a tremendous agitation in every field. Education in its fullest sense, fully equipped to shape the future citizens to compete the world of turmoil with their full potential. But the education system lacks the important threat of making students to cope with the reality. Parents, teachers and even the stakeholders are merely focusing on to the near future whereas the younger ones are to be moulded for a life time. The moment they get graduated and opens up to the world of 'Startups', they witness a huge gap between the reality and the theories they have learned. We educate children for a better job with technologies and lots more but the world they have to encounter with is really a contrary version of what they have thought of. The youngsters equipped with obsolete weapon/ strategies are thrown out by labeling them as 'good for nothing' 'not fit for the job' and so on. Hence, the need of developing our education system

to fit to the 21st century indeed is a necessity and being emphasized by UNESCO in 1991 itself and it is the hottest topic which needs the right attention. Youths have the potentiality to move the world to build up a healthy and peaceful environment in the societies. But to bring up the potentialities in youth, the nations should take an oath to provide quality education that shape students with relevant skills to meet the challenges of the world. This transformative vision of education will be fulfilled only through right education. A right education in 21st century which include the development of 21st century skills, the evaluation pattern and lots to count.

Education in the new Era

"Every word is endowed with a spirit, therefore the speaker or expounder should carefully deliver his words at the appropriate time and place, for the impression which each word makeths is clearly evident and perceptible." (Bahai Writings)

The advent of the internet has unleashed forces in our world that we are challenged to harness in a meaningful and constructive way. At one level there is no doubt that the internet is a tremendous instrument in bringing about greater unity and integration but "learning to utilize the Internet in a manner conducive to material and spiritual progress is an immense challenge." Technology and financial supports alone will not be enough for today's challenges but quality education in the proper direction should be made mandatory for it to build a civilization that is materially and spiritually prosperous.

Survey reports by UNESCO discussed the needs of today's youth as follows

- Youth needs to move from traditional to international- from 3Rs to beyond that.
- Need to be more responsible and critical.
- New approaches and modalities.

Hence, UNESCO's members have come up with a few changes for Quality education which entails:

- Curricular changes
- Changes in evaluative techniques
- Proper educational plans, policies and designs
- Education for sustainable development

The Pathway from 3Rs to 4Cs

The basic skills, 3Rs, in the ancient years, were emphasized a lot due to its ever advancing need in knowledge generation. But in the science and technological era of great 'Doers', just mastering the 3Rs won't fetch any success to the youngsters whereas the new era upholds the necessity of 3Rs being boldly supported by the 21st century skills- especially the 4Cs. Education hitherto given prominence to such basic skills had transferred its attention

towards developing the 21st century skills to make the students cope with their future successfully. 'James Burns' was rephrasing the 3Rs into a different version which needs attention- 3Rs instead of 'Reading, wRiting and aRithmetic' into 'Respect, Responsibility and Relationship' which should trigger the young minds. The new age of technology is in an oblivion towards the values. Social Media outburst have made people to openly distress the feelings of others without any bit of guilt. Anyone in the world can harm anyone of you with a fraction of second. The descent of public discourse into greater enmity enlarged the gap in relations- with societies, nations and so on.

UNESCO had urged the nations to be prepared for the coming of 'the end of century' through their report 'Education for 21st Century' in 1991. This report, in an earlier time, foreseen the problems of the education system and proposed an education system that will fit in to the 21st century needs and necessities. Years later, in 2015, the focus of UNESCO shifted towards the soft skills and other mandatory skills to be developed in students by terming those as 21st century skills. The (Learning Skills) 4C Skills- Critical Thinking, Creativity, Communication and Collaboration- are majorly emphasized, along with the Literary Skills and Life Skills, in recent years.

English- the Lingua Franca of the Era

Effective communication is the heart of every endeavor. To reach the population, communication is the best tool. To tackle problems, to negotiate, to adopt and adapt, to befriend and so on. The Global nature of English language help youngsters to build up their confidence to meet the challenges they face. Knowledge of English- the Library language- improves and increases one's knowledge in different area as the reservoir of knowledge can be found easily in English language than the native languages of others. The world is interconnected with the help of technology. Now the boundaries of nations are not really a boundary for communication. When the outburst of internet- chatting, video calling etc- helped youngsters to get more opportunities outside their country and could flourish their businesses into a vast interconnected world. With the advent of media such as, Facebook, Instagram and YouTube, people themselves have become international. Through online dealings and more they could commune with people of different land. Hence, the importance of a Lingua Franca truly is a blessing. We are aware that the Lingua Franca of 21st Century is English indeed.

Communication skill in English, especially, is an invaluable skill. Mushrooming of spoken English classes, coaching etc are the clear evidence of it. In the world of 'Startups', multinational companies, corporate sectors etc rely mainly on English to attract clients and

customers nationally and internationally and to prosper and progress in their business. Efficient English communication fetches high profile and high demand in this technological era.

Competent English speaking has a great impact on the future of students. Command over English language. To be successful in the 21st century, we need skills those are necessary for this century. The practiced ability only will turn in to skill. English language mastery provides confidence in order to practice and succeed in any skill in the 21st century. Success depends mainly on updating your knowledge base in the respective area which possible through mastery over English Language. Early exposure to English helps to polish a good command of the language. Living in a world of ICT -21st century- it is essential to converse with people of different nationality which is possible only through a lingua franca- right now it's other than English Language.

The Interconnection of 4Cs and the Lingua Franca (English)

- Critical thinking teaches students to pose queries and to investigate independently the truth.
- Creativity makes students to think divergently to produce something novel.
- Collaboration teaches students the importance of team work and its benefits.
- Communication teaches students to commune effectively to influence people.

It is evident that English language plays a vital role in developing these skills. The more one reads and comprehends the more will be his/her thinking process. When youngsters abreast with current information with the help of internet, it is to be appreciated. Right way of communication and mastery over English are some of the main determinants.

Mentor in the new Era

“Blessed is that teacher who shall arise to instruct the children, and to guide the people into the pathways of God, the Bestower, the Well-Beloved”

The requisite for building a better society starts from shaping the younger generation. One of the main determinants of that indeed is the teacher- the Mentor of new Era. A Mentor, in all aspects an exemplary personae to the students. The necessity of communication and the right way of talking should be penetrated into students mind through the mentor. The efficiency of a mentor in English language surely influences the students. This in turn make the students to master over the target language. Along with being influential by the target language, knowledge of English helps the teacher to be a mentor in all its respect. Amassing information and keeping abreast with the new knowledge, innovations, and being a tech savvy help a mentor in all ways. Your knowledge of the content will be measured by your knowledge in English- the lingua franca, and the knowledge of recent innovations and technologies. 21st century students are far

better than their teachers in technology and the 'Apps'. Hence, up-dating your knowledge is mandatory in which English is a desideratum in 21st century. MOOC courses help these mentors in lifelong learning. Transacting mentor's expertise and experience, and socializing with each other is an important part of the educational system. Today's teachers are closely watched because of all of the changes in curriculum and the Common Core.

Evaluation of the new Era

One of the main threats of education system in improving the English language is its evaluation system. UNESCO recommended the nations to adopt a better evaluative system to suit 21st century. The advent of constructivism emphasized on learner centered curriculum, new approaches, methods, techniques and Models to attain the goal of student centric teaching-learning curricula but still when it comes to evaluation of languages- first language as well as the second and third, for that matter- no priority were given. The general objective of languages set aside for the specific objectives of the language comprehension. LSRW should be evaluated with its necessities by giving priority to each skill.

Desiderata to enhance English Language

- Well-equipped liberated class rooms where the intellectual curiosity and desire to learn English language is maintained.
- Don't be afraid of committing errors.
- Practice speaking skill then to other skills
- Practice polishes the skill
- Use JAM (Just A Minute) technique.
- Imaginary conversation in target language.
- Read articles and review it in target language
- Grammar Quiz application/online grammar quizzes.
- Self-evaluation.
- Be proud of learning the lingua franca
- Be optimistic and confident

Conclusion

Technology has shaped the ways we communicate; starting from print media to internet and in the future the artificial intelligence. In parallel with this, the Global nature of English-Globish has been uplifted and given importance in 21st century and to enhance the 21st century skills.

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Paper 4

E-LEARNING: ISSUES AND CHALLENGES OF IN INDIAN EDUCATION

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ABSTRACT

The study in E-learning: Issues and Challenges of in Indian Education institutions of higher education, the issue of utilizing modern information and communication technologies for teaching and learning is very important. E-learning involves the use of digital tools for teaching and learning in education. It makes use of technological tools to enable learners study anytime and anywhere. It involves the training, delivery of knowledge and motivates students to interact with each other, as well as exchange and respect different point of views. It eases communication and improves the relationships that sustain learning. Despite some challenges discussed, the literature has sought to explain the role of e-learning in particular and how e-Learning has made a strong impact in teaching and learning in Indian education system. Its adoption in some institutions has increased faculty and learner's access to information and has provided a rich environment for collaboration among students which have improved academic standards. The overall literature which explains the advantages and disadvantages of e-learning suggests the need for its implementation in Indian education for faculty, administrators and students to enjoy the full benefits that come with its adoption and implementation.

INTRODUCTION

E-learning is the use of ICT to deliver education and training to learners (Sun et al., 2008). ICTs that is used effectively by instructors and learners have the potential to make education more accessible and improve the quality of the education (UNESCO, 2007).

Stockley (2005) defines E-Learning as “the delivery of a learning, training or education program by electronic means, e-learning involves the use of a computer or electronic device (e.g. a mobile phone) to provide training, educational or learning material”.

Oblinger and Hawkins (2005) suggest that e-learning “has morphed from a fully-online course to the use of technology to deliver some or all of a course independent of fixed time and place..... Students can be residential, commuting or at a distance”.

It can be noticed that most of these definitions focus on the means used to provide e-learning rather than the process of learning itself. This realization might have reduced the scope that e-learning as a concept is really covering. The scope of the term e-learning in terms of delivery involves the use of any kind of electronic equipment's to present learning content, but in terms of objectives it should involve the implementation of learning.

Mason and Rennie (2006) included an e-learning definition produced by Open and Distance Learning Quality Council, UK which is for the first time distinct between the content of learning and the process. "E-Learning is the effective learning process created by combining digitally delivered content with (learning) support and services".

Benefits/Advantage of e-Learning:

A multi-billion dollar industry does not spring to fame without an amazing array of benefits tagging along, which make the millions all the more worthwhile. Let's have a look at some of them.

Benefits of e- learning

- Cost effective and time saving
- Higher knowledge retention
- Room for discretion
- Large target audience base
- Easy course tracking
- Encourages sharing

1) Cost cutting: Investing in E-learning infrastructure and technology is one time investment for stakeholders and regular up gradation & maintenance is required. Time saving: It saves time of instructor as well as learners by accessing the information from anywhere. Development in Knowledge: It helps in developing new theories or practices due to participation of multiple learners and instructors from various places. Social Cause: Education Institute or Instructor can distribute n number of copies of modules or software to learners free of cost as a social responsibility. In country like India many NGO's are already practicing such modules under Right To Education Policy. Environment Protecting: Proper use of devices and technology replacing paper and other resources of learning which were manufactured by companies.

2) Developing New Knowledge Facilities for e-learning: E-learning environment needs to support the rapid increase in the size and variety of data by appropriate semantic services. The semantic services generate a surrounding semantic context for learning support. Research that needs to work on: Development of learning and reasoning theories for uncertain and incomplete knowledge. Support for the development of large-scale learning facilities. Support for a dynamic learning process. Support for information sharing across different learning facilities. Developments of lightweight knowledge capture technique for promotion of lifelong learning.

- 3) **Research Issues for e-learning:** Current e-learning research brings together pedagogical, technical and organizational concerns within a wider set of socio-cultural factors. These factors influence the research agenda in e-learning system. Understanding these broader social and cultural issues is of significant importance to the research communities involved in e-learning and will have a significant role in informing future practices
- 4) It is a very efficient way of delivering courses online.
- 5) Due to its convenience and flexibility, the resources are available from anywhere and at any time.
- 6) Everyone, who are part time students or are working full time, can take advantage of web-based learning.

Disadvantages of E-learning:

- 1) **Cost and Knowhow:** While delivery costs of e-learning are significantly reduced compared to costs associated with classroom learning delivery, especially when large numbers of learners are involved (RUMBLE, 2001). The initial development and purchase of e-learning products represents a major barrier to the adoption of e-learning training within organizations. This claim is substantiated by evidence from a survey conducted for the Office of Learning Technologies (OLT) in Canada, which found that cost was the single most important factor preventing employers from investing in e-learning (DUGAS; GREEN; LECKIE, 1999). In any case, organization must weigh the initial costs of developing e-learning against savings accrued from economics of scale at delivery time.
- 2) **Lack of time:** The lack of time as an obstructing factor comes second, after the cost barrier. Long development cycles prohibit many institutions from engaging in production of custom e-learning training. Lengthy time-to-promote is especially true for small institutions who have limited capacities to produce complex, media-rich, highly interactive and customized solutions. As a result, an increasing number of institutions are starting to outsource their e-learning activities to an application service provider (HAMBRECHT et al., 2000). The trend toward the ASP model is still very slow mainly because institutions have proprietary content, highly confidential in nature, which they want to protect.
- 3) **Cyber Crime:** There are chances of unethical hacking of confidential information and putting unwanted virus or information on instructor and learner's portal or devices.
- 4) **Technological Barriers:** Severe limitations of technology infrastructure also serve to hamper enthusiasm and the widespread use of e-learning technologies. These restrictions range from inadequate network speed and bandwidth capacity to incompatibility across different platforms and between different content materials. The bandwidth refers to the capacity of a

communication channel to carry information (e.g., text, graphics, audio and videos). The insufficient bandwidth was rated as the most significant barrier in a survey where 65% of those surveyed indicated that increased transfer speed would result in increased usage for them. On a positive note, software, hardware incompatibility and low bandwidth are poised to improve rapidly as standards for interoperability are being developed.

5) **E-learning and Illiterate Population:**

As per Census Report 2011 published by Government of India:

Table 1. Percentage of Literate Population

Year	Literates (% of total population)	Illiterates (% of total population)
2001	65%	35%
2011	74%	26%

Source: Annual Report 2013-14, published by Ministry of HRD GOI.

The above Table 1 shows that the percentage of literate population in the total population has increased in 2011, from 65% to 74%, similarly, the percentage of illiterate population has decreased from 35% to 26% in the span of a decade. Still the fact remains that 26% of India's total population is still illiterate and e-learning can prove helpful to reduce the illiteracy as the advancement in technology and communication has made teaching and training possible anywhere, anytime. The Learner can learn anywhere; i.e. outside the boundaries of formal classroom. It will be very effective in case of adult education and training. It is a very powerful medium for pre-primary and primary education as it is in audio visual form and can attract even the school dropouts. It will be very effective in case of adult education and training.

6) **Limited Social Interaction:** There is a limited opportunity to interact face-to-face with professors and other students. Especially in self-paced courses – difficult to develop relationships with classmates. Possibility of limited local networking opportunities. Most of the communication through email, chat room or discussion groups, but no offline get together. No personalized attentions from instructor with regards to face-to face interactions and feedbacks. No campus atmosphere to create social interaction.

7) **Technological Challenges:** The e-learning raises significant challenges in the technological research area. For development of e-learning resources that meet the users requirement need to be addressed.

8) Most of the online assessments are limited to questions that are only objective in nature.

9) There is also the problem of the extent of security of online learning programs.

- 10) The authenticity of a particular student's work is also a problem as online just about anyone can do a project rather than the actual student itself.
- 11) The assessments that are computer marked generally have a tendency of being only knowledge-based and not necessarily practicality-based'.

CONCLUSION

E-learning involves the use of digital tools for teaching and learning in education. It makes use of technological tools to enable learners study anytime and anywhere. It involves the training, delivery of knowledge and motivates students to interact with each other, as well as exchange and respect different point of views. It eases communication and improves the relationships that sustain learning. Despite some challenges discussed, the literature has sought to explain the role of e-learning in particular and how e-Learning has made a strong impact in teaching and learning in Indian education system. Its adoption in some institutions has increased faculty and learner's access to information and has provided a rich environment for collaboration among students which have improved academic standards. The overall literature which explains the advantages and disadvantages of e-learning suggests the need for its implementation in Indian education for faculty, administrators and students to enjoy the full benefits that come with its adoption and implementation.

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INCLUSIVE EDUCATION

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ABSTRACT

Inclusive Education proposes all students are provided with equitable access to education within the context of mainstream educational system and not in a segregated setting. Accessible ICTs have a major role to play in enabling educational authorities, educators, students and parents to move towards a more inclusive educational system. Technology can be used to transform delivery of education in a manner that that learning becomes an enjoyable experience. The inclusive education idea are parental education and expansion of national teacher pools with NGO and voluntary bodies playing a major role in creating awareness that mainstreaming challenged children is an investment in people. Stating that teachers in India to be prepared to face the challenges of 21st century for imparting new age education, the authors stress that teacher education programme in India should integrate innovative techniques of inclusive education and teacher education for 21st century To promote these school education and teacher education we need sophisticated education of Internet call e-training .Innovative techniques can minimize the learner's drawbacks and teachers drawbacks. Inclusive education specifically focuses on inclusion in education and teacher education. The two most fundamental concerns in school education and today are: 1. the quest for excellence in teaching 2. the intensive effort to offer equal opportunities for all learners. It is clear that the traditional understanding of teaching is becoming obsolete in the face of increasing numbers of learners from diverse cultural and linguistic backgrounds with different abilities and educational needs in today's classrooms. Teachers are challenged to grow and adapt to the demands of schooling for the 21st century and beyond. This chapter also discusses a framework for establishing inclusive schools as well as strategies to provide meaningful access and participation in an inclusive classroom. One of the main obstacles is the perception that accessible ICTs for inclusive education are prohibitively expensive. The evolution of the theoretical and philosophical underpinning towards inclusive education how one can plan for inclusive education at a whole-school level as well as within a class Innovative techniques motivate school education and teacher education towards qualitative It makes learning and teaching process effective.

INTRODUCTION

Meaning of Inclusion :

Inclusion is a place where everyone belongs, is accepted, supports, and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met.

Education:

Education is a process in which and by which the knowledge, characters and behavior of the human being are shaped and molded. Education is lead to the enlightenment of mankind

Aristotle said a education is process of creation of sound mind in a sound body.

Pestolozzi said education is a natural, progressive and systematic development of all the forces. It distinguishes human being from other creations. The process of education is not only self-realization of the individual but it is also to bring into action the potential in man.

Inclusive Education :

Inclusive school teachers are providing appropriate individualised supports and services to all students without the stigmatisation that comes with separation. Teachers in inclusive classrooms vary their styles to enhance learning for all students. Hence every students get equity, respect for diversity, equal participation, sustainability, love, beauty, honesty, trust, non-violence, courage, community living (togetherness) etc in the school. This may be integration of students with severe disabilities in the school. Inclusive schools can “accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions”.

The Department of Education and Early childhood Development defines inclusive education as a philosophy that promotes.

- The right of all students to attend school with their peers, and to receive appropriate and quality programming.
- A range of supports and services in the most appropriate setting (large group, small group, individualised) respecting the dignity of the child.
- A welcoming school culture where all members of the school community feel they belong, achieve their potential and contribute to the life of the school.
- An atmosphere which respects and values the participation of all members of the school community.
- A school community which celebrates diversity.
- A safe & caring school environment.

The disabled students suffering from a lot of physical and mental disabilities such as blindness, low vision, leprosy cured, hearing impairment, locomotor disability, mental retardation, mental illness, autism, cerebral palsy, multiple disabilities etc Universal design for learning fosters equity, access, safety, respect, creativity, collaboration and learning.

Principles of Inclusive Education :

The main principles are as follows :

- Zero rejection (No discrimination with students)
- Equal opportunity to all .
- School adopt to the need of student.
- Equal educational benefits for all students.
- The students views are listened to and taken seriously.
- Least restrictive environment.
- Individual differences between students are a source of richness and diversity, and not a problem.
- Professional development to extend teacher knowledge of effective classroom practices.
- Manageable class sizes.
- Prompt assessment procedures to identify and respond to students difficulties.
- Appropriate interventions.
- Access to services from qualified special teachers.

Objectives of Inclusive Education:

The main objectives of inclusive education are

- To ensure that no child is denied admission in mainstream education.
- To ensure that every child should have the right to access an Anganwadi and school and no child would be turned back on the ground of disability.
- To ensure that mainstream and specialist training institutions serving persons with disabilities, in the government or in the non-government sector, facilitate the growth of a cadre of teachers trained to work with the principles of inclusion.
- To facilitate access of girls with disabilities and disabled students from rural and remote areas to government hostels.
- To promote home based learning for persons with severe, multiple and intellectual disability.

- To promote distance education for those who require an individualised pace of learning.
- To emphasise job training and oriented vocational training.
- To promote an understanding of the paradigm shift from charity to development through a massive awareness, motivation and satisfaction campaign .
- Provide quality teacher education.

Problems faced by students:

- Inferiority complex
- Lack of understanding
- Adjustment problem
- Lag behind
- Feeling of Extra burden
- Insecurity
- Lack of expression
- Introvert nature
- Negative approach
- Shyness

Innovative techniques :

Inclusive classrooms might contain several students with special needs who are mainstreamed full time into the general classroom, or one or two students who spend time each day in both a special education classroom and a general classroom. UNESCO advocates that where possible, children with disabilities are accommodated in inclusive schools, which it promotes as being more cost-effective and which lead to a more inclusive society. Accessible ICTs are one of many supports that can enable the realization and implementation of inclusive education.

Accessible ICTs in support of inclusive education:

Accessible ICTs hold the potential to enable persons with disabilities to receive an education and become productive members of the social and economic life of their communities. Applied education systems the effective and well planned use of ICTs by students with disabilities can provide equitable learning opportunities through enabling communication with teachers and fellow students, providing access to learning materials and by enabling course work, assignments and examinations to be completed. The wide variety of accessible ICTs currently available that can help overcome reduced functional capacity and enable communication,

cognition and access to computers. In our country along with “Educational Technology Ability Standards for Elementary and Middle Schools Teachers” issued by Ministry of Education, Staff educational technology ability training is started. But the trainable teachers are numerous and there are many problems in teaching training which hinder the development of teachers ICT ability. A child has special needs if he or she has hearing difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age.

Scope of ICT in bringing inclusion in classrooms:

A teacher must thrive to bring inclusion inside the classroom as he is the one who directly deals with the diversities inside classrooms. In attempt to attain this goal, ICT should be adopted in the teacher education programs. This can be done to meet the following purposes:

- For imparting basic skills of computers.
- For enhancing communication in learning.
- For fostering self-learning.
- For helping the working teachers to update their knowledge base with respect to trending and new technologies from time to time.
- For removing communication, cultural and geographical barriers.
- For assisting and enhancing the evaluation, assessment and feedback mechanism.
- To foster cooperative learning and team teaching by collaborating teachers together.
- For making interactive phase of teaching more interesting .
- For aiding teachers in their pre-active phase of teaching.
- For providing accessibility in distance learning.

ICT benefits for students:

- Blind students –appropriate hard, software to be created and braille .
- Student with low vision- large format text and effective color contrast.
- Student who have cognitive impairment- simpler language or alternative text formats.
- Computer can improve independent access for students to education
- Students with special educational needs are able to accomplish tasks working at their own pace.
- Visual impairment students using the internet can access information alongside their sighted peers.
- Students with profound and multiple learning difficulties can communicate more easily.

- Students using voice communication aids gain confidence and social credibility at school in their communities.
- Increased ICT confidence amongst students motivate them to interests .

Benifits of Incusive Education:

- Meaningful freindships
- Incresed social interactions,relationships and networks
- Peer role models for academic,social and behaviuoral skills
- Increased achivement of individual educational plans
- Increased staff collaboration
- Increased understanding and acceptance of diversity
- Respect for all people
- Higher expectations
- Preparation of learners for adult life in an inclusive society
- Opportunities to master activities by practicing and teaching others
- Greater academic outcomes
- Improvement in meeting needs for all learners,greater resources for everyone.

Preparing Teachers for Inclusive Education:

Teacher development has to be the heart of initiatives for developing inclusive practices in schools.The Inclusive education system requires a more knowledgeable,highly skilled teaching force.Therefore for teacher education courses such as D.Ed, B.Ed and M.Ed will be strenthgned by innovative techniques in 21st century. Activity –based learning should be emphasized every teacher educator should be treained and competent.

- In the use of ICT-Internet,media,appropriate institutional technologies.
- In selecting,organizing and using learning resources.
- In the use of communication skills.
- To understand expectations of the special child
- It he helps teachers recognize that all students have strengths and potential.
- It creates realization of the significancen of direct individualized instruction .
- It enhancing ways of creatively addressing challenges.
- It develops collaborative problem soving skills.
- It develops skills related to team work.

- It overcomes monotony.

Conclusion:

Innovation has provided new capabilities that can transform the process of teaching and learning. Inclusive education is a planned and systematic effort and it involves giving need asked Support- counseling, evaluation, modifications, in curriculum and remedial teaching. A small beginning has already been made but the goal will be achieved only when the word is spread across the country and there is pressure on the authorities concerned, to take notice and action. The critical prerequisites of realizing the inclusive education ideal are parental education and expansion of national teacher pools. NGOs and voluntary organizations can play a major role in creating awareness that mainstreaming challenged children is an investment in people and that educating disabled children can transform them into contributors to the economy. If parents are educated and school teachers are well trained of ICTs based inclusive education which develops the virtues of empathy and compassion in school children, they become the strong pressure group of the cause. However it is also true that inclusive education requires manageable classrooms so that challenged children receive teacher attention. Therefore it is imperative that more qualified and trained teacher should be recruited to effectively implement inclusive education precepts and practices.

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Paper 6

GENDER SENSITIZATION IN TEACHER EDUCATION

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ABSTRACT

The discrimination is an immoral, behavioral practice of an individual & groups. There are many distinguish areas of discrimination like color, race, caste, ethnicity, nationality, class, religion, sex, language etc. but one of the most challengeable discriminations is based on the gender. There are many issues and challenges created for the female gender. All the challenges faced by women and related gender disparities and inequality are the results of value degradation of the society. Therefore, there is a great need to sensitize the society on gender issues. Gender sensitization is a movement through which the people with stereotype & traditional thinking, should be able to assure equal participation of women and men in decision-making; to facilitate equally; to equally access & the resources; to acquire alike benefits of development; to get equal opportunities in employment ; economic, political, cultural & social sector and also can get equivalent regard in all other aspects of their life and livelihood so that both genders can enjoy their human rights. With the help of education, gender sensitization in educational institutes can create awareness among the children, parents and other members of the community about their roles in future as the men and women. The power of education that can make a great social change. Presently, gender and women studies have become the main subject of study at teacher education. It is also included in the syllabus of teacher education so that pupil teacher can learn how to deal with issues related with gender sensitization. Thus, all the possible concerns should be made by the educational institutions to promote the gender equality in education. our society is rigid, it is difficult to make changes in the mindset of the people. Therefore, Government should introduce welfare schemes for females to make them self-independent. Each educational institutes and school should take initiative to understand the gender-related issues and to sensitize its' concerns staffs, teachers, students and society for the equality. There should be some relevant contents on gender equality in textbooks; a teacher should promote the respect to the girls and women in the classroom environment and outside. Moreover, Government should also introduce programs and also make ensure the proper implementation of policies and strategies that ensuring the gender equality in the society.

Key Words: Gender sensitization, teacher education.

Introduction

Teacher education is the formal programs that have been established for the preparation of teachers at the elementary- and secondary-school levels. While arrangements of one kind or another for the education of the young have existed at all times and in all societies, it is only recently that schools have emerged as distinctive institutions for this purpose on a mass scale, and teachers as a distinctive occupational category. Gender sensitivity is a human act must be developed among teachers.

Some countries are providing gender sensitivity training, and offer its support to social services and child welfare agencies as well as a number of schools. But, there are no similar initiatives in India currently, but it is imperative that something must be done because education will help trigger change but only when teachers and learners are assisted in adopting classroom initiatives that reflect new images based on a positive gender equity ideology.

According to the mission statement of United Nations Decade of Education for Sustainable Development (ESD) “Teachers are strategically positioned to act as agents of change in order to achieve gender equality, especially through what they teach, how they teach and how they role model their own attitudes, beliefs and practices in the classroom and beyond. Indeed, teachers do not come into classrooms as gender-neutral persons. They are likely to have internalized a patriarchal gender ideology through their upbringing and years of socialization in both formal and informal settings. This paper uses experiential, interactive, participatory and reflective methodologies to sensitize teachers to the classroom practice implications of gender consciousness so that teachers can adopt a gender perspective in their everyday lives and in their teaching functions.”

Strategies for gender sensitization

1. Creating learning environments; Teachers can create the appearance of gender **bias** through nonverbal actions. The first step to correcting this problem is to organize classroom in a way that makes all students feel equal.
2. Establish set of rules; It is important for a teacher to establish a set of rules from the beginning that promote equality. An effective way to do this is to create class rules with students. This permits the teacher to point to the rules as something that the whole class has agreed on. It is important to include rules that deal with respecting students, respecting the teacher, respecting the gender and participating in class.

3. Classroom seating plan that supports equality. If you find that certain students, regardless of their gender, are not participating in class, try to change your class seating plan. For example, try having students who usually sit in the back come to the front. Teachers tend to interact the most with students sitting closest to them. It is important to change the seating order (if possible) to give all students a chance to sit near the teacher and also make the boys and girls sit together
4. Academic and behavior expectations for equality; Teachers should try to avoid making things easier for either male or female students by giving them easier questions in class, or trying to solve things for the students. Doing this can create the perception that certain students are not as smart as others. Teachers should hold the same expectations of all students.
5. Use group work: Often there will be some students, male or female, who are not comfortable speaking in front of large classes. But, they may feel more comfortable speaking in small groups. In order to give all students the opportunity to take part in class, try doing some activities in small groups of three to four students including both male and female.

Classroom strategies

After organizing your class in a way that promotes equality, the next step is to consider the effects your actions in class.

- Address students equally

One of the main opportunities students have to participate in class is when they are answering teachers' questions. Teachers need to call on or talk to both female and male students in a balanced way. Research shows that both male and female teachers often call on male students to speak in class more often than female students.

- Provide enough time to answer questions.

Some students, male or female, may need time to think about the answer to a question when called on by a teacher. When calling on students who seem to wait longer to answer a question, make sure to give students at least four to five seconds. Research shows that giving students more time to answer will increase the number of students who participate.

- Use gender neutral language

Sometimes in English people use male pronouns when referring to a group. But, this can make female students feel left out. Teachers should use gender neutral pronouns whenever possible. One example is, instead of saying "guys" when referring to a class or group, say "everybody" or "everyone."

- Body language

Teachers may not realize that their body language with female students might be different from what it is with male students. Whenever male or female students are talking, use respectful, listening body language. Face the listener, do not walk away, and do not interrupt students. The teacher can move to different areas of the classroom while speaking. This is important because students sitting far from the teacher tend to participate less.

- **Discipline**

Be aware when male students insult female students, or female students insult male students.

If the insults appear to be gender-based, students may be discouraged from participating in class in the future. Be quick to intervene and discipline the students making insults. This shows students of either gender that they will be supported. However it is important that both male and female students are given the same discipline for the same actions. These strategies will help teachers create a more equal classroom environment for their students. They will also help teachers effectively manage their classrooms. The best form of teaching is the fair form of teaching!

Ways to promote gender equality in the classroom

1. Be Reflective and be Objective in attitude

First, pay attention to the trends above and do your best to offer more gender-neutral responses to students. You may feel like you already do a good job of this, but it can be difficult to judge your own teaching objectively. It may help to record a video of your classroom in order to take a closer look at your own teaching methods and interactions with students.

2. Get feedback from staff and students

Consider getting feedback from colleagues on any differences they may notice that you don't. Consider getting similar feedback from the students themselves using an anonymous comment box. Consider questions such as: 1. Do you notice any differences in how I treat boys and girls? 2. What do I need to know about you, in terms of gender, to teach you well? 3. Have I made you feel good or bad in regards to your gender at any point? Etc.

3. Use Gender-Neutral Language

One can also change the language within your lessons to help expand students' perspectives beyond gender stereotypes. For example, in assignments one can challenge students' expectations by including a female construction worker or soldier, a male secretary or nurse, and other professions typically associated with a particular gender. When referring to the group as a whole, avoid using gendered terms like 'guys,' which may make female students feel excluded. Instead, use gender-neutral pronouns like 'everyone.' Similarly, one shouldn't refer to

stereotypical characteristics like ‘boys don’t cry’ or ‘girls don’t fight.’ This language lays a foundation that may limit students’ understanding of gender roles.

4. Seat and group students intentionally

It’s common for boys and girls to segregate when choosing friends and seating arrangements. Teachers sometimes encourage this by asking girls and boys to form separate lines in the hallway or even organizing separate sports activities for each group. By creating a dynamic seating chart, you can break up boys- or girls-only cliques and encourage both groups to engage with each other.

5. Use project-based learning

You can also be intentional about integrating of boys and girls within small group projects. The work can be purely academic, with the lessons on gender equity indirect and implicit. By working together, girls and boys can understand the individual behaviors rather than stereotyping ‘girls’ and ‘boys.’ Projects can also be created to explore concepts in and around gender and cultural equity, or to do work in select spaces and communities to nurture the growth of healthy human interdependence.

Conclusion

These strategies aren’t true for every teacher or every group of students, but they are worth considering as you attempt to curb gender biases within your teaching methods. Gender disparity is only one facet of a much larger issue of equity within education. However, by making efforts to break down traditional gender roles in the classroom, you can better prepare students to seek knowledge and participate more fully in discussions and other learning opportunities in many fields, regardless of their gender. The teacher can adopt a number of ways like, setting clear rules to how people should be treated, challenging any negative attitudes, treating all staff and students fairly and equally, creating an all-inclusive culture for staff and students, avoiding stereotypes in examples and resources and using resources with multicultural themes.

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कौशल विकास शिक्षा

EDUCATION FOR SKILL DEVELOPMENT

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भारत, दुनिया की सबसे तेजी से बढ़नेवाली विशाल अर्थव्यवस्था है। भारत की वृद्धि से मिलने वाले लाभ बेहद संकेंद्रित रहे हैं और देश की राष्ट्रिय आय का 22 प्रतिशत उसकी आबादी के महज एक फ्रीसदी लोगों तक पहुँच रहा है। उचित वृद्धि हासिल करने के लिए यह जरूरी है कि अपनी सरम शक्ति को रोजगार पाने लायक कौशलों और जानकारी से संपन्न किया जाए, ताकि वे देश के विकास में प्रभावी योगदान दे सकें और उसके लाभ उठा सकें।

कौशल विकास शिक्षा की गतिविधि में सीखने – सिखाने के कुछ विशेष बिंदु है ----

1. **विद्यार्थी गलतियों से सीख रहे थे :** विद्यार्थी एक काम करने में बार बार असफल होते जा रहे है तो उसको तभी पता चलता है की कैसे करने से मै सफल होई जाती हूँ। ऐसे सफल होने की गतिविधियों को कौशल विकास शिक्षा में स्थान देना चाहिए।
2. **विद्यार्थी देख कर भी सीख रहे है :** वे अपने कार्य तो कर ही रहे थे पर बीच – बीच में दुसरे जोड़े का कार्य भी लगातार देख रहे थे। उनकी अच्छी बातें अपने काम में शामिल आकर रहे थे और जो गलतियाँ हो रही थीं, उनसे स्वयं भी बचने की कोशिश कर रहे थे।
3. **अनुभव व पूर्व ज्ञान का समायोजना :** कुछ विद्यार्थी अपने उन अनुभवों को अपने कार्यों में शामिल कर रहे थे, जिन्हें उन्होंने घर, गावँ में किसी को करते देखा था। ऐसी पूर्व ज्ञान पर आधारित कार्यों में सफलता मिलती है। विद्यार्थी अपने पूर्व ज्ञान पर आधारित होते तो अपने कार्य कौशल में विकास होती है।
4. **नवाचार :** कुछ विद्यार्थी अपने कार्य में नवाचार कर रहे थे। कार्यों में नवाचार लाना ऐसी छात्रों की वश में होता है, जिस में सृजन्शीलाता है, सृजन शीलता से अपने कार्य में नवीनता और आधुनिक पद्धतियाँ अपनाने जाते है, इन सभी कार्यों से कौशल में वृद्धि होती है।

कौशल विकास शिक्षा की लक्ष्य : कौशल विकास का लक्ष्य देश में त्वरित एवं समाहित विकास प्राप्त करने के लिए है। ऐसी विकास कौशल की लक्ष्य को प्रपात करने की कुछ माध्यम इस प्रकार है –

1. व्यक्तिगत रोजगार की क्षमता में वृद्धि और परिवर्तनीय तकनीकी व श्रम बाज़ार की मांग को अंगीकृत करने की क्षमता है।

2. उत्पादक और व्यक्ति के जीवन स्तर में सुधार ।
3. देश की प्रतिस्पर्धात्मक क्षमता का सुदृढीकरण ।
4. कौशल विकास क्षेत्र में निवेश आकर्षित करना ।

कौशल विकास शिक्षा की उद्देश्य : कौशल विकास शिक्षा की उद्देश्य अब हम महत्वपूर्ण विषय बन गया है । क्योंकि हर एक विषय को किसी न किसी उद्देश्य होता है, उद्देश्य के बिना विषय अर्थविहीन हो जाती है --- वैसी ही कौशल विकास शिक्षा की उद्देश्य इस प्रकार है----

- ❖ सभी के लिए विशेषकर नव युवक, महिलाएं, एवं वंचित समूह के लिए जीवन पर्यंत कौशल प्राप्त करने हेतु अवसर सृजित करना ।
- ❖ सभी हितधारकों को स्वयं के क्षमता विकास के लिए प्रतिबद्धता को प्रोत्साहित करना ।
- ❖ वर्तमान एवं उभरते हुए रोजगार बाजार की आवश्यकता के अनुरूप उच्च गुणवत्ता की कौशालायुक्त कार्यदल/व्यवसायी विकसित करना ।
- ❖ लचीले वितरण प्रक्रिया की स्थापना जो हितधारकों के बृहद मांग के अनुरूप को योग्य बनाना ।

महत्वपूर्ण बात यह है कि भारत के 43 प्रतिशत युवाओं की रोजगार, शिक्षा या प्रशिक्षण तक पहुँच नहीं है । इस श्रम शक्ति को तैयार करना भारत की बहुत बड़ी जिम्मेदारी है । तीन चीजों की खासतौर पर जरूरत है – उचित और आवश्यक कौशलों की शिक्षा प्रदान करना सुनिश्चित करने के लिए कौशल प्रशिक्षण कार्यक्रमों में उद्योग जगत की सार्थक भागीदारी, स्पष्ट मापदंड और प्रमाणन प्रणाली तथा समुचित ढंग से डिज़ाइन और लागू की गई दीर्घकालिक कौशल विकास संबंधी कार्यनीति ।

कौशल विकास के लिए अनेक कदम पहले से उठाये जा चुके हैं जिनमें औद्योगिक प्रशिक्षण संस्था (ITI), महिला व्यवसायिक प्रशिक्षण संस्थान, प्रशिक्षण महा निदेशालय (DGT) द्वारा संचालित उन्नत प्रशिक्षण संस्थान और निजी कंपनियों या सरकार द्वारा संचालित बेसिक ट्रेनिंग सेंटर और संबंधित इंस्ट्रक्शन सेंटर शामिल है ।

अन्य के अलावा केंद्र सरकार द्वारा प्रधान मंत्री कौशल विकास योजना (PMKVY) अनेक मंत्रालयों और विभाग जैसे कृषि, आवास एवम गरीब उपशमन, महिला और बाल विकास, वाणिज्य एवं उद्योग मंत्रालय द्वारा प्रशिक्षणों का संचालन तथा मानव संसाधन विकास विभाग द्वारा बैचलर ऑफ़ वोकेशन और डिप्लोमा ऑफ़ ओकेशन का संचालन किया जा रहा है । देश में व्यवसायिक शिक्षा और प्रशिक्षण आकलन करने के लिए सरकार की ओर से ऐसे और भी अध्ययन कराये जाने चाहिए ।

समावेशी शिक्षा

Inclusive Education

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समावेशी शिक्षा एक शिक्षा प्रणाली है। शिक्षा का समावेशीकरण यह बताता है कि विशेष शैक्षणिक आवश्यकताओं की पूर्ति के लिए एक सामान्य छात्र एक दिव्यांग छात्र के समान शिक्षा प्राप्ति की अवसर प्रदान करना। पहले समावेशी शिक्षा की परिकल्पना सिर्फ विशेष छात्रों के लिए की गयी थी लेकिन आधुनिक काल में ऐसी समावेशी शिक्षा शिक्षण व्यवस्था में सम्मिलित हो गई है।

‘उमतुली’ के अनुसार – “समावेशन एक प्रक्रिया है, जिसमें प्रत्येक विद्यालय को दैहिक, संवेगात्मक, तथा सीखने की आवश्यकता को पूरा करने के लिए संसाधनों का विस्तार करना होता है।

समावेशी शिक्षा या एकीकरण के सिद्धांत की ऐतिहासिक जड़ें अमेरिका से जुड़ी हैं। प्राचीन शिक्षा पद्धति की जगह नई शिक्षा नीति का प्रयोग आधुनिक समय में होने लगा है। समावेशी शिक्षा विशेष विद्यालय या कक्षा को स्वीकार नहीं करता। अशक्त बच्चों को सामान्य बच्चों से अलग करना अब मान्य नहीं है। विकलांग बच्चों को भी सामान्य बच्चों की तरह ही शैक्षिक गतिविधियों में भाग लेने का अधिकार है।

समावेशी शिक्षा एक प्रकार की ऐसी प्रक्रिया है। जिसके द्वारा किसी भी भेदभाव व अंतर के बिना समाज के प्रत्येक वर्ग को शिक्षा प्रदान की जाती है। ताकि समाज के सभी बालकों को एक स्तर पर लाया जा सके। शैक्षिक समावेशन इस प्रकार की ऐसी प्रक्रिया है जिसके द्वारा विभिन्न प्रकार की विशेषताएं रखने वाले छात्रों को एक समान शिक्षा दी जाती है।

हमारी संविधान जाती, वर्ग, धर्म, आय एवं लैंगिक आधार पर किसी भी प्रकार के विभेद का निषेध करता है, और इस प्रकार एक समावेशी समाज की स्थापना का आदर्श प्रस्तुत करता है, जिसके परिप्रेक्ष्य में बच्चे को सामाजिक, जातिगत, आर्थिक, वर्गीय, लैंगिक, शारीरिक एवं मानसिक दृष्टी से भिन्न देखे जाने के बजाय एक स्वतंत्र अधिगम कर्ता के रूप में देखे जाने की आवश्यकता है। जिससे लोक तांत्रिक स्कूल में बच्चे के समुचित समावेशन हेतु समावेशी शिक्षा के वातावरण का सृजन किया जा सके।

➤ समावेशी शिक्षा प्रत्येक बच्चे के लिए उच्च और उचित उम्मीदों के साथ, उसकी व्यक्तिगत शक्तियों का विकास करती है।

➤ समावेशी शिक्षा अन्य छात्रों को अपनी उम्र के साथ कक्षा के जीवन में भाग लेने और व्यक्तिगत लक्ष्यों पर काम करने हेतु अभिप्रेरित करती है।

- समावेशी शिक्षा बच्चों को उनके शिक्षा के क्षेत्र में और उनकी स्थानीय स्कूलों की गतिविधियों में उनके माता – पिता को भी शामिल करने की वकालत करती है।
- समावेशी शिक्षा सम्मान और अपनेपन की स्कूल संस्कृति के साथ – साथ व्यक्तिगत मत भेदों को स्वीकार करने के लिए भी अवसर प्रदान करती है।
- समावेशी शिक्षा अन्य बच्चों, अपने स्वयं के व्यक्तिगत आवश्यकताओं और क्षमताओं के साथ प्रत्येक का एक व्यापक विविधता के साथ दोस्ती का विकास करने की क्षमता विकसित करती है।

सर्व शिक्षा अभियान में यह तय किया गया कि सभी प्रकार के विशेष आवश्यकता वाले बच्चों को उचित वातावरण में शिक्षा प्रदान की जाये तथा कोई भी विशेष आवश्यकता वाला बच्चा शिक्षा की मुख्य धारा में जुड़ने से छुट न पाए। इससे संबंधित कुछ मुख्य बातें इस प्रकार हैं ---

- विशेष आवश्यकतावाले बच्चों की कम उम्र में ही जन स्वास्थ्य केंद्र या एकीकृत बाल विकास केंद्र के माध्यम से पहचान की जाए।
- जहाँ तक संभव हो विशेष आवश्यकतावाले बच्चों को सामान्य बच्चों के साथ ही सामान्य विद्यालयों में ही शिक्षा दी जाए।
- विशेष आवश्यकतावाले बच्चों को आवश्यक सहायक सामग्री एवं उपकरण प्रदान किया जाये।
- सहायक सेवाओं जैसे बाधा रहित वातावरण संसाधन कक्षा, विशेष पाठ्यसामग्री, विशेष शैक्षणिक तकनीकी, उपचारात्मक शिक्षण सामग्री की व्यवस्था की जाए।
- विशेष अवश्यतावाले बच्चों को इस प्रकार की शिक्षा हेतु प्रशिक्षित करने हेतु शिक्षक प्रशिक्षण कार्यक्रम आयोजित किया जाए।

शैक्षिक समावेशन में प्रयोग की जाने वाली विधियाँ अन्य शिक्षण विधियों से भिन्न है। शैक्षिक समावेशन प्रतिभाशाली तथा सामान्य दोनों तरह की छात्रों के लिए प्रयोग की जाती है। इस प्रकार की शिक्षा प्रणाली में छात्रों की मानसिक स्तर का विशेष रूप से ध्यान दिया जाता है।

Paper 9

**IMPROVING THE LINK BETWEEN HIGHER EDUCATION AND
EMPLOYMENT IN INDIA**

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ABSTRACT

In this document we discuss the system of higher education in India together with the link between education and employment. At present, there is a great need in India to change the structure of the higher education system and a need for expansion of the education scale together with vocational orientation of education to create a more robust system consistent with market needs. Based on this hypothesis, we analyze the relationships between each of them the two aspects of education and employment respectively. In this document, the factors and the transfer mechanism of the influence that education has on employment is also Explained. Then the theoretical models of the relationship between education and employment is built up. Finally, we use the secondary data to evaluate the status quo for Unemployment in India. Our research strongly indicates that the development of Vocational training is necessary in India. Adjust the structure on education and training facilities to the realities of the labour market will be advantageous for Employment degrees. In addition, governing bodies need not depend solely on the creation of jobs as a solution to the employment crisis, but should promote the development of entrepreneurship among India's young people. Entrepreneurship is indispensable for catering to the need for employment for such a large population. Vocational orientation and professionalization higher education has unintended effects on employment.

Purpose – The purpose of this paper is to emphasize the creation of job-oriented policies affecting the Indian education system.

Design/methodology/approach – The focus lies on group discussions.

Findings – analytical, qualitative data

Research limitations/implications – Our findings are primarily based on secondary data.

Practical implications – The findings provide guidelines for educational policies, and hence useful for upgrading the higher education system in India.

Originality/value – We take a solution-oriented approach through critical analysis.

Paper type: Research paper.

INTRODUCTION

Higher education and employment are undoubtedly closely linked. Changes in the education sector directly affects employment in politics, finance and structure. On currently, unemployment in India is increasing day by day. One of the different roots the high unemployment rate lies in the system of higher education and the lack of encouragement of entrepreneurship. We define higher education as university education 216 in different streams. In the context of our paper, we believe that higher education is not professional based. Although there is a trend towards professional courses in India, the concept has not yet grown in popularity. Effective training for employment, the connection between employers' demands and the results of our current education system, the implications of a rapidly globalizing world and what must happen in order to achieve appropriate goals Education in the 21st century is the subject of concern. India is the third largest higher education system in the world after China and China United States of America. India's higher education landscape consists of government, government and private institutions. There are 20 central universities that are run by Central Government. At central universities, education is supposed to be cheaper. In all cases, In particular, technical main characters become expensive even at government institutions.

In addition, there are 42 specialized colleges, including technical institutes or management, which is also run by the central government. India has 215 state boards' universities, funded and coordinated by the federal governments. Other universities, such as 100 "Deemed Universities" received their university status from University Grants Commission and initiated by private economic initiatives, but funded by government funds. Private universities and institutions of distant learning are growing number and popularity, as state institutions are increasingly meeting the increased demand for higher education since the 1990s. The higher education offered by private institutions in higher education is motivated by profit rather than in accordance with India's employment to market. The majority of the working population in India is employed in the agricultural sector. Recent research from the National Sample Survey Organization shows that the creation of jobs in India over the past year was limited, especially in the agricultural sector, and there was a major withdrawal from the workforce, especially by women¹. It's a shift in popularity for higher education among young people, but labour force participation has declined. The importance of the informal sector is growing, but the trends in education are not

responding to this development. Main issues that arise when discussing education in connection with employment are differences between rural and urban trends, gender differences, illiteracy, the effects of federalism and the consequences of traditional ones social structures such as the caste system.

EDUCATION

Although education is a very important condition for employment, India has to face many education-related problems. The huge shortage of teachers is a national issue. According to a study by the National University of Educational Planning & Administration (UNEPA), India is short of 1.2 million teachers². The number of children between 6 and 14 years who do not attend school, lies at a shocking 42 million. The study indicates that 16% of all villages do not have primary schools and 17% of schools employ only one teacher.

In addition, students who drop out of school present a serious problem for Indians. Education system As an analysis of data from the District Information System for Education in India Sample, Grade, which is the highest grade in the elementary school cycle, has a dropout rate of 15.9%, while attrition rates in grades 6 and 7 are 10% lower. The higher the school grade, The least likely students are to quit smoking. One of the main reasons for these dropouts is economic. 60% of children who responded to the survey declared the need to supplement income. Through housework and domestic work . Another 30% of children declared that they work to financially help their families. The study found that the cost of school supplies is another important cause of abandonment. Among children who dropped out of school, 9-10% did Due to poor academic performance, 5 to 8% felt that they could not catch up on school work they had been lost due to the absence, and 14% dropped out of school due to the discouraging influence of their teachers⁸. Regarding the seriousness of the problems at the levels of primary education, the approach of the government budget for primary and secondary education as opposed to higher education It seems logical.

Despite the serious problems at the level of primary education, higher education system in India has grown steadily over the past century, and has experienced exponential growth since the 1990s. The higher education system in India is now one of the largest in the world the government has played an important role in financing and support. However, higher education does not always meet the structural needs of the Indian market. Statistics published by the University Grants Commission state that 36% of the research students in the higher education system of India are enrolled in the arts, followed by science (18%) and engineering and technology (16%). Enrolment in medicine is respectively under 4%. Only 2% of Indian students

are enrolled in law programs, and a also under 3% are enrolled in education. This indicates that social needs, such as health, Education and jurisdiction are not reflected in the contribution of students in higher education. Education system. Rashtriya Uchattar Shiksha Abhiyan (RUSA) is a central government sponsored program that targets state higher education. It allows the sovereignty of the state. RUSA uses particular strategies to address problems of expansion, excellence and equity. However, public higher education in India faces serious problems. Former first the minister, Manmohan Singh, evaluated the higher education system in 2007 as follows: "Our university system is, in many places, in poor condition. In almost half of the districts in the country, enrolments in higher education are abysmally low; almost two thirds of our universities and 90% of our schools have a lower than average grade in quality parameters I am concerned that university appointments have become politicized and they have been subject to caste and communal considerations."

Higher education is not only driven by favouritism in the appointment of agents, but also for market opportunities and entrepreneurial zeal. Many institutions are taking advantage. The relaxed regulatory environment to offer 'grades' not approved by the authorities. Public Higher education is reluctant to respond to the demands of the labor market. Many "non-profit" Organizations develop financial methods to divert profits. This further fuels the growth of private higher education. India's private education sector was estimated at \$ 40 billion in 2008 increased to \$ 68 billion in 2012.¹¹ observing the educational infrastructure through statistics, approximately 40% of the Indian population is illiterate, while the ability to the system of higher education, private and public, can only house 7% of India in university age population. This educational environment does not promote widespread education. The growth of higher education institutions, illustrated in appendix 1, shows a growth almost totally caused by the increase in private institutions of postsecondary education.

In the last ten years, the number of universities and colleges has experienced exponential growth. However, student enrolment rates have grown at a slower pace. The RUSA government program and the process of privatization of higher education in India is responsible for this development. On the one hand, RUSA is providing strategic financing for higher and technical public institutions, to boost regulatory higher education State-wide policies. On the other hand, the percentile increase in private schools, expensive For students, it makes good quality higher education unavailable to less wealthy students. As a consequence of the cost of higher education, the enrolment of women is significantly lower than that of men. The table in Appendix 2 indicates that in the 2010-2011 academic year,

there were 10 million fewer women enrolled than men, while the gender enrolment gap was 2 million in 1990-1991.

The initiative of the Indian government "Education for all" began after the Millennium and made in April 2009, when a clause was added to the Indian constitution, giving each child between the ages of 6 and 14 the right to education. In the present, Government and state efforts in the education sector focus on problems in primary and secondary level, and not at the level of higher education. The government allocated only 4% of the gross domestic product of education in 2012, which included all primary education, secondary and higher education 15. Changes in the higher education sector are therefore Very left for private initiatives.

EMPLOYMENT

“Employment is so crucial for development. Employment creates a sense of self dependence and independence that is very fundamental for development not only in individual but socially and nationally. The value of education in employment and Employment for a healthy, productive and peaceful society cannot be underestimated.”

Work means financial freedom for women. Providing access to education, Health services for children; presents an alternative to violence for idle young people Employment is essential for successful sustainable development. surely, With an advanced society, individuals can lead healthy and productive lives, Access and participation in resources necessary for an appropriate standard of living Community life and work make development happen. Job creation and full For decades, employment has been part of the development agenda and sometimes Top of list, and may lose priority to GDP growth or other economies Priority. "

In 2013, work issues have returned to the spotlight of development and there are good reasons. According to International Labour Organization, there are over 200 million people 17 unemployed around the world. In recent years we have witnessed the global financial crisis. The country was untouched and caused a massive recession and a large loss of employment. Five Years later, the world is still short of about 67 million jobs. In addition to catching up before the crisis Employment level, total number of jobs required to maintain current employment rate it continues to grow every year. Population projections suggest that the world needs upwards Of the 500 million new jobs until 2020, the majority of developing countries are relatively A young population has entered the labour force¹⁸.

Promoting population growth and job creation is improving the quality of education. Education contributing to overall economic growth by improving labour efficiency, As a result, personal productivity is improved. Qualified workers Education can provide individuals with the necessary market skills Related to the economy.

However, this only happens if the quality of education is guaranteed. The problem is most education systems have creative thinking, communication skills, and Problem solving and other soft skills essential to the job market. And again not focus on entrepreneurship development. To change and maximize this situation Educational benefits and collaboration are required while improving the employment aptitude of graduates between government, private sector and educational institutions. Such collaboration Help prepare workers by adjusting the supply and demand of skilled workers Graduates while ensuring that the system operates in a favourable policy environment. For example, the German apprentice dual system is often advertised as another model. A country that reduces youth unemployment. This program is important for young people Work experience to make them more employable and promote employment transition. The German system has a government Private sector where the cost and development of training content are shared jointly by both body. Apprentices also provide a professional network for young people before admission Equipped them with workforce, expert connections, hard skills, and motivation Acquire soft skills. Learning from the success of the apprentice program offers Guidance on how you can reduce youth unemployment.

The relationship between education policy and employment sector requirements Established based on national politics. However, the main concern in India Current politics includes financial relations, national security, and Central state relations. India has a long tradition of federalism and a strong regional identity. Since the 1990s, these powerful federal traditions have increasingly presented problems Political scene where the state government competes with the central government Privilege to make decisions in various fields. In constant conflict and confusion State-centre relations, education and employment are not the main issues

The current governing body. Both education and employment were categorized "Social, economic, and human development" by the Central State Relations Committee Therefore, it is third in the list of areas that need reform¹⁹. Political struggle between thus, federalism and centralization pose challenges to the universal reform that is desperately needed Both in education and employment.

Unemployment is a national issue, but data is available from several federal states. We face a significantly higher unemployment rate than others. And cause of Signs of unemployment varies from state to state. There is no general cure this high unemployment rate. Still, education initiatives need to consider each an individual state and its specific situation.

India's employment sector has witnessed massive development and is increasing. The last 30 years. Lack of institutional response to retraining requirements and Changes in the labor market further widen the gap between rich and poor. Structural changes shift most of the workforce from the agricultural sector to the industrial sector And service department. The majority of the working population still occupies the agricultural sector. However, the productivity of workers in the industrial sector is Agriculture. Urbanization and the inevitable transfer of the workforce have played a major role. It played a role in government policy choices and ignited the demand for workforce retraining. Now work in the agriculture sector is more effective, Mobilize your workforce through education and vocational training to meet the following needs: India and its market in the 21st century.

As suggested by the work participation statistics shown in Appendix , the work Participation rate and employment growth are almost equal in rural and urban areas. Trend. But statistics point out the lack of employment of Indian women. Indian The labor market currently does not fully demonstrate its potential. More than 60% of India Women are not actively involved in payroll work²⁰. Factoring the generation of women India's GDP will have great economic consequences. Higher education and Quality vocational training, especially accessible to women, will be of great help. However, the cultural structure and traditional role of women in Indian society, Especially in lower castes, it creates a barrier to this scheme. Education accessibility An essential starting point, but may not be the final answer to the lack of engagement issue Female.

Social separation with ancient roots in the caste system, and religion The vast subcontinental tribal diversity establishes restrictions on social and work mobility In India. The Indian Constitution offers specific articles to people in "scheduled caste" (SC) and "scheduled tribe" (ST). These articles are aimed at reducing discrimination Against these listed castes and tribes, and Guarantee of SC and ST seats to increase political participation Access to education for SC and ST members²¹. The government policy Caste members who have been at a disadvantage throughout history, and their improvements Education and equal opportunities in the job market. The reality of the job market is It is different from what the law suggests. For example, when

comparing the status of a paid job Stats of prime age men, in order caste muslims and in order caste hindus, Borooah et al. Shows that Muslims have an “employment deficit” 22. Government policy Job reservations diversified representatives within the Indian work group. Nevertheless, Lower caste people and certain religious and tribal groups are still at a disadvantage. Differentiating opportunities in the job market is not just rooted in education, Increased opportunities for higher education can be attributed to tribes, religion, The difference in caste employment.

CONCLUSION

In conclusion, the unemployment problem and the growing social division are It is solved through drastic structural changes in the higher education system. In particular The distribution of registrations by field needs to be restructured. For example, in India, Despite the lack of qualified teachers, only 3% of college students enroll in education. Therefore, especially public universities adapt to market demands, Therefore, it will be more attractive to students. As a result, non-rich students Has access to higher education that allows stable entry into the job market. Currently, higher education and quality vocational training are not available Most of India's potential workforce. Since providing education to the disadvantaged Individuals in society become difficult because of traditional structures and customs. Promoting entrepreneurship is a way to make a difference. To be involved efficiently Indian women and lower caste or discriminated tribes and religious people Economic, self-employed and skill training efforts are required. Overall, struggle The struggle between the private and public actors, and between the central and state actors is creating Barrier to improvement. Leave most of the work to non-governmental grassroots Organization and society.

DIGITAL LITERACY AWARENESS AMONG TEACHERS

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ABSTRACT

Today's generation seems to engage with all things that are digital without any determination at all. Young people are born into an communicating, on demand digital culture where they are used to texting, video streaming, mobile Internet and social networking Graduate teachers who are classroom-ready will have an understanding of their subject(s), curriculum content and teaching approaches. They will be able to plan programs and lessons that meet the requirements of and curriculum, assessment and reporting. They will perfectly assimilate modern technologies including digital technologies into their teaching to benefit student learning by using different technologies. Teachers must have worthy knowledge about Digital media and Digital Tools to impart effective content delivery in a classroom. This paper discuss about the need of Digital Literacy among Teachers. The Teachers must be knowledgeable in utilizing different Technological Pedagogical content knowledge (TPACK), varieties of Digital tools and application of these tools in appropriate learning context, applying of proper planning and objectivity in constructing online content material according to students need and competency.

Key words: Digital Literacy, TPACK, Digital Planning Literacy Tools.

Introduction

Digital literacy states about the skills, knowledge and understanding required to use new technology and media to construct and share meaning. Digital literacy also statuses to the knowledge of how particular communication technologies affect the meanings they convey, and the ability to analyse and evaluate the knowledge available on the web (Hague, 2011). It encompasses among Teachers deliberately how to use a range of technologies to find

information, solve problems or complete tasks. Digital literacy is also about knowing how to act safely and respectfully online collaboration and interaction via blogs, wikis, email and instant messaging (IM) is encouraged in terms of aiding the development of professional connections. In dealing with intensifying of the technologies, students need to be fortified and ready to obtain permanent knowledge and skills in the learning environment. The understanding of the concept of digital literacy has to go through long-term development and its current appearance is characterized by complexity and technology skills but also cognitive and attitudinal components of behaviour. Digital literacy refers to an individual's ability to find, evaluate, and compose clear information through writing and other mediums on various digital platforms. Digital literacy is evaluated by an individual's grammar, composition, typing skills and ability to produce writings, images, audio and designs using technology. While digital literacy originally focused on digital skills and stand-alone computers, the initiation of the Internet and use of social media, has caused some of its focus to shift to mobile devices. Digital literacy does not replace traditional forms of literacy, instead building upon the skills that form the foundation of traditional forms of literacy. The capability to use the technology to allow us to right to use the materials is a key aspect of digital literacy. As a initial the noticeable feature of digital literacy is an internet, The internet is a no longer complementary tool but primary need in this era. Mastery of technology tools and digital abilities becomes a barrier to entry and be a involvement in online cultures and contexts. And this user-friendliness has extremely endowed all of us, students and non-student alike.

Awareness of Digital Literacy among Teachers

Digital literacy involves any number of digital reading and writing techniques through multiple media forms, including: words, texts, visual displays, motion graphics, audio, video, and multimodal forms. In the same way the Teachers can convey print text through the processes of reading and writing, Digital content can be easily created by teachers alike through multiple media and a variety of Web 2.0 tools. The implementation of digital content may be an important and effective method of increasing teaching and learning. The Teachers can plan teaching activities aimed at developing digital literacy together with subject knowledge and follow on these activities in their own classrooms. (Mohammed fazil Baharuddin2016)). Access and usage are related in that lack of access leads to less practice digital literacy skills, whereas more access leads to more opportunities to practice. Developing digital literacy is important then because it supports young people to be self-reliant and proficient in their use of technology in a way that will enable them to develop their subject knowledge by encouraging their curiosity, supporting

their creativity, giving them a critical framing for their emerging understandings and allowing them to make discerning use of the increasing amount of digital resources available to them. Developing digital literacy among Teachers can help to their students to access subject knowledge at a time when digital technologies are exchanging the way knowledge is created and communicated. Teachers can make use to engage with children's lived experiences and prevailing knowledge as well as encompassing and differentiating this experience and knowledge to make learning more applicable and purposeful. Digital technologies provide multiple opportunities for team work and there are many free web-based tools that have been developed specifically to support collaboration.

Technological pedagogical content knowledge (TPACK) Frame work for Teachers

Technological pedagogical content knowledge (TPACK) is a framework to understand and describe the kinds of knowledge needed by a Teacher for effective pedagogical practice in a technology-enhanced learning environment. Mishra and Koehler proposed that addressing content knowledge, pedagogical knowledge, and technology knowledge simultaneously provides a framework for technology integration in the curriculum (Mishra P, Koehler MJ. 2006). Keeping technology as a separate knowledge set causes difficulties, but when we understand the framework of TPACK, we can integrate technology into the content and pedagogy of our classrooms. The integration will help our students learn more effectively. Pre-service teachers must be confronted to reassess their subject matter content and the impact of technology on the advance of that subject itself as well as on teaching and learning that subject. But this attention must recognize the importance that learning to teach is a "constructive and interactive" process where they must interpret "events on the basis of existing knowledge, beliefs, and dispositions". (Schmidt, 2009) have argued that teachers' adapt however, the integration of the development of knowledge of subject matter with the development of technology and of knowledge of teaching and learning master in digital technology is a must in the 21st century.

Teachers should be aware that many online tools allow students to use a free version but this can mean their presentation is stored online and made publically available. Of course with some other tools such as a blog, the very purpose of the tool is to make the communication a public one. Pedagogy and classroom relationships Developing digital literacy in the classroom sees students becoming more independent in their learning. As they are supported to find and select information for themselves(Poore, M. 2012), to interconnect their learning, to express their creativity and to think critically about the affordances of digital technology, students can change from passive recipients of information to active meaning-makers, working with their teachers.

Teachers need to be supported to understand how to apply their expertise to the digital technologies in their classroom and to the progression of fostering digital literacy. TPACK highlights the area where technology and pedagogy inspire each other. Incorporating technology into the classroom frequently causes a change in how the material is taught.

Digital literacy Planning Tools for Developing content

The Digital Literacy Planning offers Teachers suitable content development and learning among students . The Digital planning tools framework advocates that teachers ask students to go through a process which involves students defining a task, question or activity and outcome information to help them answer the question or complete the task (Niess ML. 2005). They need to evaluate and analyse the information they have found, synthesize it with their already existing knowledge and re-contextualize it in order to construct an argument or come to a new thoughtful experiences about the subject. Students are asked to create an output which will help them communicate what they have learnt. The students will communicate or create at any stage of the process and will need to critically engage with their task throughout (Kemp, S.2015). each stage process and more information about planning tools are as follows.

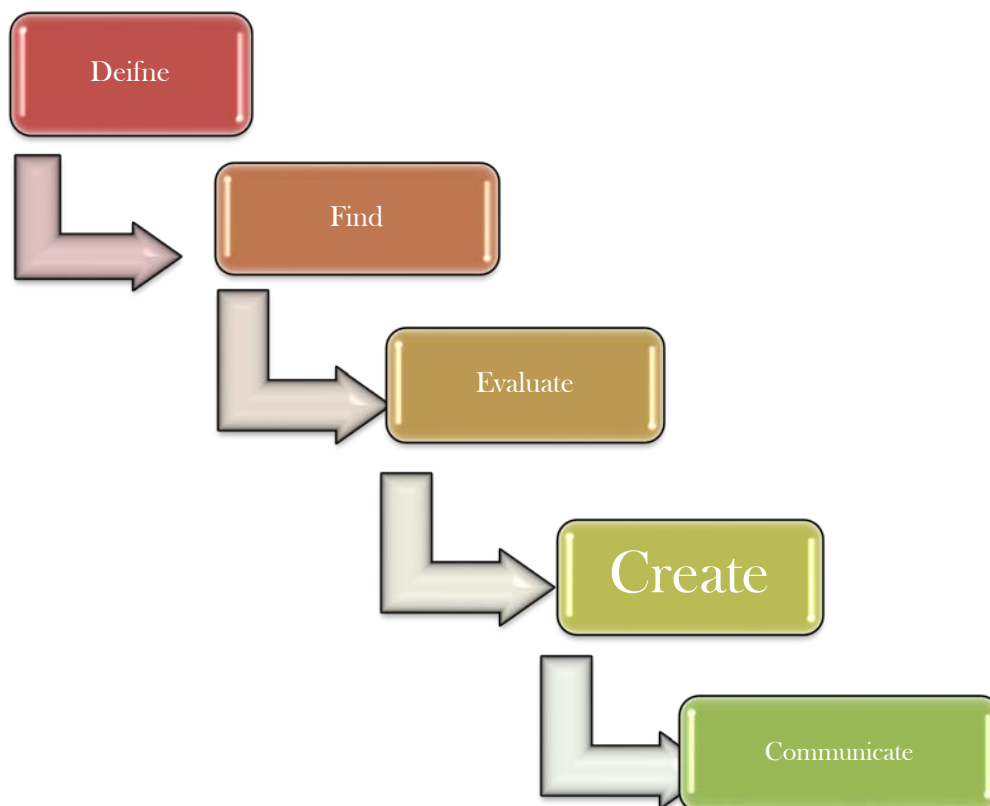


Fig.1

1. Define: Teacher provide some pre-existing knowledge of a topic in such a way as to phrase a

question to identify difficulties related to that topic. This may involve the teacher inspiring learners to shape, clarify, define or focus their initial ideas and plans in order to end up with a realistic plan for a piece of work. Students may also need to think about what they will need to find out.

2. Find: This involves students to develop their research skills. Teachers give out tips for good research and it can also be suitable to afford students with some examples of websites which contain reliable information and to remind them that they need to re-contextualize, re-purpose and rephrase the information they find on the internet.

3. Evaluate :Students need to participate their critical thinking skills to understand, analyse and evaluate the arguments they encounter and to create their own arguments related to a particular topic or subject (Hiller,2017).. They need to think carefully about the reliability and relevance of information they find online and they need to evaluate the way in which information is presented as well as using their evaluative skills to inform how they re-contextualize that information in a way that supports the claims they plan to make with it.

4.Create: This involves students thinking creatively and creating an output or artifact which reflects and carries what they have learned. They will need to consider the purpose of their quantity and the needs of their learners and make careful and informed decisions about what format and medium to use and how to present the design they are using.

5. Communicate: During this process students will need to communicate with each other, with their teacher and possibly with a number of other audiences. They will need to think about what constitutes effective communication for different audiences.

Each of the components of digital literacy fostered through the use of this framework. Teachers can use this to plan for activities that develop collaboration, communication, creativity, critical thought, social and cultural understanding, research skills, e-safety and functional skills.

Conclusion

Technology currently has implemented many tools which can apply for digital literacy. The skills are required to use the tools applicably. Very early the tool that has been used is iPods, Smartphone, Web 2.0, podcasting and much more. All those searching digital tools might help students to explore and making learning more attractive and fun. Most of the individuals never realize different technology used will give different benefits. As teachers, practicing digital technology as a teaching tool will enhance student commitment and created learning the awareness about different digital tools are very important for a teacher. The framework of TPACK helps Teachers to deliver more interesting content in digital learning, it also helps

Teacher to know about the utilizing of technology with related to pedagogy. There is a need for proper utilization of Digital tools through can be possible by different stage that learner develops functional skills scientifically. Digital literacy gives new generation the ability to take benefit of the prosperity of new and emerging opportunities associated with digital technologies whereas also remaining alert to the various challenges technology can present.

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Paper 11

**SUSTAINABLE DEVELOPMENT OF INCLUSIVE EDUCATION IN
INDIA: ISSUES AND CHALLENGES**

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ABSTRACT

Inclusive education is not a opportunity it is child's right. In India there are many children who are out of the school .So Inclusive education is really excellent approach in the field of education system because it gives the education to children with special needs. Sustainable growth in the view of Inclusive education system is very important in the present situation because Sustainable development that assembles the need of the present without including the capacity of the future age band to meet their own needs. Government of India, gave importance to Inclusive Education system, in its course of action, planned several steps for the sustainable development of Inclusive education system in India. This study exposes the issues and challenges faced by the Inclusive Education and suggest the measures for implementing and improving the Inclusive education. To make sure that Government services are beneficial for the sustainable development of the Inclusive Education and also to study the significance of sustainable development in the field of Inclusive Education by using the secondary data.

Keywords: Sustainable development, Inclusive education.

Introduction

According to U-DISE 2016-17 data, about 19.6% of students belong to SC at the primary school level, but this fraction falls to 17.3% at the higher secondary level. These enrolment drop-offs are even more severe for ST students (10.6% to 6.8%), Muslim students (15% to 7.9%), and differently-able children (1.1% to 0.25%), with even greater declines for female students within each of these URG. The declines in enrolment of higher education are even steeper. While different educational policies have attempted to reach out to these previously excluded children, those with disabilities are often forgotten, emphasizing their invisible status in a rigidly categorized society. Therefore Inclusive education is extremely good strategy in the field of education system for special children. While inclusive education has its benefits there are huge challenge get in the way of effective implementation especially in India.

Objectives of the study

1. To find out the issues and challenges faced by the Inclusive Education System.
2. To suggest the measures for implementing and improving the Inclusive Education.
3. To analyze provided Government facilities are beneficial for the sustainable development of the Inclusive Education.
4. To study the significance of sustainable development in the field of Inclusive Education by using the secondary data.

Methodology for the study

Research methodology is the systematic way to solve the research problem. The study undertaken includes secondary data and descriptive method was followed.

Concept of Study

Inclusive Education: Inclusive education is about integration approach of special children in schools. In this system the learners with special needs spend most of the time with non-disabled learners. They enjoy field trips, school activities and attend the same sports meet and play together. It values the diversity and unique contribution of each student brings to classroom. In a real inclusive setting every child feels safe and has sense of belonging. It is a process of addressing and responding to diversity of needs of all children, youth and adults through increasing participation in learning ,cultures and communities , reducing and eliminating exclusion from within and from education (UNESCO,1994).

Sustainable Development

As per the Brultland report “Sustainable development that meets the need of the present without comprising the ability of the future generation to meet their own needs. It has three main pillars economic, environmental and social these three pillars are informally referred to as people planet and profit.

Sustainable Development in Inclusive Education

Education is the greatest tool for attaining social justice and equality. The Ministry of Welfare, now Social Justice and Empowerment, implemented the Integrated Education for Disabled Children (IEDC) scheme from 1974 to 1982,(Dasgupta, 2002). The proposal was apparently intended to encourage co-operation between conventional and special schools in order to support integration, In 1987, UNICEF and the government-funded National Council of Educational Research and Training (NCERT) launched the Project on Integrated Education for Disabled

(PIED) in 10 blocks (the administrative level between district and village (Thomas, 2005b)), that focused on teacher training in order to encourage integration, Mahila Samakhyas Program started in 1989 is a program designed to promote education and empowerment of women in rural areas particularly those from the socially and economically marginalized. The 1995 District Primary Education Programme (DPEP), funded 85% by Central government via a World Bank loan and support from the European Community, UNICEF and the UK and Netherlands governments, and 15% by the State governments, focused on the universalisation of primary education, particularly for girls. The intention was for district-specific planning to make the programme contextual, and for participatory processes to empower and build capacity at all levels (GOI, 2002). Janshala This community schools programme, started in 1998 and now replaced by SSA, was a collaboration between the Government of India and the UNDP, UNICEF, UNESCO, the ILO, and UNFPA, and supported the government drive towards universal primary education. It covered 120, mainly rural, blocks in 9 States where there is evidence of low female literacy, child labor, and SC/ST children not catered for under DPEP (Mukhopadhyay, 2005). Unfortunately, due to limited availability of data, it is not possible to elaborate on any issues arising on the Janshala programme, which has a component designed to improve the attendance of difficult to reach groups of children, including children with disabilities. Sarva Shiksha Abhiyan (SSA) is the government's millennial Education For All umbrella programme for all education schemes, which aims to universalize elementary education. The goals are that all children aged 6-14 i) will be in some form of education by 2003, ii) will complete 5 years' primary education by 2007, and iii) will complete 8 years' education by 2010 (GOI, 2002). Disability indicators are included in the government agreement for SSA (Thomas, 2005a), although what exactly these are and whether they are taken on at local level is unclear. The Right of children to Free and compulsory Education Act 2009, which represents every child of age of six to fourteen years with the right to free and compulsory education in a neighborhood school till completion of elementary education.

Issues and challenges

Inclusive Education has its own set of challenges, some of which are very serious and impeding. Following are some of the main problems that India faces in the field of inclusive education system.

- Negative Attitude towards special children results in discrimination and leads to a serious barrier to learning. It takes form of social inequity, lack of comprehension and traditional

discrimination .In some province it is believed that educating special children is futile. The problem is identified as being caused by child's indifferences rather than educations deficiency.

- Curriculum is one of the major obstacles to facilitate the development of inclusive system. Curriculum is often unable to meet the needs or wide range of different learners. In several contexts the core curriculum is centrally designed and unbending leaving little flexibility for native variations for educators to experiment and check out new approaches.
- Teaching and learning often takes place through a language which is difficult to grasp for the special children .In this case learners often lead to linguistic difficulties which contribute to learning breakdown.
- The majority educational institutions are physically inaccessible to many learners especially those who have physical disabilities. In poorer area the centers of learning are often in accessible largely because buildings are run down or feebly maintained. They are unhealthy and insecure for all the learners. Many schools are characterized by inadequacy facilities to respond to special needs such as classrooms, furniture's, doors, passage, stairs and ramps are the main problems identified by many students .This limits the enrollment of special children in the regular schools.
- Inadequacies and inequalities in the education system are most evident in areas which have sustained poverty and high levels of unemployment.
- Teaching aids are very important in teaching the learners in inclusive classroom. Since the good presentation should comprise all the essential tools which help the learners understand the lesson well. Inadequate teaching resources make it hard for the teachers to deliver the materials and for the learners.
- Large number of student-teacher ratio is the challenge that teachers face in implementation of inclusive education. Here the educator complains that they have many students in the class who needs support but teachers cannot manage all of them.

Suggestions

- Making sure that educator have the guidance flexibility and resources to teach students with diverse needs and learning styles.
- Proficient use of information and communication for improving access to Inclusive education, enhancing the teaching- learning process, training of teachers and strengthening educational planning and management.

- Clear and efficient possibility for obtaining financial support should be provided to schools or school complexes for integration of special children, as well as for the establishment of resource centers at the village/block level where needed for learners with severe or multiple disabilities - such centers would assist parents/guardians in part-time or full time home-schooling and in skilling such learners.
- School syllabi, curriculum, and teaching learning materials (especially textbooks) should be reviewed to identify and remove overt or hidden bias and stereotyping.
- Student-Teacher Ratio in schools with a high proportion of learners should not be extra than 25:1. Thus keeping the percentage in brain the corrective measures and bridge activities that will be required at every such school on a continuous basis until such time that the gaps are bridged.

Conclusion

Inclusive education is changing from phenomenological perspective here the stakeholders driven and influenced not straightforward and a long term journey or process of conflict rather than the outline. There is necessity to sustain the development in the inclusive education in India. But numerous time our government guarantee all necessary help to inclusive education sadly most of it remains only on document. Therefore the fundamental Right of Education for all children as declared by 86th constitutional amendment in 2002 may possibly be fulfilled in long term through improved implementation of inclusive education. Therefore laborious effort is being made to give confidence the stakeholders of inclusive education.

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