GITARATTAN JOURNAL OF EDUCATION

EDITOR- PROF. SONIA JINDAL

GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING
ROHINI, DELHI – 110085

Refereed Journal

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The Articles based on research, critical analysis of reports, innovations, new trends in education are welcome among other articles related to education. Book Reviews are welcome. Letters to the editor for comments, suggestions will be appreciated and published which will help build a meaningful dialogue amongst educationists, readers and contributors. Letters of such intent will be published in the Journal.
We will bring out special issues on relevant themes (which will be intimated to the contributors and readers well in advance) periodically.

Editor

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GITARATTAN JOURNAL OF EDUCATION
Refereed Journal
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1. The paper should be about 3000-4000 words in length. The author(s) should submit a hard copy of the manuscript along with a soft copy in CD. The CD is not required if the manuscript is e-mailed.
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4. References should be kept to a bare minimum and must be quoted using American Psychological Style (APA) 6th Edition.
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   * (a) However, their acceptance for publication will be dependent upon the recommendation/s of the Referee.
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MESSAGE

Congratulations on the upcoming publication of the 2nd Issue of third volume of its referred journal; "Gitarattan Journal of Education".

This journal stands tall with its qualitative editorials and myriad topics presented with extensive research and deliberations. It serves as a bench mark in promoting and disseminating well researched topics. It aims to hand out a portent weapon in the hands of policy makers, teacher educators, teachers and all the student fraternity. It serves as a forum where students get firsthand knowledge and are acquainted with the latest and updated information in the field of education. It seeks to provide a platform where these issues, topics perennial in the field of education are brought together. It would not only inspire and motivate the future generation educationist to indulge in a qualitative reflection but also pave way for sharing, building, informing and creating new avenues for further research and innovation. Journals evidently mirrors and reflects general notion and understanding of diasporas in the echoing of the need to undertake research and become the medium of sharing effectively in order to address the need for the further teacher preparation, creating and formulating program and facilitating this information for further discussion.

I am sure it will be an apple in the eye of the educationist, teacher educators, researchers and scholars worldwide.

I wish GIAST success and appreciate their journey in bringing this informative edition.

(Prof. Dhananjay Joshi)

Prof. S.K. Thakur
Former Chairperson
NCTE, Delhi

<u>MESSAGE</u>

I am happy that the journal GRJE 2020 Volume - 3 Issue - 2 is being published for the benefit of teaching fraternity. I congratulate the authors who put lots of effort in submitting the manuscripts for the benefit of the readers. It helps the teachers in understanding their role in fast changing educational scenario and equipping themselves with new skills necessary to upkeep their noble duty.

I also congratulate Gitarattan Institute for keeping pride for which it is known.

Prof. S.K. Thakur

Prof. Harjeet Kaur Bhatia
Former Head
Department of Educational Studies
Jamia Millia Islamia
Delhi

MESSAGE

It is a matter of great pleasure that GIAST is bringing out the Issue - 2 of Volume – 3 of its journal "Gitarattan Journal of Education".

I hope that it will build unequivocal strengths of newer thoughts and enhance the quality of the contents by providing an avenue for the academicians to contribute to the professional literature and otherwise share their academic knowledge and researches with their fellows.

I express my best wishes for the grand success of the journal.

With best compliments.

Prof. Harjeet Kaur Bhatia

Dr. Taruna C.Dhall
Principal
University College of Education
Kurushetra University
Haryana

MESSAGE

Delighted to note that Gitarattan Institute of Advanced Studies & Training, Delhi is bringing out Gitarattan Jounal of Education (Volume -3 Issue-2, Jan 2021). Publication of an educational journal is an opportunity for the academia to share their understanding about the field with others. Interpreting data and articulating thoughts in the form of a research paper opens the door for generating new knowledge. Diligent efforts of the publication team in inviting papers from researchers, educators and putting them through reviewing process for ensuring standards of inclusion in the journal are duly appreciated.

Wishing very best for sustained efforts in this direction.

Dr. Taruna C Dhall

Prof. Anjali Bajpai
Faculty of Education
Banaras Hindu University
Varanasi, U.P.

MESSAGE

GIAST is bringing out the second issue of Volume - 3 of its journal "Gitarattan Journal of Education" which is a result of efforts of its publishing team. The quality of papers and outlook of first issue was praiseworthy. It is my pleasure to congratulate all those who are involved in this process of consolidating and compiling the research works for further transmission. This provides a platform for researchers to showcase their pursuits in the area teaching learning and knowledge creation. I wish all the success to the Journal for its all future endeavors.

Prof. Anjali Bajpai

Prof. Vandana Saxena
Department of Education
Central Institute of Education
University of Delhi

<u>MESSAGE</u>

Education being a dynamic field requires continued efforts for focused research. The nature of research in education is primarily contextual and a range of research methodologies can be employed depending upon the purpose of the research. Since the field of education is vast and engages multiple stakeholders, it becomes imperative to create platform where ideas and their methodical conclusions can be shared for larger utility. This journal is one such effort. The journal plans to bring forth all types of researches without any biased understanding in favour of anyone type of research being better than other.

This effort from management of Gitarattan Institute of Advanced Studies and Training is praise worthy.

I congratulate the organisation for thinking about this academically enriching and creating a forum for exchange of ideas.

Prof. Vandana Saxena

Sh. R.N. Jindal
Chairman
GIAST
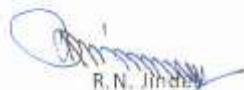
MESSAGE

Supplementing the Teacher education with a journal is indeed a small step in the field of Education but a giant leap in dispersing knowledge about issues perpetually reflecting grey shades imminent in this domain. With sincere gratitude and humility to Almighty, I am delighted and enthralled to announce the 2nd Issue of the Third Volume of the referred journal," Gitarattan Journal of Education".

This journal aims to be the Mother of Pearl amidst other journals by bringing forth new ideas, concepts and discovering varied voices into the mainstream. This forum hence has become an integral part of opening up an active dialogue amidst the academia, Teacher Educators, Researchers and Scholars.

This issue further has expanded its wings to gather effective research oriented papers and articles to create a benchmark in upholding the tradition of professional transaction in sensitizing the society. I am sure that this journal will be a game changer in setting trend over matters of concern imminent in social, educational as well as cultural milieu.

I congratulate and wish GIAST success and hope it comes out with flying colours in this noble cause.

R.N. Jindal

Editorial

I am delighted to announce the publication of Volume- 3, Issue-2 of GRJE January' 2021. GRJE is an inter-disciplinary journal aims at dissemination of knowledge on current issues and practices within the educational circle. The journal showcases the intelligent opinions and research based annotations of academia of the nation. It encourages the writers, scholars & researchers to engage in policy, theory, research & practice in teacher education and its interface with different levels of education and at the same time create a forum for academic discussions, debates & other forms of exchange of ideas in teacher education among different stakeholders.

The Volume-3 Issue-2 of GRJE tries to aware the educators about various Act related to Disabilities conditions like "Screening Instrument for 21 disability conditions RPwD Act 2016 – Why it is Needed? And Vocational Avenues for Adults with Intellect Disability: An Exploratory Study. This awareness can be addressed through Promoting Innovative Practices in school Education: Integrating Skill Development through Technological Pedagogical and Content Knowledge (TPACK) in Preparing Teachers for Future.

The journal discusses about Knowledge Sharing Culture and Ethics for Ancient Indian Philosophy and Education by promoting the actions for peace and harmony. Journal also tries to make the teachers aware about Effectiveness of Gender Studies Course Work on Teachers Trainees' Perceptions, Conceptions and Expression regarding Gender Issues.

Being in the modern era where technology is a vital aspect due to outbreak of pandemic the journal also focuses on Impact of COVID – 19 on education – changes & Challenges and Impact of Multimedia Instructional Module (MMIM) and Traditional Method (TM) on Academic Achievement of Secondary School Students by Reflective Pedagogies for Enhancing Professional competencies of Teachers: Environmental Literacy.

Last but not the least the reports of the Extension Lectures and the reports National seminar, National Webinar, National Conference and Faculty Development organized by the institute are also published in this journal.

Prof. Sonia Jindal
Editor

Content

Screening Instrument for 21 Disability Conditions RPwD Act 2016 - Why it is Needed?

Dr. Bharti
Mr. Askhita Saxena

Abstract

Rights of Persons with Disabilities (RPwD) Act, 2016, recognised 21 disability conditions in comparison with Persons with Disabilities (PwD) Act, 1995 which acknowledged only 7 disability conditions. Many of the newly added disability conditions do not have visible manifestations of symptoms. This clubbed with lack of awareness makes them hard to identify. A child with low vision may get labelled as having Specific Learning Disability because of not being able to read or copy properly from book or from blackboard. This enhances the threat of misdiagnosis or leaving Children with Special Needs (CWSN) undiagnosed. The present paper attempted to collect relevant information regarding the identification process adopted by States and Union Territories, of India, for Children with Disabilities (CwD), in accordance with RPwD Act, 2016. The findings of data collected from 34 States and Union Territories indicated lot of confusion and lack of awareness among the functionaries engaged with the process of identification. Unavailability of standardised identification tool or checklist also added to the existing confusion in the field.

Introduction

Disability is a physical or mental condition that limits a person's movements, senses or activities. People with disabilities are often in disadvantageous position due to biases and prejudices formed by the society. The stigmatization of Persons with disability has made it one of the most important issues that need to be dealt wisely and with utmost care. Existence of disability conditions does not mean that an individual with disability is any less than, persons without disability. Sufficient example of people exist, who irrespective of their disability conditions an actress and classical dancer after losing her one leg in an accident, Arunima Sinha who climbed Mount Everest with an amputated limb or Michael J. Fox who continued to be an actor after being diagnosed with Parkinson's Disease and Srikanth Bolla, an Indian industrialist and the

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founder of Bollant Industries who was also the first international blind student who studied Brain and Cognitive Science and Business at Massachusetts Institute of Technology and this list could go on. Irrespective of the fact that Persons with Disabilities have capability to excel in various fields, they are not whole-heartedly included and celebrated in society.

The most vulnerable area that falls prey to discrimination against Persons with Disabilities is education. Children with disability may have some limitations with their movements, senses or activities, yet, they cannot be considered less in abilities in comparison with the students who do not have any disability. They might have limitation to perform in an aspect, which can be overcome with modifications and accommodation however this fact is yet to gain acceptance in the society. Children with disabilities are sometimes considered as burden on the society leading to discrimination against them.

We are not unaware of cases where sometimes children are denied admission in schools due to their disability condition or are left with NGOs to be taken care of. Other side of the coin also reveals that people get fake disability certificates to enjoy the facilities and provisions granted by government to persons with disabilities, a recent case example of this could be "Central Railway has busted a scam in which able-bodied passengers were procuring disability certificates to secure tickets on long-distance trains" (Mehta, 2019). Many other such cases come into light occasionally where people are found to use fake disability certificates for procuring admissions or jobs. Misdiagnosis is also a major problem in the process of identification of Children with Special Needs. Majorly children are categorized to have learning disability, if they are not able to perform well in academics without considering other possible reasons for the same.

If not taken care, the gap between students with disabilities and the ones who do not have any disability may widen up as the disability condition pose extra challenges to a student in using his/her knowledge and skills. This may, in turn act as deterrent for equal opportunities and availing the government provisions, leading towards creation of just and equitable society (United Nations 2018).

Several attempts have been made by various states and social organizations to fight with these issues, which have led to formation of legal acts such as *United Nations Convention on the Rights of Persons with Disabilities* (UNCRPD), *Rights of Persons with Disability Act, 2016*, *American Disability Act (1990)* and others across the globe. However, discrimination still prevails as some stereotypes and prejudices are too resilient to be changed.

Matching foot with the advancement in the international arena, India took a step forward and replaced PwD Act, 1995 which recognised 7 disability conditions with RPwD Act in 2016 which recognises 21 disability conditions.

Persons with Disabilities Act (PwD), 1995	Rights of Persons with Disabilities (RPwD) Act, 2016
Blindness	Blindness
Low Vision	Low Vision
Leprosy Cured	Leprosy cured person
Hearing Impairment	Hearing impairment
Locomotor Disability	Locomotor Disability
Mental Retardation	Mental illness
Mental Illness	Intellectual disability
	Cerebral palsy
	Dwarfism
	Speech and language disability
	Muscular dystrophy
	Specific learning disabilities
	Autism spectrum
	Acid attack victims

	Multiple sclerosis
	Parkinson's disease
	Haemophilia
	Thalassemia
	Sickle cell disease
	Multiple Disabilities
	Any other category as may be notified by the Central Government

RPwD Act, 2016 is a great initiative by Indian government as it may facilitate empowerment of persons with disabilities. Highlighting the underlying assumption of this act that disability is an integral part of human diversity, (Kumar & Kumar 2018) mentioned that is a powerful legal instrument to include PwD in socio-cultural, economic and political life of the community by removing physical and attitudinal barriers.

The first and major step towards including children with and without disabilities in all aspects of life begins with appropriate identification of the children with disabilities. Early identification and intervention can bring huge change in the lives of children with disabilities. The societal biases and a lack of awareness prevent many disability conditions from being identified at the right time which creates insurmountable barriers for early intervention. Hence, the task at hand is to identify the students with disabilities appropriately and as early as possible.

Rationale

The states and union territories appears to be not following any standard criteria for identification of Children with Disabilities which leaves a large scope for discrepancies in identification of Children with Disabilities leading to a lot many cases to misdiagnosis and sometimes children remain undiagnosed. In case of mental illness, RPwD Act provides clearer definitions of various constructs, and guidelines for assessment and certification of disabilities. Mental illness is under represented in the reservation and legal decision making. There also exists a lack of clarity about screening instruments to be used, resource allocation to implement

the provisions, and the guidelines for inclusive education regarding children with mental illness (Balakrishnan et.al. 2019).

Objective

To study the status of identification process adopted by states and UT's for students with disabilities conditions mentioned in the RPwD Act, 2016

Sample & Data collection

All the (36) States and Union Territories were constituted the sample for the present study and were contacted for participation in the study. However, only 34 out of 36 States and Union Territories of India responded.

The data was collected with the help of a questionnaire *"Disability Identification Procedures-Information Schedule"* (Annexed) specifically developed to collect the desired information regarding the process adopted by states and union territories for identifying CWD, belonging to the disability categories mentioned in the RPwD Act, 2016. The data was collected through telephonic interview of State Inclusive Education Coordinators.

Data analysis

The data gathered through verbal responses was coded and digitized. After which simple statistics was applied to cull out knowledge from the gathered data.

Survey item	Response of state	No. of states	Percentage
Number of disabilities conditions identified by states and UT's	All 21 disabilities	31states	91.7 %
	Approximately 15	3 states	8%
State specific definition	Not available	34 states	100%
Difficulty or Confusion in	some confusion	18 states	52.9%

identification among disability conditions	No difficulty or confusion	16 states	47.5 %
Involvement of regular teachers/special educators/psychologists/medical professional or others in the process of identification	States involving only *special educators*	6 states	17.7%
	States involving regular teachers and *special educators*	24 states	70.6%
	States involving other professionals too	4 states	11.7%
Specific directions or guidelines by states for identification	States Specific directions or guidelines available	18 states	52.9%
	States Specific directions or guidelines not available	16 states	47.5 %
Use/Development of checklist or questionnaire for identification	checklist or questionnaire used for identification	8 states	23.5%
	States developing checklist or questionnaire for identification	2 states	5.9%
	States not using/developing checklist or questionnaire for identification	24 states	70.6%

Major Findings

- *Number of disabilities conditions identified by states and UT's*
  91.7 % (31states) states are working on all the 21 disabilities that are listed in RPwD Act, 2016 while, 8.8% (3 states) are working on approximately 15 disabilities. A few were working on only 10

disabilities till 2018 **and have started to consider all 21 disabilities from this year (2019) onwards.**

- *State specific definition*
  No state specific definition of any disability could be found since all the states and union territories are following the definitions given in RPwD Act, 2016.

- *Difficulty or Confusion in identification among disability conditions*
  52.9% (18 states) of states were observed to face difficulty or confusion in understanding symptoms of some disabilities. Such as: Learning disability, Speech and language disability, Mental illness, Parkinson's disease, Haemophilia and Thalassemia.
  It was also revealed from the responses that 47.5 %(16 states) the states were not facing any confusion in disabilities. These states have involved only special educators or medical experts in the process of identification of Children with Special Needs.
  It was also found that there prevails a lack of information, about new disability conditions included in the RPwD Act 2016 such as disabilities due to blood disorder, Neurological conditions, dwarfism, mental illness and intellectual disability.

- *Involvement of regular teachers/ special educators/ psychologists/ medical professionals or others in the process of identification*
  Around 76.4% (24 states) of states involve both Regular Teachers and Special Educators in the process of identification of Children with Special Needs. Some are involving only Special educator while a few along with special educators included psychologists, medical experts and Inclusive Education Volunteers in the process of identification. Lack of awareness and knowledge about various disabilities emerged as the major reason for non-involvement of regular teachers in the process of identification.

- *Specific directions or guidelines by states for identification*

  52.9% states (18 states) have oriented and trained their teachers, special educators about 21 disabilities as recognized by the RPwD Act 2016. 47.5 % (16 states) of the participating states have not provided any training to their staff i.e. regular teachers regarding recognizing the 21 disabilities.

Conclusion

It could be proclaimed after the analysis of data collected from 34 states and union territories of India that almost all the states were found to be facing difficulties in appropriate screening of children with 21 disabilities, as recognized in RPwD 2016. Lack of uniform and standardized screening instruments and unavailability of sufficient number of special educators and experts working in this field was also found to be one of the significant barriers in appropriate early identification.

The analysis of this survey clearly points towards the need for awareness and a uniform screening tool for the disability conditions recognized in RPwD Act, 2016.

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Annexure

<u>Disability Identification Procedures - Information Schedule (IS)</u>

Dear Sir/Madam

This Information Schedule seeks information regarding the method of identification of various disabilities stated in Rights of Persons with Disabilities Act, 2016 (RPWD Act, 2016), that are followed in your state or UT. The information sharing is requested as part of the PAC approved project "Development of Identification tool for disability conditions recognized in RPWD Act, 2016", initiated by the Department of Education of Groups with Special Needs, NCERT.

It contains 8 questions, some are objective, where you need to tick the correct response that seems appropriate to you and there are some subjective questions, where you need to write your response in the space provided.

The information gathered will be used only for the purpose of research and will be kept confidential. Your cooperation is vital for the success of this project.

Let's start with some basic information.

State/ UT:_____

Name and designation of the Officer filling this is: _____

Contact Details: Mobile: _____ Email Id:_____

1. Which disabilities from the list given below are considered for identification of Children With Special Needs (CWSN)?
   - ii. Locomotor disability ☐
   - iii. Leprosy Cured Persons ☐
   - iv. Cerebral palsy ☐
   - v. Dwarfism ☐

vi.   Muscular Dystrophy ☐
vii.   Acid Attack Victims ☐
viii.   Blindness ☐
ix.   Low vision ☐
x.   Deaf ☐
xi.   Hard of Hearing ☐
xii.   Speech and language disability ☐
xiii.   Specific Learning Disabilities' ☐
xiv.   Autism Spectrum Disorder ☐
xv.   Mental Illness ☐
xvi.   Multiple Sclerosis ☐
xvii.   Parkinson's Disease ☐
xviii.   Haemophilia ☐
xix.   Thalassemia ☐
xx.   Sickle Cell Disease ☐
xxi.   Multiple Disabilities ☐
xxii.   Any other category as may be notified by the central government ☐

2. How are the disabilities (mentioned in question no. 2) defined in your state? (Kindly mention definitions, if any, in separate sheet)
3. Is there any confusion in identification of symptoms of any two or more diseases?
     a.   YES
     b.   NO

If yes, please mention

_____
_____
_____

4. Who all are involved in identification of CWSN in schools?
     a)   Regular Teachers' ☐
     b)   Special Teachers ☐
     c)   Both ☐
     d)   Others (please specify) ☐

_____
_____
_____

5. What directions are given to the teachers/personals engaged in identification of CWSN at school level, for referral to identification camps?

_____
_____
_____
_____
_____

6. Are you using any standardized questionnaire or checklist for identification of CWSN?
   a) YES ☐
   b) NO ☐

If Yes, Please mention

_____
_____
_____

Knowledge Sharing Culture and Ethics

Latika Sharma
Nishant Gaur

Abstract

Purpose – The main purpose of this paper is to offer an analysis of how organizations can embed ethical values into culture, especially in relation to its knowledge management.

Design/Methodology/approach- A model of integration of ethics into knowledge sharing culture of an organization is put forward in this paper.

Findings- The paper provides evidence where ethics integrated into knowledge sharing culture contributes towards development of intangible assets such as human capital and innovation

Research limitations/implications- The case study is limited to developing a conceptual model based on earlier research. Future studies will focus on testing the current conceptual model.

Practical implications- Important factors of influence, which have been observed while exploring the literature, are essence of promoting the company's ethical principle through its knowledge sharing culture, the human resources convention which fosters access to knowledge, knowledge transfer, knowledge creation, knowledge use, innovation and human development.

Originality/value- The paper provides a model of integration of ethics into knowledge culture of organization. This model can provide a roadmap for managers to implement and practice ethical conduct while sharing, creating and applying knowledge.

Introduction

The integration of ethics into firm's knowledge culture is key aspect for modern firms, as ethics has been proved to be an important factor in explaining the influence on firm's performance (Mc Williams and Siegel, 2000). One outcome of this integration is building reputation and other intangibles such as creation of human capitals (Surroca et al., 2010). Already some ethical prerequisites exist in relation to work conditions, human rights and environmental respect (Werhane, 2008).

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Another important aspect is the role played by knowledge management (KM) and culture as influential tool to make integration of ethics into strategies possible (Donate and Gudamillas, 2010). Culture is an area of human resource management where concern for ethical issues is limited (Jean Woodland, 1996). The ethical issues may arise in the process of cultural change. The culture can be defined from three perspectives: orientation towards consensus, degree of consistency and orientation towards ambiguity. The organizations with strong coherent culture deliver superior performance. The bureaucratic control limits the innovative and knowledge based organization from superior performance.

The desire to assess new knowledge from organizational knowledge is a preferred by an individual in organization but on other hand there is a reservation while sharing their own tacit knowledge. Knowledge sharing is recognized as beneficial strategy by organizations (Dong et al., 2010). The knowledge is one of the vital resources of the company (Nahapiet and Ghoshal, 1998) and sharing of knowledge is imperative phenomenon in companies (Saenz et al., 2009). Knowledge creation and knowledge sharing are essential for firms to attain and sustain competitive advantage (Han and Anantatmula, 2007). Knowledge augments its value on sharing and dissemination (Bornemann and Sammer, 2003). Knowledge always has an appreciating value factor while sharing and disseminating in contradiction to depreciating value in case of tangible products. The value addition to knowledge is achieved through knowledge sharing (Porter and Ketels, 2003). Traditionally organizational culture was not considered as a contributing factor to organizational performance and knowledge sharing (Holbeche, 2006). But today role of culture in knowledge transfer is recognized as well as appreciated (Ajmal and Koskinen, 2008). Also knowledge sharing is important from perspective of ethics as knowledge hoarding restricts organizational success (Lin, 2007). Being ethical may benefit organizations to achieve knowledge sharing practice in organization (Rodgers and Gago Rodriguez's, 2006). The concept of localization has been discussed in the process of knowledge exchange (Ibrahim et al. 2009).

In this paper we present a conceptual model that integrates ethics into knowledge sharing culture of a organization. The major outcome of this

integration is development of valuable intangible resources for the firm like creation of human capital, legitimacy and reputation in the surrounding. This integration is studied through the intensive literature survey. The structure of this paper is as follows. First, we analyze the literature pertinent to ethics and knowledge sharing culture. Second, we develop the model integrating ethics into knowledge culture. Finally we conclude with some reflections and lessons extracted from literature.

Literature Review

Knowledge sharing culture

The organizations are competing for intellectual capital rather than competing for assets or capital (Dunford, 2000). Knowledge is an organizational property that encompasses wide array of skills, experiences, technical capabilities and creative abilities that belong to organizational members (Vladimirou, 2001). Knowledge is referred to as combination of data and information resulting into wisdom when added expert opinion, skill and experience; forming to be the firm's valuable asset (Sarmento, 2005). Knowledge is the combination of experiences, contextual information and expert's insight that always has a flexibility to incorporate new experiences and information (Luu Trong Tuan, 2012). Knowledge originates in the mind of knowledge owners and is later embedded in organizations processes and practices (Quinn et al.'s 1996).

Knowledge has been nomenclatured as tacit and explicit knowledge. Explicit knowledge is the knowledge which can be documented and disseminated easily (Nonaka, 1991). Explicit knowledge is codified data and information through which knowledge seeker can create their own knowledge through "structured coupling" process (Joia, 1999). Tacit knowledge is the knowledge which is intuitive and can't be codified and articulated (li and Gao, 2003). The knowledge base of the organization supports the organization to attain as well as sustain competitive advantage (Voelpel et al., 2005).

Knowledge sharing enhances the access to knowledge base (Luu Trong Tuan, 2012). Knowledge sharing is referred as a culture of social interaction where employee exchanges knowledge, skills and experiences with each other (Hogel et al. 2003). Knowledge sharing is

materialized when employees share information, experiences, skills, ideas and suggestions (Bartol and srivastava, 2002). Knowledge sharing is characterized as the process of creating, coding and disseminating knowledge (Bonifacio et al., 2002). Knowledge sharing is voluntary in nature (Dixon, 2002). Therefore both sender and receiver of knowledge should be committed to exchange for efficient knowledge sharing (Bouty, 2000). Fengjie and Chen (2004) have identified three elements of knowledge sharing: objects, way of sharing and level of sharing. Object depicts the kind of knowledge which is to be shared. Way of sharing refers to how the knowledge sharing is achieved; face to face, networking or conferences. Level of sharing refers to sharing knowledge with an individual, group or entire organization. Knowledge sharing is disseminating or transferring knowledge from one individual or organization to other (Lee, 2001). The knowledge sharing do not results only in sum of knowledge from individuals and teams rather it results in synergy of knowledge (Luu Trong Tuan, 2012). There are two processes of knowledge sharing: Knowledge donation and knowledge collection (Van den Hooff and Van Weenen, 2004). Knowledge donation refers to sharing and transferring of intellectual capital by the individual willingly. And knowledge collection refers to persuading an individual to share his knowledge.

Organizational culture is an on-going process of identity building and rebuilding; also social integration of sub groups and organization as a whole (Koot, 2004). Organization culture refers to set of values, beliefs, norms that are shared by the members throughout the organization (Daft, 2005).Culture provides the employee with sense of identity and also provides the guidelines on how to behave (Holbeche, 2006). Organization culture builds the identity of organization by shaping the behaviour pattern of its employees (Deshpande and Farley, 1999). Organizational culture should be flexible as well as adaptable so as to accommodate changes in global marketplace (Elashmawi, 2000). Culture constitutes two components, visible and invisible. The intrinsic values are invisible components and practices are visible components (Hofstede, 1991). The visible and invisible component transforms the individual behaviour to the behaviour required for knowledge acquisition, creation, sharing, dissemination and application (De Long and Fahey, 2000). Flexible culture promotes lenient and informal control of operations, open communication channels and information

flow throughout the organization (Burns and stalker, 1961). A clan culture is a culture that indulges member cohesiveness, commitment and sense of belongingness (Deshpande et al., 1993). Adhocracy culture refers to the culture with sense of community, flexibility to adapt and lack formal structure (Gilligan, 1982). Knowledge management is more of a managerial challenge rather than IT challenge. Companies need to work on identifying the technique of motivation so that intellectual capital that employees possess can be leveraged. Knowledge sharing is based on trading process as explained in transaction theory (Franz Barachini, 2007). As individual do not share their knowledge for free, knowledge sharing is referred to a business transaction process where employees expects reward or incentives for sharing their tacit knowledge. Thus there should be focused efforts towards rewarding schemas. The individual do not offer knowledge for free, there is a trading expect in which employee expects pecuniary and non-pecuniary components which includes rewards, incentives, recognition and appreciation. The factors contributing towards success of knowledge sharing are rewards, recognition and appreciation for knowledge sharing (Al-Alawi et al. 2007).

The evolution of term localization elucidates socially and environmentally friendly business models (Coca-Stefaniak et al., 2010). Localization is the extent to which expatriate managers are replaced by local managers (Law et al. 2009). Localization of human resource is not limited only to technical personnel but it extends to middle and top management also (Feng, 2004). The multinational companies grow to new heights when they learn to balance between globalization and localization (He, 2009). Cost efficiency is the main driver for localization of human resources (Chang, 2006). Chae (2008) have recommended 3 stage process of HR localization. First stage focuses on establishing local management system. The second stage nurtures the local talent through training them on parent company's vision, strategy and business process. The last stage embeds local culture in a multinational firm. A flexible culture in a company facilitates localization to obscure cultural gaps in the company. The localization nurtures local talent and thus claims towards sense of community (Chae, 2008). The company's competency to adapt to its local surrounding leads to successful knowledge transfer (Berchtold et al., 2010). Localization acquires local knowledge so as to design strategies

according to the market and make it easy for penetration. There are many stakeholders in the firm who are involved in knowledge sharing (Fatima Guadamillas and Mario j., 2011). The various stakeholders to a firm who are involved in knowledge exchange constitute customers, suppliers, employees, shareholders. The knowledge exchange with customers in form of feedback can provide the company with adhoc solutions to their problems. The organizations should make effort to gather knowledge about customers need and should develop extranets for this exchange. There should be a knowledge exchange to advance supply chain management. The firms should reward employees with incentives to motivate them for sharing their tacit knowledge. Also there should be transparency in exchange of knowledge with shareholders as a commitment

Table 1: Knowledge sharing culture and respective indicators

Proposed Construct	Brief Description	Source
Knowledge Sharing Culture	Top management encouragement to share solution for work related problem (Leadership style)	Deshpande et al.(1993), Tronto (1993), Donaldson and preston (1995), Mitchell et al. (1997), Skyrme and Amidon (1997), Helfat (1997), Davenport et al. (1998), Klassen and Whybark (1999), Liebowitz (1999), APQC (1999), Holsapple and Joshi (2000), MeDermott and O'Dell (2001), Stankosky (2001), Hassanali (2002), Yahya and Goh (2002), Ribiere and Sitar (2003), Wieneke and Phylpo-Price (2003), Vanden Hooff and Van Weenen, (2004),
	Open Communication	
	Clan and adhocracy culture (Flexibility and adaptability to change)	

	Incentives & rewards for knowledge sharing	Waddock (2004), A Norris and O'Dwyer (2004), Wong and Aspinwall (2005), Al-Busaidi and Olfman (2005), Hung et al. (2005), Wright et al. (2005), Russo and Harrison (2005), Alavi et al. (2006), Chong (2006), Akhavan and Jafari (2006), Akhavan et al. (2006), Bozbura (2007), Chang and Lin (2007), Jafari et al. (2007), du Plessis (2007), Guzman (2007), Foot and Hook (2008), Ibrahim et al. (2009), Foss and Minbaeva (2009), HO, 2009, Zacket al. (2009), Prieto-Pastor et al. (2010), Foss et al. (2010), Xu et al. (2010), Fatima Guadamillas and Mario j. (2011), Kianto (2011), Andreeva and Kianto (2012), Luu Trong Tuan (2012), Frost (2014)
	Publicly recognizing people for their contributions to knowledge sharing	
	Knowledge exchange with stake holders	
	Organizational innovation	
	Intellectual Capital Localization	
	Knowledge donation	
	Knowledge collection	

Source: Compiled by authors

Ethics

Ethics is referred to certain responsibilities that an individual consents to while being a part of society or organization. Ethics portrays the role that business should have in society incorporating corporate social responsibility, philanthropic responsibility, triple bottom line, and responsibility towards bottom of pyramid and sustainability concerns (Preuss, 2008). Business ethics study the relationship between the business goals and path that leads to human ends (Tran, 2008).

Ethics of care focuses on sentiments and responsibilities towards individuals (French and Weis, 2000). Ethics of care is concerned with

focus of process on people instead of focus on policies (Begley, 2006). There are two categories of ethics of care: "caring for" and "caring about" (Nell Noddings). "Caring for "deals with how one person cares for another and "caring about" refers to "care as virtue" (Debeljak and Krkac, 2008).

Ethics of justice refers to the foundation which decides on actual action that will benefit all while respecting individual rights at same time (Begley, 2006). Ethics of justice deals with benefit maximization and individual rights (Strike, 2003). Ethics of justice revolves around fair, just and right behaviour. It focuses on equitable allocation of resources, fair application of rules to all and intrinsic value of each person.

Peyman Akhavan (2013) identified four dimensions of ethical principles constituting organizational value and justice, commitment and responsibility, Intellectual ownership and trusteeship and team working morale. Organizational values and justice is the most vital aspect of ethical principles constituting collective trust and organizational trust; fair, honest and humble behaviour of employees; criticism taking and perseverance in works. Other ethical dimension includes responsibility, commitment and loyalty towards organization. It also includes working conscience and being foresighted at work. Intellectual ownership and trusteeship refers to obeying intellectual property rights, maintaining confidentiality and trusteeship. Team working morale refers to ethical conduct while working in a team which involves cooperation, empathy, self-awareness, self-control, affability and council with others.

There are other models of ethics. PRIMES model by Chuck Huff (2010) is a significant model which includes personality, integration of morality, moral ecology and skills. Personality impacts work that people undertake and the way they go about their work (John and Srivastava, s1999). Personality is dynamic in nature as it keeps on changing with life experiences. Integration of morality depicts moral commitment which guides action over time. Moral actions are strongly influenced and dominated by surrounding environment which is referred to as moral ecology. Moral skills and knowledge is knowing how about moral actions.

The various unethical practices in KM comprises of knowledge hoarding, manipulation, misappropriation, property and privacy right conflict, and autonomy in knowledge sharing. Knowledge specifically tacit knowledge is personal in nature and it is not evenly distributed in the organization. Knowledge sharing is dependent on owner's willingness to share with the organization. When employee avoids knowledge sharing with organization, it results in knowledge hoarding. The knowledge is sometimes suppressed, amplified, deleted and omitted to serve some personal interests and sometimes driven by emotion leading to manipulation and misappropriation of knowledge. In knowledge based view of the organization, each organization is the integration of individual employee's knowledge and its application to achieve organizational objective. This view lacks in defining ownership right over knowledge of individual employee and organization.

Table 2: Ethics dimensions and respective indicators

Proposed Constructs	Brief Description	Source
Organizational Value and Justice	Trust	Holly (1989), Roth and Harrison (1994), Nahapiet and Ghosal (1998), Chua (2002), Hutchings and Michailova (2004), Lang (2004), Inkpen and Tsang (2005), Arnold et al. (2006), Hendel et al. (2006), Al-Aali (2008), Silva et al. (2008), Mirzaeei (2009), Pauly et al. (2009), Azmi (2010), Rottman et al. (2010), St-Pierre and Holmes (2010), Luu Trong Tuan (2012), Peyman Akhavan et al. (2013), Ritta Suhonen et al. (2015).
	Honesty & loyalty	
	Fair Behavior (Ethics of Justice)	
	Ethics of Care	
	Responsibility & Commitment	
	Personality	Omert et al. (1995), McDaniel

PRIMES Factors	Integration of Morality	(1998), Sharar et al. (2003), Cooper et al. (2004), Shiery (2005), Nelson et al. (2009), Filipova (2009), Pauly et al. (2009), Storch et al. (2009), Chuck Huff (2010), Ritta Suhonen et al. (2015), Huff. C. (2016).
	Moral Ecology	
	Skills & Knowledge	
Obstacles To Ethical Behavior	Knowledge Hoarding	Perkins et al. (1998), Wagner and Hendel (1998), Gallagher et al. (2002), Roberts and Dowling (2002), Ulrich et al. (2003), Ulrich and Soaken (2005), Torjuul and Sorlie (2006), Tang et al. (2007), Wall and Austin (2008), Bosa (2010), Fatima Guadamillas and Mario j. (2011), Suzanne Zyngier et al. (2015), Ritta Suhonen et al. (2015), Huff. C. (2016), Anton Jamnik (2017).
	Manipulation & Misappropriation	
	Property& Privacy Right Conflict	

Source: Compiled by authors

Integration of ethics and knowledge culture

In the integration of ethics and knowledge sharing culture, the important factors are culture, leadership, HR practices in context to the KM. The culture is a generalized structure of relationships that company possesses with its stakeholders impacting other organizational factors. The various cultural aspects significant for knowledge culture comprises of sharing vision, autonomy in making decisions, work in teams, sharing while learning and tolerance of mistakes. Spreading the culture of trust, cooperation, participation, and freedom can yield better results in area of ethics. The culture and leadership should encourage knowledge creation and innovation around ethical values of responsibility. Fluid communication with stakeholders offers organization with knowledge specific to their needs and also provides

them with better knowledge for developing products and services (Fatima Guadamillas and Mario j., 2011). Human resource practice encompasses professional development, facilitating learning environment, participation in decision making, rewards for exemplary performance, non-discriminatory practice and equal opportunity for all. The employee involvement is crucial as employees possess tacit knowledge and they need motivation to apply and share this knowledge. Working in teams fosters the sharing of tacit knowledge and they also contribute in dissemination of cultural values and ethics. Ethics and knowledge sharng culture links the social perspective with the development of intangible resources and stake holder's perspective with the firm's performance. The intangible resources may constitute organizational culture (Howard-Grenville and Hoffman, 2003), corporate reputation (Strong et al. 2001) innovation capacity (Klassen and Whybark, 1999) and human resources (Russo and Harrison, 2005). The mechanism by which company applies ethical principles and the way by which they are disseminated through organizational network affects relationship with all stakeholders (Donaldson and Preston, 1995). The application of ethical principles can lead to legitimacy. Legitimacy can be referred to as social justice through which an action can be publicly justified and it can be portrayed that organization possess a distinctive competence to offer a product or service (Perrow, 1961). The organizations promote integration of ethics in business (Donaldson and Preston, 1995). But there is still lack of framework which integrates ethics into knowledge sharing culture of an organization. It is perceived that ethical conception of professionals in organizations influence the managerial decisions and leads to the evolution of both ethical perception and demands of managers (Fatima Guadamillas and Mario j., 2011). Those ethical principles which lead to better economic performance and profitability to the firm may be implemented (McWilliams et al., 2006). This implementation is only possible if knowledge is utilized from previous experiences, their merits and demerits (Steiner and Steiner, 2000).

The obstacles in implementing ethical framework arise from aspects like human resources and cultural values, customization of organizational culture to new situation. In the process of implementation KM is a vital tool as it enables firm to propel and diffuse knowledge throughout the organization.

Research Methodology

To integrate ethics into knowledge culture of an organization, required data is gathered from literature. This study has performed detailed analysis of literature and articles to develop a deeper understanding of the concepts. Data for this research was gathered in till February 2020 through series of searches through extant literature. Research papers concerning knowledge sharing culture and ethics were accessed utilizing social sciences databases. The databases used for research are: ProQuest Central, Emerald, SAGE, Business source complete (EBSCO).

The searches were conducted using these key words: knowledge sharing, ethics, knowledge sharing culture, knowledge culture, knowledge sharing and ethics, knowledge sharing culture and ethics. These searches were repeated using above mentioned search strings in these databases. A systematic literature review was carried and a selection criterion for papers was well specified (ethical perspective in knowledge sharing). The research papers selected for the study used the term: knowledge culture and/or ethics in their title. Moreover, references of all research papers selected were scanned to identify relevant research on topic. All research papers were analyzed from the perspective of the theme of the study. This is followed by the abstract scanning of all the papers. If the abstract didn't match the theme of the study, they were excluded for further study. This has led to 209 papers. Next step was detailed examination of papers. After the thorough examination, 61 papers were finalized and were further analyzed and summarized. After conducting this process, various knowledge culture and ethics dimensions were identified. The detailed scanning, analysis and research resulted in three major constructs of ethics including 12 items and construct knowledge sharing culture including 10 items (Refer table 1 and table 2).

Conceptual Framework

The success of Knowledge based organizations to a higher extent depends on the culture pertaining in that particular organization. The culture that promotes knowledge sharing is the culture characterized by open communication, culture offering rewards, incentives and publicly

recognizing employees for knowledge sharing. Knowledge sharing should be initiated by top level management and its success to a extent is dependent on leadership style in the organization. The knowledge sharing culture encourages knowledge donation and knowledge collection. Knowledge sharing with stakeholders is one of the prominent aspects of knowledge sharing culture. Intellectual capital localization promotes local talent and hence knowledge sharing across the organizations. Knowledge sharing culture is the reflection of clan and adhocracy culture as it provides flexibility and adaptability to the employees. Ethics in today's world provides the organization with guiding principles in different areas of operations and management including knowledge sharing and its management. The most important factor for Victor and Cullen model (1964) of ethics did not include many aspects to form a complete ethical framework like ethical issues from socio economic aspect, technical and legalistic aspect. PRIMES Model by Chuck Huff (2010) also ignored many important aspects relevant to knowledge sharing in an organization. Similarly dimensions of ethical principles mentioned by Peyman Akhavan (2013) lacked in many aspects relevant to KM in any organization. These models lack in mentioning obstacles in ethical behavior for KM. This study focuses on developing a conceptual framework linking ethics and knowledge culture.
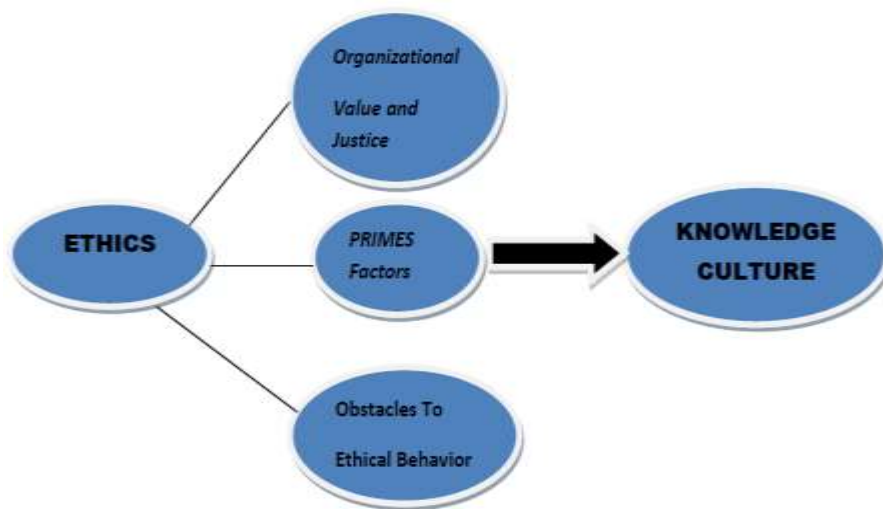
Figure 1: Knowledge Culture dependence on Ethics

The study is an attempt to identify the various ethical and knowledge sharing culture dimensions keeping their linkage in mind which has not been explored earlier. The suggested framework depicts the impact of ethics (independent variable) on knowledge sharing culture. We present the framework in figure 1, reflecting determinants of ethics impacting knowledge sharing culture.

Conclusion and Limitations

This study advances the understanding of role ethical dimension plays in knowledge culture of an organization. A model is proposed with ethical concerns constituting organizational value and justice, PRIMES factors, obstacles to ethical behavior as crucial factors to integrate ethics into knowledge sharing culture of a organization (with 12 items presented in table 1). The company can acquire knowledge from stakeholders by identifying their needs and compiling feedback from them. The major proposition of this paper is that the integration of ethics into knowledge culture will result into innovation, development of human resources and other valuable intangibles. This information is integrated into knowledge base of the organization. The firms managed by ethical leaders have capability of implementing ethical principles in coherence to knowledge culture of the firm. This model of integration reflects

- Knowledge creation from stakeholders
- Dissemination of ethical concerns to stakeholders
- Promotion of participation of all employees
- Respect for transparency
- Localization of human resources

Human resource localization impacts the process of knowledge sharing. Thus to enhance knowledge sharing HR localization should be embedded into organizational practices. As local employees have common socio cultural background, they can coordinate better to front line employees in comparison to expatriates. The promotion of local talent bridges the cultural gap between expatriate managers and local line employee. Thus it creates better communication across the organization resulting in effective knowledge sharing (Johri and Petison, 2008).

There were some limitations which include the difficulty in establishing relationship between ethics and knowledge culture on the basis of literature. There was also difficulty in generalizing conclusion from the conceptual model of integrating ethics and knowledge sharing culture.

Research Implications and Future Study

Establishing and implementing a link between ethics and knowledge sharing culture may result in ethical conceptualization of knowledge sharing in an organization. For practical implications, managers should understand that adoption of knowledge sharing practices will not guarantee success until supported by the ethical framework. Managers should focus on implementing ethical norms and assessing their impact on the knowledge sharing initiatives including creating, acquiring and disseminating knowledge with shared values and beliefs. The conceptual framework presented in the study can be further tested empirically.

Moreover, many other conceptual models can be designed and developed on the various dimensions and indicators of knowledge sharing culture and ethics discussed in the study. In future, studies assessing the impact of each ethical dimension on knowledge sharing can be interesting area for research. On the basis of identified themes, a number of potential research questions can be done in future. This study provides a basis for development of new conceptual as well as empirical studies for researchers. The research findings will provide individuals and organizations a better understanding of the linkage. Knowledge sharing culture can be implemented and executed more successfully in those organizations where there is more emphasis on ethics by the organizations.

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Vocational Avenues for Adults with Intellectual Disability: An Exploratory Study

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Abstract

Intellectual disability (ID) is a condition characterized by significant limitation both in intellectual functioning and in adaptive behaviour. Due to this, professionals involve in education and rehabilitation of persons with ID face difficulty in spite of the fact that they can also make tangible or intangible contribution; monetary or non-monetary service and support to the family or community. In the present exploratory study, experiential opinions of forty rehabilitation professionals (special educators, resource teachers and psychologists) working with children and adults with ID were investigated on vocational education, training and rehabilitation of adult with ID using a semi-anchored questionnaire along with a socio-demographic information schedule specifically designed for this study. The respondents reflected that they must be included as members in the core team for vocational rehabilitation of adults with ID. They also opined that school curriculum should have vocational contents since beginning of school education programme. They found themselves failure with respect to vocational training and job placement of persons with ID due to different reasons like lack of proper knowledge and skills required for vocational rehabilitation, lack of facilities, poor cooperation of parents in identifying jobs, vocational training as well as in placement and so on. The study has implications for inclusion of vocational aspects of education in the school curriculum as well as in subject-options from sixth class onwards based on skill development and vocation. There is also an urgent need to review and revive the course curriculum of pre-service and in-service teacher/professional education programme from the perspective of vocational training and rehabilitation of persons with disabilities. Establishment of at least district level institutions for vocational training, skill development and rehabilitation of persons with disabilities has also been recommended

Keywords: Vocational Education, Intellectual Disability, Skill Training, Rehabilitation

Introduction

India is a young nation with 62% of its youth in the working age group. The success of a nation always depends on the success of its youth. Skill India is an initiative of the Government of India which has been launched to empower the youth of the country with skill sets which make them more employable and more productive in their work

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environment. Ministry for Skill Development & Entrepreneurship is focusing on enhancing employability of the youth through skill development. The skill ecosystem in India, is seeing some great reforms and policy interventions which is reinvigorating and re-energizing the country's workforce today; and is preparing the youth for job and growth opportunities in the international market. A person with disability can also make tangible or intangible contribution; monetary or non-monetary service and support to the family or community in the organized and unorganized sector. Under Skill India initiatives, a number of job-roles have been identified for persons with different disabilities. Entrepreneurship has also been encouraged among underrepresented groups including persons with disabilities.

Economic rehabilitation (Mohapatra and Punani, 2004 and Singh et al, 2010) improves functional abilities of persons with disability through occupying them in a trade, economic activity or profession to make them independent. Formulation of schemes and programmes to facilitate and support employment of persons with disabilities especially for their vocational training and self-employment has been well recommended in Chapter-IV on Skill Development and Employment of the Rights of Persons with Disabilities Act, 2016. The Act entails to promote inclusion of person with disability in all mainstreams formal and non-formal vocational and skill training schemes and programmes by ensuring adequate support and facilities for them besides exclusive skill training programmes for persons with disabilities. This Act has a schedule of 21 eligible categories of disability, for example, locomotor disabilities, Mental Illness, Sensory (visual and hearing) impairments, chronic health disorders, Speech and language disability, Intellectual disability and multiple disabilities and so on. Among these recognized disabilities, Intellectual Disability (ID) is a condition characterized by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behaviour which covers a range of every day, social and practical skills (RPwD Act, 2016). Except Intellectual disability and multiple disabilities, person affected with other disabilities can be rehabilitated easily due to lesser impact of disabilities on the day to day functioning of the person. Adult independent living requires self-sufficiency, social adequacy and vocational competency so that she or he can make contribution to society for her/his upward mobility. Since intellectual functioning and day to day functioning of the person with ID are

impaired it becomes difficult to fully rehabilitate them for living an independent life.

Special educators, vocational instructors and rehabilitation psychologists are the trained professionals to work with persons with disabilities. They are the registered professionals/personnel under the Rehabilitation Council of India, a statutory body of Ministry of Social Justice and Empowerment Government of India, who have a significant role in education, training and rehabilitation of persons with different disabilities. Among them, special educators and vocational instructors having recognized qualification in the area of intellectual disability, are trained to work with persons with intellectual disability for providing them education and vocational training, respectively. However, vocational training and employment of person with ID is not taking place as expected due to different reasons in spite of several initiatives taken by the government organizations, non-government organizations, professionals, parents and community at large. In view of exploring the vocational avenues for persons with intellectual disability, a study has been conducted to investigate the vocational opportunities, training facilities and support system available for persons with intellectual disability facilitating and supporting their adult independent living.

Objectives

1. To explore the vocational training and placement experiences among rehabilitation professionals towards vocational rehabilitation of adults with intellectual disability.
2. To study the awareness among rehabilitation professionals regarding existing government efforts for facilitating vocational training & rehabilitation (VTR) of adults with intellectual disability for deriving the suggestive measures for VTR.

Methodology

Research Design

The study is exploratory in nature. The special educators and rehabilitation professionals having working experiences with children and adult with ID were interacted to obtain their opinions, views, ideas and experiences regarding vocational training, placement and rehabilitation of adult with ID.

Participants

A total of 40 trained rehabilitation professionals (31-special educators and 6-resource teachers and 3- psychologists) were the selected respondents, constituting 15 male age-ranging from 22 years to 30 years (26.4±2.82years) and 25 female members age ranging from 26 years to 49 years(34.6 ±8.74years) from middle (77.5%) and low (22.5%)class, who had recognized special education qualification in intellectual disability from certificate level to post graduate level but not specialized in vocational training and rehabilitation of adults with intellectual disability except course work in vocational transition. All respondents had working experience from 1 year to 18 years in inclusive and exclusive setups for persons with intellectual disability located in different urban and rural areas. 30-respondents were working in exclusive setups (special schools & rehabilitation centers) and 10 were working in inclusive schools.

Tool

A socio-demographic information schedule to obtain socio-demographic characteristics of the respondents was used along with a self-designed semi-anchored 21-items "Questionnaire for Rehabilitation Professionals on Vocational Training and Rehabilitation of Adults with Intellectual Disability" consisting of 9 yes/no-type items querying reasons for yes/no responses, 10 - open ended items restricted to answer in maximum four to five sentences and 2-multiple-choice items. The questions were distributed unevenly across the tool in order to minimize the mental set and carryover effects. The questionnaire was then reviewed jointly by a team of licensed vocational instructors trained in vocational training and placement of adults with intellectual disability, rehabilitation practitioners licensed and trained in education and rehabilitation of intellectual disability and licensed clinical psychologists, who had more than fifteen years of clinical expertise in rehabilitation of individuals with intellectual disability. The questions appeared ambiguous or in which there was poor agreement among the different reviewers were reworded/ replaced with more suitable ones. Content validity for the questionnaire was established through detailed discussion with rehabilitation professionals experienced in training and rehabilitation of individuals with intellectual disability.

Procedure

After establishing rapport with the respondents, the purpose of the study was explained and socio-demographic data sheet along with questionnaire were distributed among them. Every item of the questionnaire was explained to the respondents and after completion of their responses, filled up questionnaires were collected.

Data Analysis

In order to analyze the responses of rehabilitation professionals regarding vocational training and rehabilitation of adults with intellectual disability, descriptive statistics was used for each of the questions pertaining to various domains related to vocational training & rehabilitation of adults with intellectual disability.

Findings

As shown in table-1, analysis of socio-demographic data sheet filled by the rehabilitation professionals indicated that most of the professionals were within young age groups of 21-30 years (70%), female (62.5%), belonging to middle class (77.5%) socio-economic status, residing in urban (77.5%) locality, educationally qualified (graduate & post graduate: 70%), underwent professional training in special education (92.5%), placed as special educators (77.5%) in special schools (60%) with experience below 3 years (62.5%).

Table-1 Showing Socio-Demographic Profile of Rehabilitation Professionals

Socio-demographic Variables	Grouping	Count (%) (n=40)
	21-30 years	28 (70 .0)
Age	31-40 years	03 (07.5)
	41-50 years	09 (22.5)
Sex	Male	15 (37.5)

	Female	25 (62.5)
SES	Middle	31 (77.5)
	Low	09 (22.5)
Locality	Urban	31 (77.5)
	Rural	09 (22.5)
Educational Qualifications	12th/Intermediate	12 (30.0)
	Graduate	22 (55.0)
	Post graduate	06 (15.0)
Professional Qualifications	Certificate in Special Education	03 (07.5)
	Diploma in Special Education	31 (77.5)
	Bachelor's degree in Special Education	03 (07.5)
	Master in Psychology	03 (07.5)
Professional Recognition	Psychologist	03 (07.5)
	Special Educators	37 (92.5)
Professional Designation	Psychologist	03 (07.5)
	Special Educator	31 (77.5)
	Resource Teacher	06 (15.0)
Working Place	Rehabilitation Centres	06 (15.0)
	Special Schools	24 (60.0)
	Inclusive Schools	10 (25.0)
Working Experiences	Under 3 years	25 (62.5)
	4-10 years	03 (07.5)
	Over 10 years	12 (30.0)

Table: 2 Showing Experiential Opinions of Rehabilitation Professionals on Vocational Education, Training and Rehabilitation of Adult with ID

Items related to	Responses	Counts (n=40)	%
Engaged in vocational training in schools/centres	Yes	27	67.5
	No	13	32.5
Number of adults with ID trained in different vocational trades.	6-15	21	52.5
	16- 25	3	7.5
	26- 50	9	22.5
	Nil	7	17.5
Involvement in jobs placement of adults with ID	Actively involved in job placement	19	47.5
	No involvement	21	52.5
Involvement in placement and on the job training where adults with ID working independently and retained	Placed in jobs such as Canteen boy & catering, PCO booth, Handicraft trade Railway & oil refinery	16	40
	Nil	24	60
Importance of vocational assessment prior to training.	For proper vocational training & successful placement	37	92.5
	Not known	3	7.5
Role of Special Educators in VTR	Core team member in assessment, training & placement	31	77.5
	Not known	9	22.5
Specific Areas in which Difficulties faced in VTR	Job analysis & Vocational training	15	37.5
	Vocational placement	16	40
	Not answered	9	22.5
Importance of	Important	34	85

Parental participation in VTR	Not known	6	15
Specific role of parents in VTR	Vocational training	19	47.5
	Identification of job & placement	6	15
	not known	15	37.5
Adequacy of vocational training in schools/centres	Adequate	19	47.5
	Inadequate	21	52.5
Need of vocational curriculum in school education system	Required	40	100
	Not required	00	00

Experiential opinions of rehabilitation professionals on vocational education, training and rehabilitation of adult with ID have been depicted in Table: 2. around 70% respondents reported that they were engaged in providing vocational training to adults with ID in their schools/rehabilitation centres. More than 80% of them had trained around 6-50 adults with ID. Around 50% were involved in job placement whereas on-the-job training was provided by 40% of the respondents. Such institutions had trained the respondents with work experience for complete rehabilitation of persons with ID to make them independent and productive member of the society. All the respondents were found in favour of the post school vocational assessment of the adults with ID and 92.5% of them reported that vocational assessment were necessary for proper vocational training and job placement. Around 80% of respondents felt that special educators should be the core team member in vocational assessment training and placement of adults with ID and the similar number had reflected that they faced difficulty specifically in job analysis, vocational training and placement of adults with ID in jobs. Importance of parental participation in vocational training and rehabilitation was reported by 85% of the respondents and more than 60% defined the specific roles of parents in vocational training, identification of jobs and in job placement. More than 50% were reported that the vocational training provided in their schools/rehabilitation centres was not adequate and all of them opined that there was an urgent need of implementation of a proper vocational curriculum in their schools.

Table: 3 Showing Opinions of Rehabilitation Professionals on Different Job Avenues for Adults with ID

Questions related to	Responses	Counts (n=40)	%
Job options in inclusive setups	Favour	10	25
	Not in favour	30	75
Job identified in NE	Local & Community Based Vocational Trade	16	40
	Traditional trade	15	37.5
	not answered	06	15
	Not identified yet	03	7.5
Suitable employment avenues	Multiple Options such as Open, self, sheltered, supported, Group, Community Based and Inclusive employment	28	70
	Single Options Self or Supported employment	12	30
Suitable types of job	Multiple Options such as home based & handicraft, technical, unskilled, repetitive, competitive, technical, non-technical etc.)	21	52.5
	Single Option skilled jobs, Handicraft related jobs, Non-technical jobs	10	25
	not known	09	22.5

Table-3 is showing opinions of rehabilitation professionals on different job avenues for adults with ID. Most (75%) of the respondents were not in favour of job options in inclusive setups since they might have prejudices that persons with ID may not cope up with the work environment where other non-disabled persons might be working. Around 80% of the respondents were emphasizing towards job options for persons with ID in the local, community based traditional trades and

70% of them had provided options for suitable avenues of employment like Open, self, sheltered, supported, Group, Community Based and Inclusive employment. Around 80% responded on nature of jobs with single option of skilled jobs, handicraft work or non-technical jobs and with multiple options like home based jobs, handicraft, technical, unskilled, repetitive, competitive, technical and non-technical etc.

Table-4 Showing Basic Information and Awareness Regarding Government Efforts towards Vocational Rehabilitation of Adults with ID and Suggestive Measures

Questions related to	Responses	Counts (n=40)	%
Financial assistance from NHFDC obtained by adults with ID	No	40	100
Reservation in Jobs for adults with ID	Yes	28	70
	No	9	22.5
	Not known	3	7.5
Existing percentage of reservation adults with ID	Known	10	25
	Not known	30	75
Establishing a VTRC adults with ID	Planned Programme	13	32.5
	No specific plan	27	67.5
Measures for awareness creation on VTR of adults with ID	awareness through different mode camp, setting up voc centre, local resources, community asst door to door talk, workshop, poster, media	13	32.5
	not known	27	67.5

Basic information and awareness regarding government efforts towards vocational rehabilitation of adults with ID and suggestive measures are presented in table-4. None of the respondents were aware of the provision of financial assistance for person with ID from National

Handicapped Financial Development Corporation (NHFDC) and they responded that none of their students and trainees had received such kind of financial assistance so far. Although 70% of the respondents were found aware of reservation policy in government jobs but they were not aware of the percentage of reservations in jobs. Around 70% of respondents neither had planned for establishing vocational training centre for adults with ID in their institution or elsewhere nor they were aware of different measures to be taken to create awareness in the community on vocational training and rehabilitation of adults with ID.

Discussions

Special educators and psychologists play an important role in vocational training and rehabilitation of persons with intellectual disability. They are the core member of the team who are responsible for identification of job, vocational assessment, job analysis, vocational training, placement in jobs, on-the-site-training, counseling of employers, co-workers and parents etc. Besides them, the skill trainers/mentors are necessarily be required for skill based vocational training and placement of adult with ID who have working experience with these persons either in providing training or as co-worker so that they can understand the needs of persons with intellectual disability. The skill trainer, as a member of the core team may take help of the trained personnel/professional members of the team for assessment of the needs and requirements of the persons with disabilities, curriculum adaptation, and modification in the activities, instructions and equipments as well as in evaluation criteria. The trainer must also develop the individualized skill based training programme for each of the person with disability prior to the commencement of the programme.

In this study, responses were obtained from special educators and psychologists who had experiences of working with children and adult with ID in general schools, special schools and rehabilitation centres for ID in rural and urban areas both. Experiential opinions of these rehabilitation professionals on vocational education, training and rehabilitation of adult with ID had been studied. Although most of the respondents were involve in providing vocational training to adults with ID in their schools/rehabilitation centers and had competencies to make

adult with ID independent in their life through training in activities of daily living, social, communication and cognitive areas along with proving support for skill development for vocational independency, they were facing difficulties in proper vocational assessment and training of adults with ID in their schools and centres. All were in favour of vocational assessment, but they were lacking in soft skills of job analysis, vocational training and placement of these adults. They reflected that vocational aspects of rehabilitation of adult with ID were a part of their course curriculum, but they did not have practical experiences especially in vocational areas. Job skills are required to be analyzed for curriculum planning for main tasks, episodic tasks, work behaviour, work related skills, functional academics, safety precautions, and self-advocacy area (Singh, et al, 2010) and then Individual Skill Development Plan for training in the skill area are required prior to training. It is also required to impart skill development training in a simulated setting as well as in the real job site to equip the persons with disabilities with the skills to work in the actual job site. Periodic assessment is also required to assess the progress of the person with disability, identify the further needs and required support for the person and evaluation of the implementation strategies. If required, the instructional strategies may be modified as per the needs of the person with intellectual disability.

Respondents had defined the specific roles of parents in vocational training, identification of jobs and in job placement. They were agreed that their schools/rehabilitation centres did not have adequate facilities for vocational training of adults with ID. They had the view that this would only be possible when vocational contents would be included in the school curriculum. The teaching, training and instruction either in the classrooms, practical room or in the simulated job settings should be in accordance with the norms and parameters of skills development programmes. However, the modalities of imparting instruction in the inclusive skill development programmes should be in a way to address all the participants including persons with disabilities. There are approaches known as Universal Design of Learning. The teaching/training strategies like cooperative learning, peer tutoring, differential instruction, adaptive instruction and use multi-sensorial approaches and technologies (Das et al, 2012), which facilitate learning in an inclusive environment. Some of the instructions may be imparted in a large group while some activities of the skill development

programmes may be assigned using small group approach. The group of trainers may be designed in such that among other non-disabled members, one of them may be the person with disability with definite assigned activity. Different means and formats of communication, Braille and sign language etc may be supplemented for persons with ID and communication disorders (RPwD Act, 2016) which will enable them to participate and contribute actively in the skill training programmes. Assistive devices may also be required by the persons with disabilities for participating in theoretical and practical classes.

Most of them were found with the deep rooted prejudices that persons with ID may not work in an inclusive setups due to their limited intellectual abilities and associated disabling conditions and they emphasized upon the traditional vocational activities of rehabilitation centres such as art & craft work, painting, flower art, tailoring, wood craft, weaving and knitting, book binding, masala grinding and packing, block printing, embroidery, greeting card and envelop making, preparing pickles, doll making, carpentry, bakery, candle, gardening, farming, carpentry, aggarbatti and candle making etc. contrary to the quality vocational rehabilitation programme as recommended by the Rights of Persons with Disabilities Act, 2016. Local, community based traditional trades, home based jobs were also suggested by many of them like making handicraft items, cane and bamboo craft, jute items, working in tea garden, tea packaging, handloom, Khadi poultry, fishery, metal work, making traditional *Zapi,*, extraction of honey, rubber etc. which are very much prominent in the North-eastern states. This might be even more essential as in majority of families in India contributing to household work and family trade, which are their ways of living. However, this practice are changing now-a-days due to the pressure to meet the standard and demands of the society.

Parental participation in vocational training and job placement is an import aspect which was the raised voices of many of the respondents. They suggested for regular open discussions with parents and community members. Parents of adults with ID require proper advice and guidance for vocational career of their wards. They reflected that parents should be encouraged for self-employment of their wards with technical and financial support from organizations. They should be informed about available resources, benefits, vocational training facilities, counselling services etc. Formulation of schemes and programmes to facilitate and support employment of persons with

disabilities especially for their vocational training and self-employment has been well recommended in the Rights of Persons with Disabilities Act, 2016.

Although majority of respondents were provided their opinion regarding one of the job option of open employment, but they did not have basic information and awareness regarding government efforts towards vocational rehabilitation of adults with ID. None of the respondents were aware of the provision of financial assistance for person with ID from National Handicapped Financial Development Corporation (NHFDC), none of their students and trainees had received any kind of financial assistance. They were also not aware of the percentage of reservations in jobs as per the RPwD Act, 2016 which states that every appropriate Government shall appoint in every Government establishment, not less one per cent of the total number of vacancies in the cadre strength in each group of posts meant to be filled with persons (benchmark disabilities) with autism, intellectual disability, specific learning disability and mental illness or multiple disabilities. Respondents were never taken any initiative for vocational training and placement of adults with ID since they were found unaware of the planned and specific measures to be taken to initiate such kinds of activities. Therefore, continuous rehabilitation education programmes are required for special educators, vocational trainers, psychologists and other rehabilitation professionals with accountability to provide vocational training to adults with ID and placement in jobs so that they can live their independent and dignified life.

Conclusion and Recommendations

People learn to find their place in society through their involvement in some kind of work. Work requires learning and training in a particular skill or activity, for which an establishment, trainer, adequate facilities, training tools and equipments, methods and criteria of certification are required. Persons with Intellectual disability have limited intellectual functioning and social adaptability. They, sometimes, cannot cope up with the difficulties in their day to day life, particularly in a new situation. Parents are sending their children with ID either in general schools or special schools for their education (RTE Act, 2009 and RPwD Act, 20016). For their vocational rehabilitation, there is no specific plan except some skill training initiatives and project based

vocational training. Children with ID, when they grow as an adult, they do not have anything to do for their survival and livelihood. Hence, economic and vocational rehabilitation become necessary for these adults since these services improve functional abilities of persons with disabilities and enable them to obtain, secure and retain sustainable employment. Teachers, special educators, vocational instructors and rehabilitation psychologists are the professionals who continuously deal with these persons since beginning. They understand their needs and requirements but they found themselves failure with respect to vocational training and job placement of persons with ID. Reasons are many. School curriculum should have vocational aspects since primary stage of schooling. There should be number of options of subjects from sixth class onwards based on skill development and vocation so that children may choose particular subject and get mastery of the skill. There is also an urgent need to review and revive the course curriculum of pre-service teacher/professional education programme from the perspective of vocational training and rehabilitation. Simultaneously, there is a need of nation-wide continuous in-service teacher/professional training programmes specifically on vocational needs and requirements of persons with different disabilities. Proper establishment at least at district level having adequate facilities such as trainers, tools and equipments, practical rooms, counseling and other therapeutic services etc. with placement services are urgently required for vocational training and rehabilitation of persons with disabilities.

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Reflective Pedagogies for Enhancing Professional Competencies of Teachers: Environment Literacy

Anjul Sharma

Abstract

With the growing civilization and onset of industrial revolution there has been the constant toll on environment. The rise in population demanded higher productivity to meet the demand however there has been excess utilization of natural resources that has lead to higher consumption of energy per unit with time that consequently have the impact on environment. Initially there has been balance in nature between land, water and air but gradually there has been the skewed utilization of resources which has reflected either by increase in the carbon dioxide or the pile up of waste matter or by natural calamines like frequent extreme of hot and cold, flooding and storms. In the present day context there is a serious problems related to air, water and soil pollution in the environment –This problem has gone up and now that is taking the toll of human lives. Excess of gases in air leading the health problem mainly related to lung diseases. The piling of waste solid matter around city is also posing lots of problem creating lots of unhygiene and causing safety hazards to humans and animals. This has happened because the materials produced are not easily degradable and recyclable. Likewise fuel prepared by fossil has damaged the ozone cover on environment that may threat the life of living beings. Now there is clash of human need and greed's. Such situations are now seem to go beyond control and now international meeting are organized to put blames. This has some role in containing the degradation of environment by issuing target oriented solution and phasing out some of the wrong doings. Now concepts of sustainability are floated to exercise activity in the harmony of nature. International environmental agency is active to spread this message otherwise there is threat to human life.

Introduction

Given the situation above it become imperative to be serious for the environment. Since everyone is affected by the environment then it must be everyone duty to maintain and sustain it. It is not only the collective responsibility but also individual can also contribute in its own way. How that is possible can be explained with few examples. Like one can avoid wastage of water by following some rules in the form of plugging the leakage, reduce the quantity of water for bath, improving the water charging etc. By avoiding the paper, in the same way one can use and help in not to cut trees. Organic cultivation of crop can also boost the less usage of pesticide that is concern for soil and water and air also. Forest cutting and its re-plantation rule must be followed. Water bodies must be there to

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recharge the water. More than anything is the environmental literacy which matter most in improving the environment. Habit cultivation be started from pre- primary classes so that it would produce the conscious generation. Some of the bad habits should be done away. Swatch Bharat mission in the recent times has been the novel beginning to maintain the environment. The public private partnership cans be very helpful in this. Rule and regulation in this regards must be implied in spirit. It has to be part of moral values to be inculcated at the course curriculum levels. Thus many social message can be simply transmitted via educational programs. Thus to fix the social evils literacy is the best answer and it require due weightage in our system. In order save the human civilization our environment has to be protected otherwise we will be digging our own grave.

Environmental Parameters

In India there are environmental protection agencies to monitor on the environmental parameters in addition to meteorological institutes to conduct on the researches and issue daily weather report about rainfall prediction for the benefit of people to take care of themselves. With regards to availability of particulate matter in the air and chemical pollutant based on which daily routine activity can be planned to escape harmful effects. Now many tools are there to clean air and water for daily usages in house hold for the healthy living. Such information can pave a way for better and peaceful living. New tech in this regards would be helpful by the way of info tech. for the live demo of such models. Climate change is happening but to what extent it be allowed is matter of science to find out. It is suitable to remember climate for our education interests.

Environment is the complex of physical, synthetic, and biotic variables that follow up on a living being or a natural network and at last decide its structure and endurance. The significant segments of the actual climate are air, mainland landform and hydrosphere. The connection between the key frameworks and segments of the climate, and the significant environments of the Earth structure biosphere.

An **atmosphere** (Greek atmos - vapour and sphaira - ball or sphere) is a set of layers of gases surrounding a planet or other material body, that is held in place by the gravity of that body. An atmosphere is more likely to be retained if the gravity it is subject to is high and the temperature of the atmosphere is low. The atmosphere of Earth is composed

of nitrogen (about 78%), oxygen (about 21%), argon (about 0.9%), carbon dioxide (0.04%) and other gases in trace amounts.

The **biosphere** is the worldwide natural framework coordinating every living being and their connections, incorporating their association with the components of the lithosphere, geosphere, hydrosphere, and climate.

Hydrosphere: Water on Earth remembers water for fluid and solidified structures in groundwater, seas, lakes and streams. Saltwater represents 97.5% of this sum, though new water represents just 2.5%. Of this new water, 68.9% is as ice and lasting snow cover in the Arctic, the Antarctic, and mountain ice sheets; 30.8% is as new groundwater; and just 0.3% of the new water on Earth is in effectively available lakes, supplies and waterway frameworks. The all out mass of the Earth's hydrosphere is about 1.4×1018 tons, which is about 0.023% of Earth's absolute mass. At some random time, around 20×1012 tons of this is as water fume in the Earth's climate (for useful purposes, 1 cubic meter of water gauges one ton). Roughly 71% of Earth's surface, is covered by sea. The normal saltiness of Earth's seas is around 35 grams of salt for each kilogram of ocean water (3.5%). A hydrosphere is the aggregate sum of water on a planet. The hydrosphere incorporates water that is on the outside of the planet, underground, and noticeable all around. A planet's hydrosphere can be fluid, fume, or ice. On Earth, fluid water exists on a superficial level as seas, lakes and streams.

Geosphere alludes to the strong pieces of the Earth; With time climate has changed generally through individual that has caused contamination - the presence in or presentation into the climate of a substance which has unsafe or toxic impacts "the degree of contamination noticeable all around is rising" Pollution is the presentation of pollutants into the indigenous habitat that cause unfavorable change. Contamination can appear as synthetic substances or energy, for example, commotion, warmth or light. Contaminations, the segments of contamination, can be either unfamiliar substances/energies or normally happening impurities.

The Ozone layer considered vital for the presence of the biological systems on the planet is exhausting because of expanded contamination. A worldwide temperature alteration, an immediate consequence of the expanded awkwardness of gases in the environment, a greatest danger and challenge that the contemporary world needs to defeat for endurance.

Key Environmental Issues

Earth is confronting parcel of ecological worries as of late like an Earth-wide temperature boost, corrosive downpour, air contamination, never-ending suburbia, garbage removal, ozone layer exhaustion, water contamination, environmental change and a lot more influence each human, creature and country. The over misuse of assets offer ascent to corruption of our current circumstance which prompting cataclysmic events as blaze floods, waves and tornadoes.

Diverse ecological bodies assume their function in instructing individuals with respect to how their little activities when joined together can be so critical in ensuring the climate. In any case, the main ecological concerns today are recorded.

Environmental Issues

Air Pollution
There are two kinds of sources: Natural sources and Man-made sources. Regular wellsprings of contamination incorporate residue conveyed by the breeze from areas with almost no or no green cover, gases delivered from the body cycles of living creatures (Carbon dioxide from people during breath, Methane from cows during assimilation, Oxygen from plants during Photosynthesis). Smoke from the burning of different inflammable items, volcanic ejections and so forth alongside the discharge of dirtied gases additionally make it to the rundown of Natural wellsprings of Pollution. While taking a gander at the man-made commitments towards air contamination, smoke again includes as a conspicuous segment. The smoke discharged from different types of ignition like in bio mass, manufacturing plants, vehicles, heaters and so on Squander used to make landfills create methane, that is unsafe in a few different ways. The responses of specific gases and synthetic compounds additionally structure destructive vapor that can be risky to the prosperity of living organisms. Pollution of air by Industry and motor vehicle exhaust are the most clear poisons. Generous metals, nitrates and plastic are harms. Air defilement is made by various gasses and toxins released by organizations and assembling plants and consuming of petroleum products. This has caused number of medical conditions like Respiratory and heart issues. A few millions are known to have passed on because of immediate or aberrant impacts of Air contamination. Youngsters presented to air poisons experience the ill effects of pneumonia and asthma.

Impact on Wild life
Just like people, creatures additionally face some genuine impacts of air contamination. Harmful synthetic compounds present noticeable all around can constrain untamed life species to move to new place and change their environment. The harmful contaminations store over the outside of the water and can likewise influence ocean creatures.

Exhaustion of Ozone layer

Ozone in earth's stratosphere is liable for shielding people from unsafe bright (UV) beams. Earth's ozone layer is exhausting because of chlorofluorocarbons, hydro chlorofluorocarbons in the environment. As ozone layer will go slender, it will radiate destructive beams back on earth and can cause skin and eye related issues. UV beams likewise have the capacity to influence crops.

Expanded Carbon Footprint: Temperature builds, similar to environmental change, are the result of human works on, including the utilization of ozone depleting substances. At the point when the climate changes and the warmth builds, it can cause various issues. Loss of Biodiversity: Biodiversity is another loss because of the effect of individuals on the climate. Natural surroundings annihilation is a significant reason for biodiversity misfortune. Environment misfortune is brought about by deforestation, overpopulation, contamination and an unnatural weather change.

Corrosive Rain

Acid downpour happens on account of explicit toxic substances in the atmosphere. Destructive storm may be achieved due to utilization of petroleum products or volcanoes or ruining vegetation which release sulfur dioxide and nitrogen oxides into the air.

Answers for Air Pollution: Use public method of transportation: Conserve energy: Switch off fans and lights when you are going out. Comprehend the idea of Reduce, Reuse and Recycle: For e.g.one can utilize old containers to store grains or heartbeats. Accentuation on clean energy assets: Clean energy innovations like sun based, and geothermal be utilized. Use energy effective gadgets: CFL lights burn-through less power.

Water Pollution

Clean drinking water now daily is a thing of past. Water is a money related and political worry as the human people fights for this need. Squander from mechanical and horticultural exercises contaminate the water that is utilized by people, creatures and plants. Grimy water represents a danger to the wellbeing and life expectancy of individuals and creatures.

Soil and Land Pollution

Land contamination implies debasement of earth's surface because of

human exercises like mining, littering, deforestation, mechanical, development and horticultural exercises. Land contamination can have immense ecological effect as air contamination and soil contamination which thus can have unfavorable impact on human wellbeing. Make individuals mindful about the idea of Reduce, Recycle and Reuse, Reduce the utilization of pesticides and composts in rural exercises, Avoid purchasing bundles things as they will prompt trash and end up in landfill site, Ensure that you don't litter on the ground and do legitimate removal of trash, Buy biodegradable items., Do Organic cultivating and eat natural food that will be developed without the utilization of pesticides, Create unloading ground away from neighborhoods. A few animals make due under the land as well. Upsetting the amicability of the land, is disturbing their living space. This has prompted a few animals arriving at the imperiled status like.

Impact on Marine Life
Carbon in the water and the air is proceeding to be an issue in our general surroundings. The essential impact is on shellfish and minuscule fish. Family and Industrial Waste: The over use of resources and arrangement of plastics are danger and hard for squander the board. Created countries are making an outlandish measure of waste or garbage and unloading their loss in the oceans.

Deforestation
Plants make new oxygen and furthermore help in overseeing temperature and precipitation. As of now, forest areas cover 30% of the zone, yet lush territories are being lost consistently on the grounds that individuals are searching for homes, food, and materials.

Mining
Mining brings about extraction of minerals from earth's center. These minerals likewise bring out hurtful synthetic substances from somewhere inside the earth to the world's surface. The poisonous discharges from mining can cause air, water and soil contamination.

Common Resource Depletion
Non-inexhaustible assets are restricted and will get lapsed one day. Utilization of petroleum products at a disturbing rate can prompt a worldwide temperature alteration which can additionally bring about softening of polar ice covers and expansion in ocean levels. Hereditary designing of food might be influencing the nature of plants that may

unsafe to humankind.

Cataclysmic events

Natural catastrophes like tremors, floods, tidal waves, typhoons, volcanic ejection can be capricious, wrecking and can cause hopeless harm. They can cause tremendous death toll and property anyway has connection to natural corruption.

Atomic Issues

Radioactive waste is an atomic fuel that contains radioactive substance and is a side-effect of atomic force age. The radioactive waste is a natural worry that is incredibly poisonous and can have destroying impact on the daily routines of individuals experiencing close by, if not arranged appropriately. Radioactive waste is viewed as unsafe for people, plants, creatures and general climate.

Clinical Waste

Medical waste is created by medical care communities like medical clinics, nursing homes, dental facilities and is viewed as of a bio-risky nature. The waste can incorporate needles, needles, gloves, tubes, cutting edges, blood, body parts and some more.

Littering and Landfills

Littering implies removal of bit of trash or flotsam and jetsam inappropriately or at wrong area as a rule on the ground as opposed to arranging them at garbage bin or reusing receptacle. Littering can cause enormous ecological and financial effect through burning through huge number of dollars to clean the trash of street that contaminates the spotless air.

Horticultural Pollution

Use of substance items like pesticides and manures to manage nearby irritations. A portion of the synthetic substances when showered don't vanish and indeed saturates the ground and along these lines hurts plants and harvests. Likewise, tainted water is utilized for water system by ranchers because of removal of mechanical and farming waste in nearby water bodies.

Light and Noise Pollution

Noise contamination is another normal type of contamination that causes impermanent interruption when there is extreme measure of undesirable clamor. Development exercises, industrialization, increment in vehicular

rush hour gridlock, absence of metropolitan arranging are not many of the reasons for clamor contamination influencing the ordinary living

Conclusion

The environmental concern is everyone feels while only few are sensitive. It is must to sensitize people and then everyone can contribute its bit that can really make an impact to protect the environment. Simple way to address the issue will not work while concerted efforts and with planning one can achieve the target. Environment literacy program for the children's can do wonders in managing the so many environmental problems. The information technology could also play lead role in dissemination of information in simple manner to understand by all. Had there been proper efforts to check the degradation of environment via due emphasis at school level then this problem and severity would not have happened. Many of the issues require little bit of interventions and then big issues are resolved such as ban on plastics, reuse of substances, less use of energy and maintenance of hygiene and not to waste things like papers. Planting be done by one and all wherever it is possible. Some law are good to enforce them be made. Industries should bear the green cess. Models on environment are encouraged as a means of knowledge transfer. Environment protection requires holistic efforts and literacy campaign is a important part in the public private partnership approach. Now the problem is far different then what it used to be earlier. Now use of high tech in the problem solving has lead role like the advance countries make use of it. Judicious uses of things are needed to check the problems.
International conventions on environment are organized to chalk out the strategies to solve the problems through expert advisory. Although environment is a big subject can be managed by multidisciplinary approach. If one wrong thing is done then it will start a chain reaction like cutting of tree lead to soil, water and air degradation. Slogan like save the environment and save the mother earth, water is life, clean air make life healthy, environment require sustainability- be propagated.

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Impact of Multimedia Instructional Module (MMIM) and Traditional Method (TM) on Academic Achievement of Secondary School Students

Shikha Sharma

Abstract
The study entitled "Impact of multimedia instructional module and traditional method on academic achievement of secondary school class VII" was conducted on sample of 50 students in two equated groups. The pre-test was conducted before the experiment & post- test was conducted after the experimental group taught with MMIM and control group taught with traditional method (chalk & talk). Mean & standard deviation were used to know the distribution of scores. T-test used to find the significant difference between the control and experimental group. Findings revealed that students taught with MMIM (Experimental Group) significantly scored high in academic achievement from traditional method (Control Group).

Key Words: Multimedia Instructional Module, Traditional Method

Introduction

> *"An investment in Knowledge pays the best interest"*
> *- Benjamin Franklin*

Information and Communication Technology (ICT) has transposed many features of viability. Impact of ICT over the years has been gigantic over all the fields such as medicine, military, information, entertainment, business, commerce, banking, engineering etc. The quest for making work easier and productive- by using tools, machinery, techniques and sources of power lies at the heart of the unrelenting march of technology. It has changed radically over the millennia in quality and quantity. New innovations and inventions of technology have influenced every sphere of our life and education is no exception. Technology has transformed the nature of education where and how learning takes place and the role of teachers and students in the learning process. ICT acts as a stimulus to support change in teacher's pedagogy. With new technologies a teacher has to play many roles effectively as a conservator, social transformer, guide or facilitator who supports students learning. Educational system is under pressure to use ICT to teach students the knowledge and skills they need in 21st century to live in the cut throat

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competition. With the infusion of ICT in teaching-learning process the role of both teacher and learner has transformed. Now teacher is not a solitary source of knowledge but instead is a facilitator who supports students learning based on constructivist enquiry approach rather than relying on textbooks. Today face of classroom is changing. The teachers should prepare to keep up with technology utility in the classroom. Multimedia is indispensable for teachers in their day-to-day work, and also put forward window of opportunities in their professional sucess. ICT helps the teachers to achieve the most with the least possible time, energy & resources.

The term "multimedia" was coined by Bob Goldstein (later 'Bobb Goldsteinn') to promote the July 1966 opening of his "Light Works at L' Oursin" show at Southampton, Long Island. Phillip (1997) characterized multimedia with the existence of text, pictures, sound, animation and video; some or all of which are organized into some coherent programme. Multimedia enjoys an edge over single-channel media/communication. Now a day learner doesn't want to be submissive recipients in the transfer of information in the model of acquiring knowledge. Rather they want to be active participants in the learning process. One of the advantages of using multimedia is to convey information quickly and effectively to all students and keep them interested in learning (Savage and Vogel, 1996). Multimedia refers to computer-mediated information that is presented concurrently in more than one medium. It consists of some, but not necessarily all, of the following elements: Text; Still Graphic Images; Motion Graphics; Animations; Hypermedia; Photographs; Video; and Audio, i.e., Sounds, Music, and Narration (Kleen & Shell, 1994; Najjar, 1996; Tannenbaum, 1998). Johnston (1990) defines multimedia as "the capability to process various types of 'media'- i.e. text, data, graphics, still images, animation, audio and special effects- on the same computer at the same time".

- E-learning
- U- learning
- Blended learning
- Blogs
- Discussion Forms
- Podcasts
- Distance learning
- Flipped Classroom

Multimedia weaves five basic types of media into the learning environment: text, video, sound, graphics, and animation. Among all the five components,

text has the great influence on the constitution of the multimedia. Generally, *text* is the pivotal medium for information. Text as the linchpin fixing all of the other components of media elements together. Text should be engrossing that makes a multimedia communication potentially effective. *Sound* as a component of multimedia is psychologically based on the established fact most of human beings are potentially audible. One of the supremacies is that the sound file can be start and come to an end easily i.e., in functional control of a teachers. V*ideo,* the delineation of information by using the visualization aptness of video can be prompt and powerful. Undoubtedly, it is the caliber to select how we, see and interact with the content of digital video that provides new and exciting possibilities for the use of digital video in education. *Animation* is used to show changes of images from one to another, so that they can have time to assimilate it in smaller chunks. *Graphics* provide the most creative possibilities for a learning session. They can be snapshots, pictures, graphs, sheets form spreadsheet, CD-ROM, or something drawn from the Internet.

Rationale of the Study

Multimedia enjoys an edge over single-channel media/communication. Numerous studies have proved the superiority of multiple-channel communication. Basically, the multimedia is fusion of two or more (i.e. animation, text, sound, graphics etc.), so it can effectively project the complex content in easy form with the assistance of 3D effect, which helps the students to understand the concept clearly. Multimedia is an interactive approach as it allows the user to control the path and pace of going through the material. In simple words, the multimedia instructional module packages are students and teacher controlled. "Multimedia principle" states that 'individuals learn more deeply from words and pictures than from words solely' (Mayer, p. 47). Today's students are not submissive individuals in the information transfer learning models; rather they are lively individuals interacting in the teaching learning process. Today the use of computers and technical know-how in the classroom has greatly increased. An area of education in which the use of automation is becoming more apparent in classroom teaching; therefore, research studies are now focusing on this area of major importance to the field.

These days, in most of the schools, competition is being encouraged and greater value is attached to students who distinguish themselves academically. The activities used to facilitate students' learning such as lecture by teacher

and working on assignments individually are not adequate to motivate the students to perform their best. Students reflect to information distinctively. Thus, it is advantageous for teachers to use different composition and modes to teach the subject matter in the classroom. That is why teachers use combination of lecture, text and hands-on laboratory for transacting information. With the emergence of the Internet and the multiple formats that can be communicated over the Web browser, we now have several novel and exhilarating ways to present information. The Web allows the assimilation of animation, moving pictures, and audio into lessons which extends our abilities to present materials that encourage student's interaction with the subject matter. One of the advantages of using multimedia is to convey information quickly and effectively to all students with their pace and keep them interested in learning. Mayer's cognitive theory of multimedia learning suggests that the brain does not interpret a multimedia presentation of text, pictures, and auditory information in a mutually exclusive fashion; rather, these elements are organized dynamically to produce logical mental constructs.

An effectual means of teaching-learning, namely, Multimedia Instructional Module (MMIM) has now begun to show promise due to availability of computers. With new technologies, a teacher is not sole source of knowledge but instead is advisor or mediator who supports students learning. In country like India, enormous work is now being done in the field of education, but it is still not possible to equip each and every school with all facilities for teaching. Main obstruction in the development the Indian education system but the technology does not mean to replace the traditional method while to enhance the teaching-learning process or we can say that to make it more efficient, effective, and interesting.

Driscoll (1994), 'Learners are not as empty vessels waiting to be filled, but rather as active organisms seeking meaning'. So, above-mentioned discussion in relation to the need of the study can be summarized, as that, multimedia approach makes lesson simple an easy to learn, develops interest among students to their subjects, control and change the behavior, makes teaching more practical, make education process more scientific and interesting and also assist in accomplish the objectives of education.

In the light of foregoing theoretical discussion about the role of multimedia approach and its utility in effective classroom teaching; the present study has been designed to investigate the relative impact of multimedia instructional

module on academic achievement of secondary class students in comparison to that of traditional method.

Statement of the Problem

"Impact of Multimedia Instructional Module (MMIM) and Traditional Method (TM) on Academic Achievement of Secondary School"

Objectives of the Study

The objective of the study was:

1. To study the effectiveness of traditional method on academic achievement of Class VII students.
2. To study the effectiveness of Multimedia instructional module on academic achievement of class VII students.
3. To compare the relative effectiveness of multimedia instructional module and traditional method on academic achievement of class VII students.

Hypotheses

1. There will be a significant difference between mean achievement scores of experimental and control groups in the pre-test.
2. There will be a significant difference between mean achievement scores of experimental and control groups in the post-test.

Method

The study is an experimental research in which "Two Matched Group" (Equated Groups) design has been used to examine the relative effectiveness of Multimedia Instructional Module and Traditional Method of teaching on the academic achievement among commerce students at Senior Secondary Level.

Sample

To realize the main objective of the study, 50 Seventh grade (VII) students were randomly selected (lottery method) from two sections of VIIth class of Kamal Public School, Vikaspuri, New Delhi. The selected students range in age from 11 to 13 years. The school from which sample has been drawn, cater the educational needs of lower middle to higher middle-income group students

of the area belonging to all walks of life and to all communities. The educational environment of the school (chosen) may be regarded as typical private schools of Delhi. The sample included both girl and boy students. While setting up these groups, it has been ensured that groups were equivalent. The equivalent groups have been constituted by considering the scores of equating test and sexes.

Table 1: Showing the Sample of the Students

Group	No. of Students
Control	25
Experimental	25

To ascertain the equality (matching) of experimental group and control group, an academic achievement test (developed by the investigator) was administered on both the groups. The academic achievement test consists of 20 questions related to the subject divided in four sections: A, B, C and D. Obtained scores by both the groups were subjected to descriptive statistics (mean, standard deviation) and inferential statistics i.e. t-test. Obtained data from two groups (experimental and control group) were compared in terms of significance of difference in their mean scores by applying t-test.

Results and Discussion

1. At pre-testing level both the control and experimental groups were not significantly different with regard to their level of academic achievement. It satisfies the basic requirement of Randomized Matched Group design that initially both the control and experimental groups must be equal in terms of dependent variable.

Table 2: Showing Comparison of Mean Scores of Control Group and Experimental Group on Academic Achievement Scale (Pre-testing)

S. No.	Groups	N	M	S.D.	't' Value	Level of Significance
1.	Control group	25	8.000	2.458	0.108	Not significant
2.	Experimental group	25	8.028	1.740		

2. In post-testing, experimental group scored significantly higher on achievement scale that its counterpart control group because of its exposure to Multimedia Instructional Module (MMIM) of teaching. Inspection of the below mentioned table 3 reveals that mean academic achievement scores of control and experimental groups (Post-testing) are 10.992 and 13.428 respectively along with respective standard deviation (SD's) of 2.013 and 1.944. The obtained t-value equals to 10.972 which is significant i.e. higher than the table value (2.00) at 0.05 level of significance.

Table 3: Showing Comparison of Mean Scores of Control Group and Experimental Group on Academic Achievement Scale (Post-testing)

S. No.	Groups	N	M	SD	't' Value	Level of Significance
1.	Control group	25	10.992	2.013	10.972	Significant At 0.05
2.	Experimental group	25	13.428	1.944		

Findings

Based on the results and discussion major finding of the study is as follows:

➢ Multimedia instructional module significantly enhances the academic achievement of class VII students.

Conclusion

It appears that there has been an imbalance prevailing between acquisition of theoretical knowledge inside the classroom and its application outside the classroom. In the present study learning is enhanced in context with the user control, media combination and multi-sensory. Use of the ICT (Multimedia) in learning settings can act to support various aspects of knowledge construction. ICT in education is the need of hour. We need to change the instructional strategy to facilitate the organization of new knowledge in the technological era and makes it easily available to the learner.

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Ancient Indian Philosophy and Education

Meenakshi Sharma

Abstract

Indian culture is one of the oldest cultures of the world. It is worth credit for existing for such a long period in which many others have vanished altogether. Indian people appear to have lost respect for this very culture of theirs and instead more inclined towards western culture and education.

At this time, Dayanand Saraswati's quote, "Back to Vedas" seems a perfect solution for present situation. Our ancient books have tremendous knowledge which needs to be extracted and given to every citizen. India's education has deep roots in its philosophy.

India has a rich and diverse philosophical tradition. This includes both orthodox and unorthodox system. These are the two sides of a coin. Orthodox tells us about the Nyaya, Vaisheshika, Samkhya, Yoga, Poorva- Mimansa and Vedanta schools of philosophy, whereas unorthodox tells us about Charvaka, Buddhism and Jainism.

Aim of the presentation of this paper is giving a short but deep introduction of Ancient Indian Philosophy with the help of epistemology, metaphysics and axiology and an introduction of ancient Indian education.

Ancient Indian Philosophy and Education

India incorporates an upscale and diverse philosophical tradition. Indian philosophy is that the systems of thought and reflection that were developed by the civilizations of the Indian subcontinent. They include both orthodox (astika) systems, namely, the Nyaya, Vaisheshika, Samkhya, Yoga, Purva-Mimamsa (or Mimamsa), and Vedanta schools of philosophy, and unorthodox (nastika) systems, like Buddhism and Jainism. Indian thought has been concerned with various philosophical problems, significant among which are the character of the world (cosmology), the character of reality (metaphysics), logic, the character of information (epistemology), ethics, and also the philosophy of religion.

Hindu Philosophy

Many Hindu intellectual traditions were classified during the medieval period of Brahmanic Sanskritic scholasticism into a regular list of six orthodox

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(astika) schools (darshanas), the "Six Philosophies" (ṣad-darśana), all of which accept the testimony of the Vedas.

➢ Samkhya, the enumeration school
➢ Yoga, the varsity of Patanjali (which provisionally asserts the metaphysics of Samkhya)
➢ Nyaya, the varsity of logic
➢ Vaisheshika, the atomist school
➢ Purva Mimamsa (or simply Mimamsa), the tradition of Vedic exegesis, with emphasis on Vedic ritual, and
➢ Vedanta (also referred to as Uttara Mimamsa),

This square measure usually coupled into three teams for each historical and abstract reasons: Nyaya Vaishesika, Samkhya-Yoga, and Mimamsa-Vedanta. The Hindooism faculty is any divided into six sub-schools: Advaita (monism/non dualism), conjointly includes the thought of Ajativada, Visishtadvaita (monism of the qualified whole), Dvaita (dualism), Dvaitadvaita (dualism non dualism), Suddhadvaita, and Achintya Bheda Abheda faculties. Unorthodox (nastika) systems or Darshana are:

➢ Carvaka
➢ Buddhism
➢ Jainism

In Vedic history, the excellence of the six orthodox schools was current within the Gupta period "golden age" of Vedism. With the disappearance of Vaisheshika and Mimamsa, it completely was obsolete by the later Middle Ages, once the various sub-schools of Hinduism (Dvaita "dualism", Advaita Hinduism "non-dualism" and others) began to rise to prominence as a result of the most divisions of religious philosophy. Nyaya survived into the seventeenth century as Navya Nyaya "Neo-Nyaya", whereas Samkhya bit by bit lost its standing as associate degree freelance faculty, its tenets absorbed into Yoga and Hinduism.

The Samkhya Philosophy

Samkhya is that the oldest of the orthodox philosophical systems in Hinduism. It espouses philosophical system between consciousness and matter by postulating 2 "irreducible, innate and freelance realities: 1) consciousness itself or Purusha (Sanskrit: self, atma or soul) 2) primeval materiality or Prakriti (creative agency or energy)". Samkhya holds that Purusa, the eternal

pure consciousness, due to mental object, identifies itself with merchandise of Prakriti like intellect (buddhi) and ego (ahamkara). This results in endless rebirth and suffering. However, once the realisation arises that Purusa is distinct from Prakriti, the Self isn't any longer subject to rebirth and absolute freedom (kaivalya) arises.

Epistemology:

It believes that cognitive consciousness is of five kinds- Parmana, the valid knowledge, viprayaya, the unreal cognition, Vikalpa, the cognitive consciousness, Nidra or sleep and Smriti or remembrance. Three types of Pramana are- perception, inference and spiritual testimony.

Metaphysics:

All things are finite, conditional and dependent. All things possess certain characteristics to produce pleasure, pain and indifference. The unity in diversity of universe points to a single and ultimate eternal cause that is Prakriti. Prakriti is complex which is based on three Gunas i.e. Sattva, Rajas and Tamas.
Purusha is distinct from Prakriti which is Viveka-Jana and Viveka-Jana is the means for liberation.

Axiology:

The Purusa is actually never in bondage . The removal of ignorance leads to salvation and one has to follow virtuous life to purify oneself.
It does not admit God in its system. It says no religion is higher than truth - Satya nasti parmodharmah. Non-violence is the absolute Dharma. Harmonious and self-sacrificing living is the essence of all religions values. It stands for love, sacrifice, benevolence, honesty kindness and compassion.
The Yama includes non-stealing, non-violence, non-collection, truth and celibacy.

The Yoga Philosophy

It was founded by Patanjali. The he Patanjali Yoga-Sutras square measure divided into four sections namely: Samadhipada, Sadhanapada, Vibhutipada and Kaivalyapada. The foundational text of the Yoga faculty is that the Sutras of Patanjali, World Health Organization is considered the founding father of the formal Yoga philosophy.

Hindu philosophy distinguishes seven major branches of Yoga:

- Raja Yoga
- Jnana Yoga
- Karma-Yoga
- Devotion Yoga
- Tantra- Yoga
- Mantra-Yoga
- Yoga

Epistemology:

The observe of yoga suggests the attainment of Vivekajnana the room access to liberation (Yogascittavrttiniridhah). Chitta includes buddhi, ahamkara and Manas which may be earned through meditation or concentration.

- Modification of chitta are: Right Cognition (Pramana), Wrong Cognition (Viparyaya), Verbal Cognition or Imagination (Vikalpa), Absence of Cognition (Nidra) and Memory (Smriti).
- Yoga propogates five levels of mental functions of Chittabhumi: Kshipta, Mudha, Vikshipta, Ekagra and Nirudha
- Eight steps of yoga are Ashtanga Yoga: Yama, Niyama, Asana, Prtyahara, Dharma, Dhyana and Samadhi

Metaphysics:

It is interested in nature not in its cosmic operation but in its operation in the individual. It provides the practical discipline. It believes in rebirth, Samskaras, the law of karma and the ultimate state of kaivalya. It accepts the existence of God. Devotion to God is the surest way of obtaining concentration and thereby liberation.

Axiology:

This is a fine fabric of psychology and ethics. Yama requires conserving the virtues of truthfulness, non-violence, celibacy, non-stealing and non-collection. According to this the wonder lies in objects, each activity of life and also the entire structure of the universe. The manifestation is of the Supreme Excellence (God). Supreme beauty is liberation. All individuals are related separately to other in many ways. These relations are also political,

religious, associated to caste, language, creed, sect, marriage, some immediate problem so on.

The Nyaya Philosophy

The Nyaya school relies on the Nyaya Sutras. They were written by Aksapada Gautama, probably within the sixth century BCE. Nayaya was seen by its followers as quite logical in its claim. They believed that obtaining valid information was the only because of gain unleash from suffering. According to Nyaya, there are precisely four sources of knowledge: perception, inference, comparison and testimony. Information obtained through every of these is either valid or invalid. Nyaya developed many criteria of validity. An important later development in Nyaya was the system of Navya Nyaya.

Epistemology:
- Pramana- means of right knowledge (Pratyaksha, Anumana, Upamana, Sabda)
- Prameya-objects of right knowledge
- Samasya- doubt
- Prayojana- purpose
- Drishtanta- familiar example
- Siddhanta-established truth
- Avayava-premises
- Tarka- reasoning
- Nirnaya-conclusion
- Vada-sophistry controversy / argumentation
- Jalpa-sophistry controversy
- Vitanda-wrangling,cavilling
- Hetvabhasa-fallacies
- Jati-false analogies
- Nigrahasthana-unfitness for arguing
- Chhala-logical argumentation instead of rules

Metaphysics:

The soul is that the real knower, a true enjoyer and a true active and endless subsistence. God is that the ultimate explanation for creation, destruction and maintenance of the globe.

Axiology:

The logical realism is to achieve the very best degree of life, salvation, release or freedom. It believes within the law of Karma, rebirth and pleads for pious life. It gave the prominence place to God because the creator of universe. The system pleads for sociality and social concern to happiness to all or any. They believe harmonious social relationship on ethical ground. Institution like marriage, religion, art, etc. are needed to be supported mutual friendship, sincerity, devotion and love for the right life. The system is more inclined thereto quite art, literature and fine pursuits which cause purification of human heart.

The Vaishesika Philosophy

The Vaisheshika school postulates an atomic pluralism within which all objects within the physical universe are reducible to certain kinds of atoms, and Brahman is thought to be the basic force that causes consciousness in these atoms. The varsity was founded by the sage Kaṇāda (or Kana-bhuk, literally, atom-eater) round the 2nd century BC.
There are nine classes of realities: four classes of atoms (earth, water, light and air), space (akasha), time (kāla), direction (dik), infinity of souls (Atman), mind (manas).
Individual souls are eternal and pervade body for a time.

Epistemology:

The theory of data says that there are four types of knowledge -Perception, Inference, Remembrance and Intuitive knowledge.

Metaphysics:

The entire universe is reduced to seven padartha; meaning of the globe. It divides all existence reals into two classes - Bbhava or being and Abhava or non-being.The seven padartha are:
- Dravya - substance
- Guna - quality
- Karma - action
- Samanya - generality
- Vishesha - particularity
- Samavaya – inherence
- Abhava-non-being

Axiology:

Darma is attainment of worldly prosperity and spiritual good. Believe law of karma. "Yatobhudaya Nisreyasa Sidhih sa Dharma." Means it ends up in the worldly prosperity and moksha both. Aesthetic values contains harmonizing the jarring elements and giving a Geometrical form to society during which ugliness remains banished. The harmonious life in society may be a means of that purification of man's inner-being which empowers him to get moksha. Self -sacrifice within the ultimate analysis may be a pivot.

The Purva- Mimansa Philosophy

Rishi Jaimini is that the founding father of this school. Mimansa is Investigation, Examination, discussion or consideration. The most objective of the Purva Mimamsa school was to ascertain the authority of the Vedas. They believed within the power of the mantras and yajñas to sustain all the activity of the universe. Per Mimamsa thought, only by acting in accordance with the prescriptions of the Vedas may one attain salvation.

Epistemology:

Valid knowledge is that which yields some new information. Two kinds of knowledge are immediate and mediate. Besides perception there are other valid sources of data are inference, comparison, and authority of testimony (shabda), postulation (arthapati) and non-perception (anuplabdhi).

Metaphysics:

They neither believe the creator God nor many realities spiritual or material. They hold the speculation of P.E. (shakti). This is often referred to as apurva in man and chargeable for his rise and fall. It believes within the reality of the physical world. Performance of Vedic rituals may be done through knowledge and self - control which can bring liberation after death. Later Mimansakas believe salvation.

Axiology:

Dharma is that the subject of inquiry. This Accepts Vedas because the highest authority to the final word reality and duty. Man should lead a pure, disciplined and good life. One must follow the faith of offerings to the God which is impersonal. They believe rational love, kindness, charity, other

virtues and ideal in character. Man is free and accountable for bringing order, harmony and wonder in social. Society and individual have equal importance. Vedic culture should be ushered for good education, good administration and good social relationship.

The Advaita Vedanta Philosophy

Etymologically, Uttar Mimansa or Vedanta suggests that, last thought that concentrates on the philosophical teaching of the Upnishads. It is also known as the 'Jnan' (knowledge) 'Kanda' (section). While, the earlier segments of the Vedas are unit known as 'Karma Kanda'. Parts of Vedas that think about religious practices like worship, devotion and meditation area unit known as 'Upasana Kanda'. The Brihadaranyaka religious text is believed to possess appeared as way back as 3000 years ago. Whereas 13 or so Upanishads area unit accepted as principal, over 100 exist. Vedanta sutras are presented in a very cryptic, poetic style, which allows for a spread of interpretations. Vedanta is split into absolutistic and theistic. Different Vedanta and their founders are:

- Advaita Vedanta- Adi Shankaracharya
- Vishishtadvaita Vedanta- Ramanuja
- Dvaita- Vedanta- Madhvacharya
- Dvaitadvaita Vedanta- Nimbarkacharya
- Shuddhadvaita Vedanta- Vallabhacharya

Epistemology:

The Advaita Vedanta is bold, deep and subtlity of speculation. Three sources of data is perception, inference and spiritual testimony. Perception is of two types - indeterminate and determinate. Truth is that which remains ever uncontradicted.

Metaphysics:

Brahman alone is that the ultimate truth. Brahman means which grows increases, expands and swells. Unity alone is true and every one multiplicity is fake. The one universal soul or Devine essence is existence, absolute, immutable, unchanging, eternal and never the item of worship. Maya is that the mechanical energy, a dividing force,, a finalising principle and identified with Prakriti, universal Matter.God and therefore the world are phenomenal.

Liberation from the cycle of rebirth may be through knowledge. Avidya is that the false knowledge results in bandage and vidya verity knowledge can liberate us. The state of mukti is oneness with Brahman is eternal bliss.

Axiology:

God is that the ultimate reality possessed of all powers of creation, preservation and destruction. He's omni- present, omni-potent and omniscient and a component of Divine Being. God is truth, beauty and good. Adi Shankaracharya established four mathas and put forth the essence of Vedic knowledge in pure form eliminating all superstitions, customs, conventions and over beliefs.

The Carvaka Philosophy

Carvaka may be a materialistic and atheistic school of thought. In line with one view it absolutely was the name of a sage and to a different view the name was given to a materialistic thanks to the doctrine of 'eat, drink and be merry (Yavaddjivett sukham jeevett, rinam kritwa ghritam pibett).' It's believed that either the word carvaka comes from 'Charva' (eat/ chew) or from 'Charu +Vakk'(sweet/ nice+words). Main tenets of this school are:

- Earth, water, fire and air are the weather.
- Bodies, senses and objects are the results of the various combinations of elements.
- Consciousness arises from matter
- The soul is nothing but the conscious body.
- Enjoyment is that the only end of human life.
- Death alone is liberation.

Epistemology:

The entire structure of the Carvaka Philosophy are often deduced from their theory of knowledge or epistemology. To Charvaka the sole valoid source of information is perception. To prove they criticize that, inference isn't certain and testimony isn't a secure source of data.

Metaphysics:

There are only four elements. There is no soul. There is no God only nature is there.

Axiology:

Ethics is that the science of morality and a decent life may be a lifetime of maximum enjoyment. Believe in perceptual truth. As they do not believe on God so religion without God cannot have its life. Society and Nature were supreme facts but at the identical time society wasn't an organic whole nor was the person child of the society. It had aesthetic experiences and assigned value to them as is clear from their emphasis on training their life in 64 arts.

The Jaina Philosophy

It is a really old type of non -Vedic philosophy and religion 'Jina' means a conqueror which is that the common name applied to the twenty four teachers. Twenty fourth tirthankara or the trail finder was Vardhaman, the Mahavira, 'the great hero' during the amount around 550 BC. There are two schools of thought in Jainism, Shwetambaras and Digambaras. In its philosophical outlook Jainism is common -sense realism and pluralism. They lay great emphasis on ahimsa.

Epistemology:

According to them the knowledge is of two types:
- Aparoksha: Immediate Avadhi- clairvoyance, Manahparyaya-telepathy, kevala- absolute and unlimited.
- Paroksha: Mediate Mati- perceptual and inferential knowledge, Sruta-knowledge from authority.

Knowledge again is split into two; Pramana, the knowledge of things as it is and Nyaya, the knowledge of a thing in its relation.

Metaphysics:

Their metaphysical theory is of reality as many -faced or manyness, the anekantavada and the logical side which are only some aspects of reality and therefore all our knowledge is necessarily relative is called the doctrine of syadavada. They regards matter and spirit as separate and independent realities. Each atom and each soul possess in numerable positive and negative Characteristics (ananta dharmakam vasti).

Axiology:

The ethnical interest in human freedom is the prime concern.No place to a universal soul or God. The goal of right conduct or ethical life is salvation (Moksha). The five vows or Mahavrtas are: Ahimmsa, Satya, Asteya,

Brahmcharya and Aparigraha. Non-collection, non-stealing and non-injury to others are virtues essential for social living.

The Buddhist Philosophy

Busshist Philosophy is the elaboration and clarification of the delivered teachings of religious mystic as found within the Tripitaka and agamid lizard. Its main concern is with explicating proof gained by the sense organs (ayatana).

Epistemology:

This philosophy admits perceptions and illation because the valid supply of data. They plead for casual relationships between 2 things. They state four Noble Truths:

- there's suffering
- there's reason behind suffering
- there's surcease of suffering
- here is a way to cessation of suffering

Bauddha Schools

- Sunyavada or Madhyamika school.
- The Yogkara or Vijnanavada school
- The Sautranika school
- The Vaibhaska school

Axiology:

The four noble truths are a grand treatise on ethics. This emphasizes on friendship, compassion, cheerfulness and indifference to evils of life. It is a religion without God. But Buddha was so magnetic and towering so his followers began to worship him as God. The law of Karma is Dharma -as you sow so will you reap. This philosophy is lover of beauty in morals, religion, ideals and life as well as lover of beauty in art, culture and civilization. The history of arts, architecture, sculpture and painting was flourished. Under this system there was no discrimination among people at any ground. Place of men and women were equal. A life of self -sacrifice was desirable and the bhikhus never allowed having their private property.

Education in Ancient India

Education in ancient India began around the 3rd century BC. The elements imparted were religious training and traditional knowledge. Sages and scholars imparted education orally and. Palm leaves and brick barks were used for writing.

Gurukula System:

Gurukulum has existed since Vedic era. India has been referred to as the land of Gurus and Gurukulas. during this system students lived within the Gurukula (the house of the teacher) and studied Vedas , other subjects and various skills. Students had to follow brahmcharya (Brahmani caratiti brahmchari). They were subjected to rigorous discipline. they'd to perform menial jobs for Guru's household. the elemental spirit of Ashram is Shram(labour) and tapas(austirity). At the top of their studies they'd to supply Gurudakshina (Fees) to their Guru which may be a traditional gesture of acknowledgement, respect and thanks. Eklavya's Gurudakshina is known worldwide.

Objectives of Gurukulas:
- Self control
- Development of character
- Social awareness
- Integral development of personality
- Propagation of purity
- Preservation of information and culture

Subjects taught within the Gurukulas:

Shiksha(Phonetics), Vyakaran(Grammar), Jyotisha(Astronomy), Dharmashastras(Laws), Shastravidya(Art of warfare), Kala(Fine Arts) Guru Dronacharya, Brihaspati, Shukrachaya, Panini, Kautilya, Charaka, Aryabhatta, Bhaskaracharya are few of the good Gurus.

Universities of Ancient India:

Takshishila, Mithila, Nalanda, Vallabhi, Vikramahila, Jagaddala, Odantapuri, Nadia, Madura, Kanchi, Ratnagiri, Pushpagiri, Somapura and Benares.

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Effectiveness of Gender Studies Course Work on Teacher Trainees' Perceptions, Conceptions and Expression Regarding Gender Issues

Geeta Pathak

Abstract

Gender studies may be a knowledge base study that focuses on the method of personal identity, stereotyping, and aims for gender parity. The study of gender helps us to broaden our understanding of personal identity and culture, the intersection of gender with race and quality, class, and sex. Gender has become an important component within the discourse of development and inclusion. With this approach, Guru Gobind Singh Indraprastha University (GGSIPU) has developed a module namely Gender School & Society (Course Code: BED 210) in B.Ed. Course. The primary objective of this course is to reflect on different theories of gender and education and relate it to power relations. The course is supposed to strengthen students' understanding of gender from a socio-cultural and non-secular perspective. Hence, this course plays a crucial role in the process of learning and developing human behaviour among the B.Ed. students at two B.Ed. Colleges affiliated to GGSIPU.

The Present paper endeavors to evaluate the impact of this course on Teacher Trainees' Perceptions, Conceptions, and Expression regarding Gender issues. The Study is to check the effectiveness of Course on the perception of students regarding Gender Parity. It is Qualitative research with 189 B.Ed. students as a sample of the Study. Internal assessment of students was measured to check the level of conception of gender issues among students. A self-prepared tool Gender Awareness Attitude Scale (GAAS) was used to analyze the perceptions, misconceptions, and reflections of students regarding gender issues. The study results revealed a number of misconceptions as well as wrong expression leading to faulty conceptions of gender parity. The study also concludes that this course was quite effective in sensitizing Teacher Trainees regarding their own Perceptions, Conceptions, and Expression for Gender Parity.

Keywords: Gender Issues, Perceptions, Conceptions, Expressions, Gender Parity, Teacher Trainees, B.Ed. Course Work.

Introduction

The world generally and developing countries, particularly, face challenges associated with making an acceptable surroundings for mobilization of most human resources regardless of individuality for the event. Gender equality has been a key objective of the tutorial policy of India for over 3 decades. Our education system whereas responding to the stress for technology at par with international standards, fails to retort to

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social considerations in a very correct approach. Sex-role socialization researchers justify development as a mixture of individual learning and wider social and cultural factors. These researchers establish four key agents in sex-role socialization, viz family, peer group, media, and education and that they argue that youngsters find out how to behave in ways in which applicable to their sex role or class through observation, imitation, and modeling. The NPE 1986 has envisaged education as associate degree agent of basic amendment and positive intervention within the authorisation of all genders. It stressed the requirement for developing new values through redesigned curricula, textbooks, coaching and orientation of academics, decision-makers and directors. The gendered schoolroom surroundings, just like the overall gendered faculty culture, might have necessary implications for students' evolving identities and future lives. in step with Streitmatter (1994), students in environments penetrate with discrimination tend to develop worth systems that area unit gender-differentiated, that successively facilitate continue gender bias that they're going to carry with them into the adult world. therefore students' gendered experiences in class and in school rooms contribute to the gender divisions found in later lives that continue gender difference, like the selection of activity sectors, the standing and influence among sectors, and therefore the prioritizing of the activity relative to the domestic (Howe, 1997). Gender Studies is changing into a central concern in numerous universities and analysis institutes everywhere the globe because it has a crucial impact on the method of learning (Pearson, T.A & Rooke, P.T., 1993). Gender Studies aim to teach students on the difficulty of gender from a social, cultural, and psychological level and teach them to use gender problems among their disciplines. It doesn't solely investigate the particular variations between ladies and men however additionally assists students to assume critically regarding what these variations mean in a very belief system in a very socio-cultural context. It's associated with studies of sophistication, inequality, race, ethnicity, and physiological property. Gender studies specialize in each gender behaviour and its relevance one another. Understanding gender and gender relations area unit crucial as gender behaviour is all over. Thus, the importance of Gender studies in our education system moreover as in society is nice and obvious. Whether the institutional culture and therefore the academic experiences of scholars' area unit gendered or not rely to an excellent extent on the gender sensitivity of the academics. As so much as academics area unit involved, their reaching impact is intangible and

therefore it's a matter of utmost significance that the teaching community should have correct convictions concerning gender roles and therefore the consequences of gender stereotypes and gender division of labour. It had been during this context that this text argues that Gender Studies is incredibly necessary particularly for teacher teaching programs because it helps to develop the attitudes, knowledge, and skills within the practice of teaching.

Gender could be a socio-economic and cultural construct for differentiating between roles, responsibilities, constraints, opportunities, wants and stereotyping two-faced by totally different sex in an exceedingly given social, cultural and psychological context. Gender Studies course aims to help students to correct understanding of masculinity and trait, its' impact on a personality's behaviour further as understanding Associate in Nursing unequal power relation. The study of gender helps us to broaden our understanding of individuality and culture, the intersection of gender with race and quality, category and gender.

Gender has become an important part within the discourse of development and inclusion. Gender Studies can develop crucial thinking, analysis and writing skills and therefore the ability to talk regarding gender problems confidently. It's going to additionally enhance the understanding of gender from society, international and up to date views. With this approach, Guru Gobind Singh Indraprastha University (GGSIPU) has developed a module particularly Gender School & Society (Course Code: BED 210) in B.Ed Course. The first objective of this course is to replicate on totally different theories of gender and education and relate it to power relations. The course is supposed to strengthen students' understanding of gender from a socio-cultural and non-secular perspective. Hence, this course plays an important role in the process of learning and developing human behaviour among the B.Ed students at two B.Ed. Colleges affiliated to GGSIPU.

Objectives of Study

This Study is to check the effectiveness of Course on the perception of students regarding Gender Parity. The paper argues that Gender Studies serves an as explanatory module to the study of gender. This paper looks at how Gender Studies is important in the process of learning and developing appropriate traits for teacher trainees in context of gender. The

Present paper endeavors to evaluate the impact of this course namely Gender School & Society (Course Code: BED 210) in B.Ed Course; on Teacher Trainees' Perceptions, Conceptions, and Expression regarding Gender issues. This leads us to following objectives:

- To examine the Teacher trainees' acceptance level towards gender typing, stereotypes, issues and parity problems after their course completion.
- To examine the impact of Gender studies course on their level of conceptions regarding gender typing, stereotypes, issues and parity problems.
- To examine impact of Gender studies course on their perceptions, and expressions towards gender typing, stereotypes, issues and parity problems.

Methodology

This study was mainly qualitative using cross-sectional survey research design. A descriptive cross-sectional study was conducted during the academic year of 2018-19 & 2019-20 B.Ed IVth semester students of two B.Ed. Colleges affiliated to Guru Gobind Singh Indraprastha University, Delhi. In this study; Perceptions, Expressions and Conception of Gender issues are dependent variables. Students' academic achievements, Assignment and Field work activities submitted for internal assessment by pupil teachers are the dependent variables. Gender Studies Course work serves as independent Variable.

Sample

The sample for this study was 189 Teacher Trainees from 2 selected institutions of teacher training in Delhi. The sample diversification of 189 participants is as follows:

Sample Diversification	Total (189 students)
Male: Female	18:171
College I : College II	95:94
2018-19 session : 2019-20 session	92:97
Graduates: Post Graduates	125:64

Tools

The Tools used were:

1. Students' Reflective Essays, Assignments and Group Discussion Sessions as internal assessment Record (maintained by teacher educators) (i.e. Quantitative Data) to examine the impact of Gender studies course on their level of conceptions regarding gender typing, stereotypes, issues and parity problems. It is an Internal Assessment of 20 marks consisting of

   - Reflective Essay on "Issue of Gender Stereotyping: Reasons and Rectifying Measures." = 10 marks
   - Assignment on Issues and Problems in Gender Parity = 5 marks
   - Group Discussion (Boys v/s Girls v/s Third Gender) Presentations = 5 marks

2. Gender Awareness Attitude Scale (GAAS) to examine the impact of Gender studies course on their perceptions and expressions regarding gender typing, stereotypes, issues and parity problems.

   A Self prepared questionnaire inspired from the standardised tests like Attitudes Towards Lesbian and Gay Men Scale (ATLG-S) developed by Herek (1984) and the Homophobia Scale (HS) by Wright, Adams and Bernat, (1999) was used to analyze the perceptions, misconceptions, and reflections of students regarding gender issues Student Attitude Data (Qualitative). The inventory consists of 20 statements related to Teacher Trainees'

   - Acceptance level regarding towards gender issues after their course completion.
   - Perceptions and Expressions regarding gender Issues.
   - Impact of Course on their awareness, attitudes and sensitization towards gender Issues.

Results and Discussion

A. Level of Acceptance among Teacher Trainees' towards gender Issues

After the completion of Course; there is increase in Acceptance regarding	Highly Acceptable	Acceptable	Not Acceptable
Gender Diversity	134	51	4
Gender Identity	128	58	3
Gender Stereotyping	159	28	2
Bullying on the basis of Gender	101	80	8
Gender Parity.	144	43	2
Average Gender Issues	133.2=70 %	52= 28%	3.8= 2 %

When N= 189

This shows that in average the acceptance level is quite high i.e. 70% among teacher trainees regarding gender issues, whereas 28% teacher trainees were genuinely accepted gender issues and only 2% teacher trainees showed acceptance towards different gender issues. Here gender stereotyping and Gender parity were most acceptable gender issues. Whereas gender bullying was not prevalent as per quite a number of students.

B. Level of Conception among Teacher Trainees' regarding towards gender Issues; after the completion of the Course.

Internal Marks	Number of Teacher Trainees	Percentage of Teacher Trainees
0 - 5	16	8.5 %
5 – 10	29	15 %
10 – 15	101	53 %
15 - 20	43	23.5 %

Although Marks are not the criterion of conception levels of students but they give a glimpse of their cognition. The above data shows that Approx. 77 % of Teacher Trainees scored more than 50% marks in Assignments, Group discussions and reflective Essays. This internal assessment was Reflective in nature and provides a glimpse of students' own construction of theoretical concepts and hence showed a remarkable level of Conception among Teacher Trainees after the completion of this course.

C. a) Perceptions and attitude regarding gender Issues after the completion of Gender studies Course

Perceptions and Attitudes	Increase in Impact	No impact	Decrease in Impact
After the completion of Course; there is increase in **Awareness** regarding gender Issues and Gender Parity.	78 %	20%	2%
After the completion of Course; there is increase in **Empathy** regarding gender Issues and Gender Parity.	81%	19%	-
After the completion of Course; there is increase in **Sensitization** regarding gender Issues and Gender Parity.	80%	18%	2%
After the completion of Course; there is increase in **Acceptance** regarding gender parity.	89%	11%	-

This data shows that there is a remarkable increase in Awareness (78%), Empathy (81%), Sensitization (80%) regarding gender Issues and Gender Parity after the completion of Course. Even the acceptance level towards gender parity also increased (89%) remarkably after the completion of this course.

b) Expressions regarding gender Issues.

Categories	Statements	Frequency Percentage of Responses
Gender Identity Issues	Unawareness towards Gender Identity	81%
	Misconception of normal and abnormal beings	79%
	Misconceptions regarding Gender Disparity	72%
Reasons of Gender Stereotyping	Traditional Gender Roles in Society	89%
	Social Stigmas Causing Gender Stereotyping	87%
	Religious Stigmas Causing Gender Stereotyping	69%
	Political & Legal Issues Causing Gender Stereotyping	74%
Symptoms of Gender Issues	Gender Pay Gaps	64%
	Bullying & Harassment on the basis of gender	87%
Tool for gender parity	Education as tool for gender parity	92%

This data shows that a signifcant number of Teacher Trainees expressed that Unawareness (81%) and Misconceptions (79%) are the major reasons of Gender Identity Issues. The data also pointed out that Traditional Gender Roles (89%), Social Stigmas (87%), Religious Stigmas (69%) as well as Political & Legal Issues (74%) are the major Causes of Gender Stereotyping in Society. Gender Pay gaps (64%), Bullying and Harassment (87%) are the symptoms of Gender Issues in Society. Education (92%) is the only tool for gender Parity.

Conclusion

Teachers play a crucial role in addressing social gender-related problems influencing social justice and inclusiveness. It implies that "teacher

education establishments ought to make sure that their graduating academics ar well equipped with the mandatory understandings and skills to enact this role" (Cushman 2011, 775). As stressed by Kreitz-Sandberg (2013), teacher education is an excellent example of describing and analyzing horizontal segregation and different aspects of the gender order in educational activity. there's a necessity to "reconsider methods for gender mainstreaming in higher education" and to know however "gender structures and gender culture are reproduced in universities and teacher education". The current study aimed to gauge the impact of the course particularly Gender college & Society (Course Code: BED 210) within the B.Ed. Course; on Teacher Trainees' Perceptions, Conceptions, and Expression relating to Gender problems. The study showed light-weight on totally different problems that tyro academics go along with personal identity, gender stereotyping, gender clashes, and gender parity. With the completion of the course; teacher trainees not solely showed a motivating increase in their level of conceptions towards gender problems however additionally became a lot of acceptable towards gender diversity and gender parity. They were quite conscious of several limits of gender inclusion i.e. the social and non-secular stigmas connected to that furthermore because the political and legal limitations. The reflective Essays and Assignments given by Teacher trainees throughout internal assessments were quite eye-opener; there have been exceptional insights and reflections on the problems of bullying and harassment supported gender. Many students complimented the course for removing their misconceptions, increasing awareness, developing empathies, and enhancing sensitization for gender problems. nearly each teacher tyro reached a agreement that gender parity is incredibly necessary for society and education is its solely tool. The respondents additionally acknowledged their own gender biases, wrong perceptions, and therefore the importance of their role to alter things as a teacher.

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Promoting Innovative Practices in School Education: Integrating Skill Development through Technological Pedagogical and Content Knowledge (TPACK) in Preparing Teachers for Future

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Abstract

Technological Pedagogical and Content Knowledge (TPACK) is a framework that teacher can use to help them identify knowledge; mastery of technology; practice of teaching and learning and subject content. The seven components of TPACK are Content Knowledge (CK), Pedagogy Knowledge(PK), Technology Knowledge(TK),Pedagogical Content Knowledge (PCK),Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK) and Technological Pedagogical Content Knowledge (TPACK). To embrace all seven simultaneously, one requires a deep understanding of how all three, namely technology, pedagogy and content, can work together to bring about the best technology and pedagogically sound learning based upon a deep understanding of subject matter. Integration of skill development can be a process by creating opportunities, organizing workshops, creating competition, whats-app discussion groups, building confidence, innovations, game-based learning and mastery over information technology. If a teacher acquires equal interactions between all knowledge areas, (i.e. TPACK) it helps develop a teacher becomes more experienced. This paper is an effort to describe how to prepare academicians and teachers for the integration of latest skills and technology.

Keyword: Whats-App Discussion, Game Based Learning, Workshops, Mastery.

Introduction

TPACK is a framework that a teacher can use to help identify knowledge; mastery of technology, practice of teaching and learning and subject content. The seven components of TPACK are Content Knowledge (CK), Pedagogy Knowledge (PK), Technology Knowledge (TK), Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPACK).

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- **Content Knowledge** (CK): It comprises of facts, concepts, theories, and principles that are taught and learned in specific academic courses. Content knowledge is given by teacher who is a master in it and teaches the students, who are expected to learn in a given subject or content area.
- **Pedagogy Knowledge** (PK): It can be defined as:

  1. Knowledge of teaching methods: Having a command of various teaching methods, knowing when and how to apply each method.
  2. Knowledge of classroom management: Handling classroom events, teaching at a steady pace, maintaining clear direction in lessons and maximizing instructional time.
  3. Knowledge of classroom assessment: Things which impact student motivation are Knowledge of different forms and purposes of formative and summative assessments, knowledge of how different frames of reference (for example: social, individual, criterion-based) .
  4. Structure: Structuring of learning objectives and the lesson process, lesson planning and evaluation.
  5. Adaptivity: When you deal with heterogeneous learning groups in the classroom strategies, impact of prior knowledge, effects and quality characteristics of praise, etc.
  6. Modification and Accommodation: Dealing with understanding of inclusive classroom and handling multi- level classroom through differentiated teaching learning process.

- **Technology Knowledge** (TK): It does not confine to any particular traditional context; technology is something which is constantly upgrading. Basic knowledge, skills, capability and understanding is required. Teacher understands information technology to apply it productively at work and in their everyday lives and to recognize when information technology can assist them.

- **Pedagogical Content Knowledge** (PCK): It covers the core business of teaching, learning, curriculum, assessment and reporting, such as the conditions that promote learning and the links among curriculum, assessment and pedagogy. 'Pedagogical content knowledge is a type of knowledge that is unique to teachers, and is based on the manner in which teachers relate their pedagogical knowledge (what they know about teaching) to their

subject matter knowledge (what they know about what they teach). It is the integration or the synthesis of teachers' pedagogical knowledge and their subject matter knowledge that comprises pedagogical content knowledge': in accordance to Shulman's (1986) pedagogical content knowledge.

- **Technological Content Knowledge** (TCK): Technology and content, influence and constrain one another. Subject Mastery in more than one subject in teachers they teach is necessary along with a deep understanding of the subject matter. It can be changed by the application of particular technologies. One should understand which specific technologies are best suited for addressing subject-matter learning.

- **Technological Pedagogical Knowledge** (TPK): TPK is an understanding of teaching and learning can change through particular technologies. If one is not upgraded with technology, using teaching skills solely would not be effective. Both works simultaneously for effective and positive outcome.

- **Technological Pedagogical Content Knowledge** (TPACK): It is difficult to ease out in practice and construct effective solution due to which effective teaching with technology requiring an understanding of the representation of concepts using technologies; pedagogical techniques that use technologies in constructive ways to teach content; knowledge of what makes concepts difficult or easy to learn and how technology can help redress some of the problems that students face. Through expert teachers via play any time they teach integrating knowledge of technology, pedagogy and content. With the help technology requirement continually creating, maintaining, and re-establishing a dynamic equilibrium among all components though teaching.
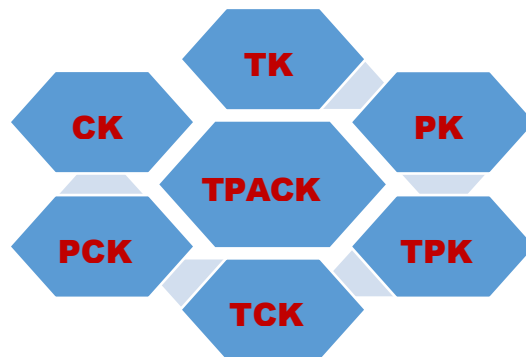
Objectives

- To determine teachers interest to learn new technology

- To identify teachers who are technology savvy

- To identify teachers interest in professional and personal up-gradation

- To suggest the ways to integrate TPACK

Outcome of Review of the Literature

To embrace all seven simultaneously requires a deep understanding of how all three can work together to bring about the best technology and pedagogically sound learning based upon a deep understanding of subject matter. Integration of skill development can be processed by creating opportunities, organizing workshops, creating competition, whats-app discussion groups, building confidence, innovations, game-based learning and mastery over it. If teacher acquires equal interactions between all knowledge areas (i.e TPACK) it is something that helps develop a teacher becomes more experienced.

Methodology

The study was based on TPACK learning and is a pilot study. The data required for the study have been collected with a self-made questionnaire by a direct survey of 20 teachers of MC primary schools of North West B district of Delhi. The random sampling method adopted for the study of 20 questionnaires. The data collected were analysed with the use of simple percentage method for the Yes or No answers.

Table - 1: Analysis of data collected through Self Made Questionnaire

S.No.	Questions	Percentage	
		Yes	**No**
1.	Are you aware about e-learning, whats-app and app learning?	70%	30%
2.	Are you a part of any whats-app group forum?	95%	5%

3.	Are you user friendly with whats-app group forum?	5%	95%
4.	If answer to (3) is no, would you like to learn whats-app group forum?	100%	-
5.	If, workshops or seminars are conducted for up-gradation of your professional skills, would you attend?	90%	10%
6.	If e-books are referred for increasing knowledge in skills development and subject content, would you like to study?	60%	40%
7.	Is technology helping you to improve teaching learning process?	50%	50%
8.	Do you use TPACK in your teaching?	95%	5%
9.	Does TPACK makes quality teaching effective?	50%	50%
10.	Is today's teaching is technology upgraded or integrated?	-	100%

Findings and Conclusions

- About 70% of Teachers are aware about e-learnings, whats-app and app learning and 95% of teachers are using whats-app group forum and further same percentage of teachers are not very friendly with its usage or features.
- All the teachers like to learn detail use and features of whats-app group forum to upgrade their skill but there is no facility available to them to learn.
- 90% of teachers willingly agreed to participate and attend workshops or training to harness their technological skills if opportunity is provided to them during the working hours of school as what follows after is not convenient for the teachers.
- 60% of teachers are interested to refer to e-books if referred to study/read. This shows that 40% of teachers are still not very confident to make use of technology.

- 50% of teachers are in favour of use of technology in teaching learning process to make learning effective and interesting.
- 100% of teachers believes that content they are transacting in classroom is not technologically integrated.
- Most of the teachers follow the traditional method of teaching.

Suggestions

- For integrating TPACK one has to keep oneself updated, so that implementation becomes easy and friendly. Difficulties and doubts can be sorted.
- Seminars/workshops need to be in place so that it helps in enhancing knowledge and boost ones confidence.
- Now-a-days whatsapp groups are very trending as discussion forum. One should be a part of it so that one keeps on learning new techniques.
- Teaching successfully with technology requires continually creating, maintaining, and re-establishing a dynamic equilibrium among all components.
- Collecting degree is easy but getting the knowledge of TPACK is difficult. Having knowledge about it would make one confident enough. It is not so difficult to acquire knowledge and requires focus and concentration.
- For embracing TPACK one should be dedicated, upgraded, focused and must have a zeal to learn it in any age and time.
- Schools and training institutes in collaboration should make mandatory workshops and seminars on TPACK for teachers so that they feel confident and motivated to integrate it in their teaching learning process.
- Little motivation and appreciation would help the teachers a lot to perform better.

Conclusion

Teacher needs motivation and a right path to learning. Appreciation helps a lot. Everyone wants to move with the time but they also need proper guidance for it. The teaching profession is something where one can never stop learning. Some teacher feel hesitant in talking about not

knowing technology. Professional up-gradation within school is important and training for it should be provided. Integration of skill development can be processed by creating opportunities, organizing workshops, creating competition, whats-app discussion groups, building confidence, innovations, game-based learning and mastery over the it. If teacher acquires equal interactions between all knowledge areas, it is something that develops one becomes more experienced. Dedication, zeal and confidence of doing can be seen once mastery is seen in a domain.

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Impact of COVID 19 on Education – Changes & Challenges

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Abstract
COVID 19 has had a great impact on almost all the facets of our life, livelihood and lifestyle. Starting from our jobs, to how we purchase our groceries and even on the education, it has already taken a huge toll on the economic environment of almost all the countries .Everybody is discussing about the various bottlenecks being faced by all of us in our professional and personal lives. This article tries to bring forward the major changes & challenges being faced by all the stakeholders of education and the measures being taken to maintain the continuity of learning during the times of Pandemic.

Key Words: Pandemic, Teaching methodologies, Coping, Learning

Introduction

The COVID-19 crisis has had an exceptional impact on education, with country wide closures of schools, UNESCO reported that over 1.5 billion students had been affected due to school closures in 165 countries as of 26 March 2020; almost 87 percent of all registered students. Over 63 million teachers and large numbers of education support staff have also been affected by the pandemic. The task of maintaining the continuity of education in this apocalyptic times is overwhelming but critical.

Teachers and support staff all over the globe have been trying to find out and implement various Tech enabled resources to keep the students engaged and maintain the continuity and regularity of their classes. It is indeed a challenge for both the educators as well as the students to cope with this paradigm shift in the teaching scenario

Before we talk about the various challenges & methods being implemented to do so, let's discuss various aspects that need to be kept in mind and be considered as prerequisites for successful implementation of various online modes of teaching.

1. **Gauging readiness**: While everybody is busy in containing the virus, the students have been worried about their assessments and being promoted to the next class. With the directives of Ministry of HRD & CBSE all students from grade 1 to 8 will be promoted

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without exams under the right to education , but for students of higher classes like 10th -12th who are still in the middle of the exams are very anxious about their future ,some schools have also started classes for Grade 11, though it is a good move, But before we proceed with their classes for the next session, it is imperative to understand the readiness of the students, All educational institutes, schools should make sure that the students are mentally ready for the same and are not under anxiety or pressure of any sort amid the never ending string of negative news that they are bombarded with . It should be the duty of all school counsellors to interact with students once in fortnight to check on their mental health and wellbeing and provide them with a pep talk and keep them motivated.

2. **Availability of Proper Infrastructure**: Since most of the schools are using various ICT platforms, it becomes mandatory for all households to have the required IT Infrastructure like Laptops, WIFI connections etc. For the households having two kids and both parents working from home, it has become really difficult to arrange the same for all family members. Providing uninterrupted learning in rural areas where internet connectivity needs to be tackled as well.

3. **The Parent Trap:** With COVID -19 keeping us indoors and busy with household chores along with the work from home requirements of the organizations. Parents are facing a new challenge on "How to keep the children engaged?" Many new age parents including me who restrict the screen time and are not in favour of watching the kids engrossed in screen all the time , it is very difficult to digest the fact that now onwards due to long lockdown the regular studies would be confined to a high resolution screen .This is indeed a difficult fact to digest .Though online mode of studies is the perfect and most accurate solution for maintaining the continuity of studies, parents will have to change their mind set and be prepared to watch their kids staring on the screen for a lot more time than they usually did .

4. **Need for social connection:** Since many years, teachers have been trying to achieve the learning objectives as per the hierarchical model which we know as Bloom's Taxonomy. With the changing times and especially in the time of the ongoing Pandemic, It becomes imperative for teachers to think beyond Bloom's Taxonomy, rather work towards another hierarchal model of

motivation by Abraham Maslow. As a student, children not only look forward to learning the subject matter from the experts but also have a strong desire to socially connect with other students and teachers. Parents and teachers should make sure that the children are able to connect with their teachers and friends virtually, so as to rekindle their motivation for studies through this new paradigm without missing on to their friends and loving caretakers. In fact we can here stress the role of special educators and parents both by continually counselling students and checking on the mental wellbeing of their wards.

Impact on Pedagogy

COVID -19 has brought about major challenges in the education system and one of them is to avoid it from becoming an education crisis .With millions of students missing out on school due to closures, we as educators need to come out with an action plan that fulfils the above prerequisites and also bridges the education gap without causing much stress on both the teachers as well as parents.

Remote learning: Nothing can beat the advantages of a traditional classroom teaching where teachers and students are physically present, but in times of such atrocities and provide seamless education, it becomes inevitable to switch to remote learning. Remote learning is when the source of information that is the teacher or the instructor and the student are separated and hence cannot meet like a traditional classroom. The trend towards remote learning has seen a surge as it becomes the most obvious way to maintain social distancing along with meeting the teaching objectives.

Social Networks: Another innovative way of bridging the education gap caused by the pandemic is using social networks. Educators can create creative reading material and start online competitions, where parents as well as students can use their creativity and bring forward their ideas while being socially connected with their friends and classmates.

Virtual Classrooms: In order to make sure that there is no hiatus in the learning being provided to the students, another very useful method would be to continue the process with the aid of various online platforms. In India with digitisation as a mantra since last few years, government

facilitates many online platforms like Chalo Padho, Swayam, e-Pathshala, Diksha etc. Many private Edtech companies have taken initiative and given free access of the e-content and e-books to students till traditional classroom studies resume. These platforms provide learning material for various levels of education which the children can access anytime. In fact most of the educational institutes are using the various online platforms along with remote learning to create a holistic experience without being physically present.

Synchronous or Asynchronous Learning: Synchronous learning is when the students learn live with their teacher at the same time, whereas Asynchronous learning is when students access the pre-recorded content independently at different times .With many technical and infrastructural bottlenecks in the Indian scenario , the right thing would be to choose a judicious mix of both the Synchronous or Asynchronous learning . Also the choice of the same would depend on the level of the learners and the availability of resources.

Reaching the unreached: Even though the country has effectively been adapting to the paradigm changes in the new –age learning, it is still a big challenge to impart education in the rural areas. As it is mentioned that 45 crore people of our total population of the country have access to the internet. The rural areas are the ones where the real challenge lies. They still do not have access to the basic IT infrastructure thereby encumbering the process of e-learning. The government and HRD Ministry however is not leaving any stone unturned. In an address to media, Union Human Resource Development Minister, Mr. Ramesh Portrayal talked about how school children are being compensated for disruption in their studies.

Mr. Pokhriyal mentioned that "many initiatives like DIKSHA or Digital Infrastructure for Knowledge Sharing for digital learning in association with the National Council for Teacher Education are helping students to study remotely. There is also the National Repository of Open Educational Resources (NROER) which gives students the exposure to e-libraries, e-books, e-courses, chance to participate in online events, and theme-based education. The ministry has also launched initiatives like Swayam Prabha, where a group of 32 DTH channels are dedicated to telecasting educational programmes on regular basis through GSAT-15 satellite." The content is available 24x7 and can be accessed by students as per their

convenience, this will help them bridge the gap caused by unavailability of internet or other e-learning infrastructure.

In this crisis situation education industry is facing a lot of challenges, but along with crisis comes opportunities, therefore it becomes imperative to discuss how this crisis has impacted all the stakeholders in education and how these setbacks are being turned into comebacks.

Students: The young, energetic minds who were planning to fly high post the examinations, or some who were through their exams and were dreaming about starting their new sessions got a big shock when all of a sudden the schools were shut to contain the virus. The anxious minds were disheartened but did not lose hope .Government announcements related to resuming of classes brought the positivity back. The tech savvy generation of students welcomed the change whole heartedly and accepted the online model of learning with open arms. The students for sure were missing their friends but video calling and other virtual methods of connecting helped them catch back with their friends while maintaining the lockdown rules. The online platforms like zoom breakout groups etc even helped the teachers go back to the collaborative style of teaching and learning where students not only got involved with the group projects and team exercises that had been a major part of traditional classroom teaching but could also talk and meet up with their class mates informally. As we know every coin has two faces, in the same manner online teaching acted as a boon and bane for the students. The students learning process did continue, but for some subjects where more practical learning was required did suffer a little. School trips, picnics, industry visits, internships etc all suffered due to the social distancing and other lockdown norms. The entire onus of studying fell on the shoulders of the students. Though difficult but it surely has made the students more responsible and accountable for their education. The agility shown by the students by accepting and adopting the virtual world of education in such pressing times is commendable and needs much appreciation.

Teachers: Virtual or remote learning has rescued the educators in imparting continuous knowledge to students .This did not come without a good share of bottlenecks , teachers who had never used any such virtual platforms, had to equip themselves with the knowledge of accessing, implementing and sharing information through various e-learning

platforms overnight . At first it was a major challenge mentally, emotionally and physically to impart education in the virtual space as we were bombarded with the crisis unprepared. Though digitization was in vogue and government had started working on the same, but it came far more early than expected and therefore the implementation had to be done without any pilot testing. But in due course of time many public and private bodies came up with their train the trainer or train the teacher programs and overnight our teachers who were so accustomed to teach through chalk -board method became experts in using the online classrooms and online platforms for teaching and sharing e-content in all forms (audio –visuals, documents etc). Private companies like Pearson conducted pan-India online trainings for more than 500 teachers across 30 schools. The teachers were not only trained use online learning platforms for delivering the live classes but they were also made proficient on creating effective lesson plans and make the virtual classes more interactive and engaging. On May 5, 2020 CBSE announced the launch of free online teacher training programmes that would help the educator's upskill and understand how to effectively use the new teaching methods and get better learning outcomes than the traditional learning methods. The basic objective of these training sessions would be to achieve better learning outcomes along with being able to review and stimulate the knowledge already been provided through regular training programs .With the help of technology the world indeed has become a small place ,the physical and geographical barriers have been shattered ,hence it has given immense opportunities to educators to reskill and upskill themselves and their students by enhancing their own knowledge by participating and organising in the various national and international level webinars . Many NGO's and private companies are indulging in virtual volunteering and providing skills based trainings, mental health and wellbeing workshops and technical trainings free of cost through national and international webinars.

Parents: The alma mater is the second home for all kids and teachers the second parents, But with this pandemic extending its wings to all parts of the globe, has made every home a school and ever parent a teacher. Many countries like Australia, New Zealand, South Africa, Canada and   partsof United States have always allowed home-schooling as a legal alternative to mandatory public school system. But in any countries the public school system has always been the best and the most preferred alternative due to

its various benefits. The recent COVID crisis has caused a huge wave of home-schooling thereby increasing the importance of parent's role in educating their children. Be it the traditional method or the new online learning environment parent's role has always been pivotal in influencing the mental as well as emotional development of children. Due to COVID-19 lockdown we as parents have got an opportunity to be close to our kids and get more involved in curricular as well as extra-curricular activities of our children. As parents we can be more involved in their studies and help them bridge the gaps that have been caused due to the virtual models of learning. The lockdown has acted as a blessing in disguise for many working parents who were not able to give enough time to their kids and their studies. With the cut in travelling time and being able to work from home has helped the parents to be more involved with the lives of their children. Though the parents are happy about their children being able to continue with their studies, there are many concerns that have been pricking the minds of the parents, some of them being the increase in the screen time, The anxiety and aggression that they can see in their kids behavior due to prolonged time being confined at homes and also being worried about the uncertainty in future that has been caused due to pending examinations and admissions to higher studies.

Schools: With very few days in hand for preparation the schools had to be shut due to the lockdown, This brought about huge challenges for the schools to continue imparting knowledge to students along with being operationally efficient and helping their students, teachers and staff prepare to face the VUCA world . Many schools were in the midst of their examination process and many were about to proceed with the new session, when the school closures were announced the schools all of a sudden had to decide about the continuity process and come up with strategies to balance imparting seamless learning through new models and the related societal and economic consequences of implementing them. The schools had to and are still combatting with many issues like providing uninterrupted learning opportunities to students with inadequate infrastructure, training the teachers for being able to maintain the quality and effectiveness of the learning being provided to the students, The schools also have to make sure they took care of the learning needs to specially abled children and provide various alternatives of learning to them. Schools play a major role in building the character and personality of the students, therefore aspects like increasing case of anxiety and stress

in children , depression and frustration needs to be addressed for which they can and are organising mental health and wellbeing workshops by experts. The increasing time being spent by children on internet usage and other online activities also has acted as a major challenge for schools and they have acted upon by creating cyber bullying policies and organizing webinars on cyber bullying etc to educate and warn students about the consequences they can face due to irresponsible use of technology .Apart from the educational bottlenecks, COVID has also posed lot of administrative problems like decision on increasing and charging fees from students and creating funds etc for the payment of teachers and staff . As the pandemic stretches further and uncertainties of it relieving us increases ,education institutes are also gearing up to work on suitable strategies to conduct online examinations and think about ways of reducing unfair means of writing the examinations.

In times of pandemic we have to keep our priorities in check and make sure we emerge as better educators, our focus should be on maintaining the quality of learning along with keeping in mind the mental wellbeing and readiness of the learners. We need to ensure that the teaching content and teaching methodology should be such that it meets and takes care of multiple levels of inequalities. The educators should look forward to be in regular touch with their students, motivate them and provide formative assessments.

In such unprecedented times of crisis, holistic and effective educational practice is what is needed to aid our youth emerge as winners post COVID. Education system needs to use this time of crisis as an opportunity and leverage all the possibilities that come across the way , the focus should be on providing skill based learning that will help students in enhancing their communication, IQ, EQ as well as helps them gain major life skills that will help them become more employable and productive thereby ensuring the growth and progress of our country .

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Actions which Promote Peace and Harmony

Raj Kumar

Abstract

Education grooms students for living in peace and harmony with others, showing sincerity in performing the various tasks. In this, mother the first teacher of child plays a great role in teaching him the value of peaceful living. She creates interest of child to learn various useful things which make life worth living. Home environment casts its influence on the child, lays the foundation of future life of the child. Parents arrange for the schooling of child in a good school for quality education. The very purpose of education is to enable students to play different roles even during the course of studies. Students from different background sit together, maintain order, peaceful environment in room for meaningful transactions. They do things responsibly for learning new things in different subject daily. Interactive practices in the class make teaching-learning work enjoyable. Teachers know the status of learning of students through their answers to various questions. It develops strong bonding between the teacher and the taught. Discussions on the inspirational themes of great educational thinkers, saints, literary figures have the strength of teaching students meaningful lessons. They learn how to solve different problems through cooperative learning, being at peace with others.

Key Words: Peace, Harmony, Meaningful-Transactions, Amiable Nature, Interactive Style, Motivate, Violence, Dignity.

Introduction

Education means refining the behavior of students. It grooms them to be well mannered. It prepares the ground for them to live in co-operation, coordination, peace and harmony with other children, thereby developing in them the habits to use their vital energies doing such things which endear them to others. In spite of complexities involved in education process, especially in the present time of boiling egos, **Maria Montessori has remarked 'all education is for peace'.** Prior to joining some school for formal education, the child learns a variety of things from the mother,

who can be justly accorded the honor of child's first teacher as per nature's arrangement, calling upon her to put in her sincere efforts to teach the child to interact with the environment responsibly. To teach something related to language, the mother first indicates towards objects and calls different objects by their specific names. This drilling goes on for some time. Over a period of time, the child starts identifying objects.

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To concretize the child's learning, the mother looks around, commands him to tell where the doll, toy, balloon, ball, monkey, ceiling fan, car, mobile and such other items lie, the child first listens carefully, turns his neck, searches around, identifies the thing named, and then indicates where the specific object is kept. By and by, he keeps learning what meanings different objects, words, phrases and sentences convey. Being at peace, the more efforts the mother puts in to teach the child new things, the more he responds. He wins her appreciation for the right answer, receives correction if answer is not up to the mark, and thus it becomes an enjoyable exercise as otherwise the life is likely to become monotonous. He also learns how to adjust with different members in the family. Then he is able to adjust himself with other children in the neighborhood.

She is an icon of patience, tolerance, immeasurable love for the family, angel and promoter of peace and harmony. On the one hand, she imparts informal education to the child, teaches him many things through moral stories, lullabies, poems, and on the other hand she serves the family members with delight by performing many roles, different duties and responsibilities. Besides this, the child learns many things in the playground while playing and enjoying the company of neighbouring children. He responds to the love, affection, and commands of those who treat him with love, acts up to their expectations, but develops his disliking for those who treat him roughly. If the family observes the values of peace and harmony, the child imbibes those values. The child enjoys with delight mother's persuasive lullaby of **Sohanlal Dwivedi's hindi composition** which conveys the message 'dear baby rise, clean face, open eyes, as it's sunrise, / enjoy this auspicious hour's fresh air, birds' notes, and avert joy-loss'. Each mother deserves appreciation for such care and upbringing of the child. He always obeys her command, however, he does not respond to the call of members who shout at him. If family members are hostile to each other, the child too assimilates and absorbs the negative values. He is the true replica of environment.

Young learners take delight in playing with friends. What is required to enjoy the play? The amiable nature, patience, pleasing manners, interactive style, and nature of smooth adjustment with others is required to dispel monotony for a livelier session either as part of the team of players or with spectators. Even if other children ignore a child, he should learn to enjoy by seeing others play rather than insisting on his own

participation, or making a show of his irritation or discontentment before others. Uncalled for reaction will not only mar the interest of the players and spectators, but also work against the spirit of peace and harmony. It is good to play in the playground, but much better to see others play and enjoy the actions of players from a distance. Good mothers groom children to adjust with others. The excessive parental love may develop in child some unhealthy habits also, such as the habit of crying for something and getting it instantly, or ultimately, keep lying on the bed in spite of repeated reminders to rise, breathe fresh air and enjoy sunshine. Quarrel between parents affect the proper growth and development of child. It is an unhealthy habit which parents must shun otherwise it will be passed on to the next generation. If the child is quarrelsome, the class is likely to develop its disliking for him. As such, parents should ensure life of peace and harmony in the family so that the child may imbibe a variety of peace values which will be required when he sits with other children in the class during formal education. The executive summary of National Curriculum Framework, 2005 Position Paper, National Focus Group on Education for Peace, NCERT, New Delhi incorporates M.K. Gandhi's statement that **'for real peace in the world, we shall have to begin with the children'**. If children today are able to understand what blunders have their ancestors committed against the humanity by being aggressive and hostile to them just for satisfying own ego, and how badly the humanity at large suffered as a result of their wrong actions, they will shun ways which breed enmity and hatred among fellow beings. It is they (children today) who will have to shoulder the responsibility of maintaining order in different capacities in future.

Actually, the environment at the centers of learning speaks for itself. The work culture of a school affects a new entrant automatically. Schools which are popular for orderly working and results, monitor all activities of the school. There, the work culture of class, nay that of the whole school is such that the new student gets affected with it, and adapts himself to specific ways of schooling. If a teacher confronts some problem on account a new admission, there is an effective plan to deal with the situation. Teachers plan in advance to withstand any odd situation. Counseling sessions are organized to diagnose the cause of the problem. Parents are consulted and their cooperation sought to take remedial measures for the wellbeing of student. Normally, a new student adjusts himself to the new surrounding without teacher's resorting to punitive

measures. An effective strategic planning is done to run classes naturally, smoothly for meaningful transactions in the class.

Students represent diversity in class. Each one of the students carries a common tag –the tag of being the scholar of a particular class in the school. All students are aware of the objectives they want to achieve. Similarly, the team of teachers as a whole is also aware of its duties and responsibilities towards students. For the sake of order, discipline and livelier sessions doing a variety of curricular, extra-curricular and co-curricular activities, teachers play different roles with their representation in different committees like discipline committee, cultural program committee, students' grievance committee etc. Teachers and students both perform their respective roles to achieve the predetermined objectives. By virtue of concerted efforts, students are shaped into responsible scholars. They get promotion to the next class by virtue of their hard work. The extent of learning gets reflected in the behavior of students as they grow mature. It becomes an integral part of their being to withstand the challenges of life. They always behave with the presence of mind so that the work may be done as per the prescribed norms with perfection to win the appreciation of all elders.

Teaching is the noblest of professions. In the past, teachers commanded respect in society. They derived satisfaction out of respect which students, parents and institutions showered on them. In the past, students used to remain disciplined and devoted to their studies under the charge of strict teachers. Environment of peace and harmony prevailed in campuses. But this situation has undergone change over a period of time. Nowadays, teachers cannot dictate terms to students. Parents do not support teachers. Students demand more and more of freedom. There are laws which prohibit the use of force or harsh language. If teachers violate the legal prescriptions, punish students, they are liable to be punished. They can be put behind bars for being violent or harsh in statements if students or their parents approach court to seek justice. This change has enabled students to enjoy more and more of freedom in schools. They come to school not for meaningful endeavors, but other concerns which are on their priority list –meeting friends, gossiping, discussing the theme of any movie and unscholarly pursuits. The law has rid them of fear of studies and strictness of teachers. The changes in the priorities of students have added to the plight of teachers and schools. The truth remains schools cannot be closed

due to laws that safeguard the interest of students. Despite such unfavorable and challenging conditions schools have to run. Being intellectuals, teachers are expected to find solution to the state of growing indiscipline among students. This situation can be managed on the basis of **'intellectual and moral solidarity of mankind'** i.e. by good coordination among teachers, parents and the society at large to do things in the interest of students. It will not be good for them to ignore the laws and standing instructions of regulatory bodies. Being learners and least worried about the probable outcomes, students are likely to do wrong, but as committed trained professionals, the teachers are expected to observe the laws in word and spirit so that teaching-learning activities can be performed at the centers of formal learning. In the light of such developments, the teachers have to imbibe peace values and practice them in school while performing the assigned duties and responsibilities. They should deal with the situation effectively without any sign of violence or counter action. The task of managing such situation may seem to be painful but the results will yield satisfaction of much greater degree. **'Sorrows and miseries are the best qualities'** which teach us to withstand a challenge. For meaningful teaching-learning endeavors, environment of peace is indispensable. So, first and foremost of duty of teacher is to attempt to be at peace with students. If he succeeds in doing so, he will be able to teach his subject as well. All students in the class cannot be hostile to the teacher. Most students respect teachers considering their nature and sincerity. They cooperate with the teacher, and help him maintain order in the class.

During past four decades, there has been unprecedented increase in disorder in social fabric, public interest, and school environment. There are records wherein some people from all age groups have been reported to have shown violence against fellow citizens on one ground or the other. NCF 2005 Position Paper, National Focus Group on Education for Peace, NCERT, New Delhi mentions various types of violence –**molestation, blinding, thrashing students** for a variety of reasons, attempts to immolate self rather than resolving conflicting situations and issues by mutual discussions and understanding. It is noteworthy that in schools both teacher and taught have been involved in acts which embitter relations. As such, both of them are required to behave responsibly so that the purpose of education (modifying behavior through life-long learning) may not be defeated.

Change in the school system –relaxation and more to students, living conditions, and state of affairs inevitably effect change in the likes, interests, tastes, preferences of scholars, leading to decline in gross output –both academic and general performance of students. So the teachers, as they are better informed, quite experienced and ready with plans to deal with any unpleasant development, should execute their plans to avert the bad effects of any unhealthy development, change, rather than lamenting over the disturbing developments scenario, and escaping corrective measures. They should use their prudence and discretion for the best results.

The teacher is expected to be equipped with the course contents all the time. He should develop the competency to teach anytime, anywhere, even without book, without malice towards any student or faculty. As things stand today, the teachers are expected to be adept in various peace values followed by its dispensation to students during the course of teaching, irrespective of subject consideration. Whatever subject a teacher may have to teach in the class, he is supposed to be conversant with the factors which have cohesive quality. Only then, he will be able to promote environment of peace and harmony in the class. Peace in the class is the precondition to achieving teaching objectives in any subject. Teachers' teaching strategies, approaches, styles, experience, and fine mingling of innovative practices will ensure meaningful transactions in the class. They should cater to the requirement of students with respect to medium of instructions and re-explanation of the topic under reference. If the teacher is in the habit of coordinating with fellow teachers, works with them with the spirit of caring and sharing, attends to students' problems, he is admired by all. If, on the other hand, he is in the habit of shirking duty, putting off actions for future, and indifferent to the wellbeing of students, he will be bitterly criticized for neglecting his duties and responsibilities. Teacher's positive actions, in all probability, are more likely to promote peace in the campus, whereas negative ones work against the spirit of peace and harmony in the campus.

Besides the various actions hinted at in the foregone paragraph related to classroom order for the best results, the contend based two way livelier transactions will not only relieve students of subject phobia, but also motivate them to show their best performance. Subject contents coated with the culture of peace will help students learn in tension free way. This

type of working will concretize the bonding between teacher and students. For example, while teaching Mathematics teacher can tell how a problem can be solved easily if three or four students apply their minds together, thus applying the principle of cooperative working. The more cooperative students are, the more they learn. The more knowledge teacher dispenses to students, the more of it gets credited to his account. Stocks of knowledge never deplete by its dispensation among students. If the teacher practices truth, stands by his commitments, extends merit-based help to students, he can expect the same from students also. The students are expected to learn different things from the actions of elders. In case of wide differences between what teachers speak and what they actually practice, the students become very critical of them. Then the two active practitioners of the teaching learning field become poles apart. This works against the spirit of strong bonding between the teacher and students, and finally works against the interests of the institution also. However, minor differences and deviations in the normal order may not have any impact. For example, the teachers expect students to write a good hand. They give remark in copies if the writing of students is not up to the mark. Here teachers should themselves pay attention to their own handwriting. More importantly, they should appreciate the good hand of students. If their own handwriting is not up to the mark, it will look odd if they give remarks in copies or exercise book of students for improving the writing. Teachers should present before students the models of different activities for its subsequent imitation for new learning and attaining perfection. Healthy habits are good not only for own sake but also for others. Sweet notes impress upon others for similar action. Such a tone will definitely cast an indelible effect on the listener.

Self-interests need be abandoned for the major good. This will contribute to the environment of peace and harmony. Hindi author Sudarshan's story teaches a dacoit an important lesson. In the story titled 'Baba Bharti, Unka Ghoda and Khadak Singh', the Baba did not object to Khadak Singh's taking way his horse 'Sultan' by deceit. Though he loved the horse very much yet felt helpless to surrender the horse. However, he dared advise him not to narrate to the people the way he deceived him (the Baba) otherwise people will not help the needy who look for help wayside. When back home, Khadak Singh pondered over what the Baba had advised. The Baba sensitized his soul to undo the wrong he had done. The more he thought over his misdeed of cheating the innocents like the

Baba, the more guilt he felt. The realization of his guilt made him restless, and ultimately compelled him to return the horse to the Baba in the dark hours silently.

The taste of students has undergone drastic change these days. Even the slight cut on their freedom causes great disturbance in their lives. They get violent in tone, deeds and do not hesitate to hurt others without any thought to the outcome of such acts as the one reported in **The Times of India dated 18th September, 2019 with the headline** '**13 year boy stabs teacher to death in Mumbai'**. Even the custodians of law break law and show violence against those who make a protest on any point. **Hindustan Times, dated 18th September, 2019 reports, 'Cops lathi charge students on way to meet D.M. in Hardoi'**. Police is the competent authority to maintain order, restore normalcy, and to safeguard the interest of the public. The competent and 'rich should not put their resources and powers to improper uses. **'Use of force is the root cause of unrest'**. Abusive language can cause more serious wounds than weapons. Unbecoming remarks, fraudulent acts, violence against helpless female folks and ill-manners work against the cohesive spirit. News dailies are replete with acts which are against law but the guilty are not booked for breach of law. Action becomes due only when a VVIP reports against the wrong-doing. **Hindustan Times dated 18th September, 2019 reports 'Khan Market apples too shiny; Paswan swings into action'**.

As things stand today, it will be in order to revive the teachings of great saints who inspired people to be hospitable, polite, kind, honest and hardworking. Sant Kabir exhorts people to speak the language which have cooling effect. Ayodhya Singh Upadhyay Hariaudh calls upon children to create sweet notes, which will endear them to others. Aakashwani and Doordarshan used to appeal all citizens to release harmonized notes –'mile sur mere tumhara to sur bane hamara' and 'hind desh ke niwasi sabhi jan ak hain'. Through a series of such messages an attempt is made to concretize bonding between people.

Munshi Prem Chand's story 'Idgah' has an important lesson for our students. In the story, grandson utilizes the meager amount which the grandmother had given him to enjoy the fair, to purchase tongs for use by her during cooking and preparing food so that her finger tips may not get burnt. All his friends bought other items for their own sake of enjoyment.

While the toys which other children had bought, had broken even before they were back home, but tongs withstood the transit hazards. This act of little boy won the admiration of all. Such stories should be made an integral part of curriculum to be performed during the session. Ishwar Chandra Vidyasagar's humility was par excellence in his picking up the bag of a visitor at the railway station, though he (Vidyasagar) was the head of a school. He had extended a helping hand to a stranger at a time when in spite of his repeated calls the coolie was not seen around. It teaches that no work is below dignity.

Hard work of citizens contributes to the national development. If the situation is otherwise, she will confront poverty and hardships on different fronts. This will breed discontentment among citizens. Bhartendu Harishchandra criticizes idlers who think that God will help them. What a foolish idea! On the other hand, the Bhagvad Geeta spirit of 'Karma' without any concern for the fruit, can do wonder as it has no place for those who are idlers. Robert Frost's 'Stopping by the Woods on a Snowing Evening' exhorts readers to be busy with the project in hand till the destination is reached. One should not get drawn to the beauty and wonders of the world that cast its spell on them, obstructs their movement, thereby causing delay in completing the task for the day. As such, it will be in order to look for winning stroke to complete the task with perfection. It will provide them tremendous peace.

At a time when selfish motives seem taking precedence over the major ones, it is imperative to think of the end result of such a stand. There is dire need to sit together for devising a strategy that takes care of the wellbeing of all. Education can play a vital role in developing cohesive spirit among emerging citizens and also the adults. We should learn to live in peace and harmony with others to feel the bliss of life.

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Narratives by B.Ed. Students

Gitarattan Institute of Advanced Studies And Training organized an Essay Writing Competition for B.Ed. students on the Topics:

- Cooperative Learning to Respond Individual Needs
- Role of ICT in Inclusive Setup for Addressing Different Types of Disabilities

A Panel of judges adjudged the competitions. The selected winners reframed all the selected essays for publication. The Winners names are as follows for each topic:

- **Cooperative Learning to Respond Individual Needs**: Divya Gupta, Yashika Jain, Reetika Gupta, Shailly Tiwari.
- **Role of ICT in Inclusive Setup for Addressing Different Types of Disabilities**: Purnima Negi, Simran Dhawan, Akansha Chadha.

The best two reframed narratives are being published in the Journal.

Cooperative Learning to Respond Individual Needs

In today's world, a learning that could unite minds and makes everyone to learn in better and effective ways to manage and deal with situation together as a team is known as cooperative learning.

Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. There is much more to understand about cooperative learning than merely arranging students into groups, and it has been described as "structuring positive interdependence. Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills (asking

Dr. Raj Kumar: Ex Faculty, School of Education, Monad University, Hapur

one another for information, evaluating one another's ideas, monitoring one another's work, etc.).

Cooperative learning groups can consist of two to five students, but groups of three to four are also effective. Classes can be divided up into several groups. The groups should contain high achievers and low achievers. These common features enhance the effectiveness of cooperative learning groups. When activities are designed and structured appropriately, cooperative learning can be very effective. Successful cooperative learning tasks are the ones which are intellectually demanding, creative, open-ended, and involve higher order thinking tasks. Cooperative learning has also been linked to increased levels of student satisfaction. Cooperative learning is an effective way for students to learn and process information quickly with the help of others. The goal of using this strategy is for students to work together to achieve a common goal.

Structuring Cooperative Learning Groups

The basic consideration for structuring cooperative learning groups includes:

a) **Group size -** Recommended group size varies from two to four students. The smaller the group, the higher the engagement levels. Groups consisting of three students are often difficult to manage because they leave one student out of the dialogue at any given time.

b) **Defined learning goals and direct instruction of group procedures -** Teachers who get the best results from cooperative learning groups directly teach students how to interact prior to the group leading their own learning. The assignment of roles within the groups also focuses the students on the specified learning goals.

c) **Mixed-ability groupings** - Flexible mixed-ability groups have advantages over homogeneously grouped students because the higher achieving students can mentor the students who are struggling with a particular skill or concept. At the same time, the students who are more competent with a particular skill deepen

their own learning by applying higher level thinking skills while assisting others to achieve.

d) **Individual and group accountability** - Students need individual as well as group goals to promote cooperation. The need to feel "We are in this together!" and the ability to rely on their teammates are essential for student learning. Teachers, and eventually peers, need to provide feedback on progress toward group and individual goals. This gradual release of responsibility leads to more engaged and independent learners.

Important Factors for Cooperative Learning

- **Positive interdependence**
  o Students must fully participate and put forth effort within their group.
  o Each group member has a responsibility therefore must believe that they are responsible for their learning and that of their group.
- **Face-to-face promotive interaction**
  o Members promote each other's success.
  o Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments.
- **Individual and group accountability**
  o Each student must demonstrate mastery of the content being studied.
  o Each student is accountable for their learning and work, therefore eliminating "social loafing".
- **Social skills**
  o Social skills that must be taught in order for successful cooperative learning to occur;
  o Skills include effective communication, interpersonal and group skills
    ▪ Leadership
    ▪ Decision-making
    ▪ Trust-building
    ▪ Friendship- development
    ▪ Communication
    ▪ Conflict-management skills

- **Group processing**
  - o Group processing occurs when group members (a) reflect on which member actions were helpful and (b) make decision about which actions to continue or change;
  - o The purpose of group processing is to clarify and improve the effectiveness with which members carry out the processes necessary to achieve the group's goals.

Benefits of Cooperative Learning

There are several benefits of cooperative learning, some are the following:

- When students work together a common goal is shared by everyone and active participation is seen.
- Students are highly motivated and help each other.
- Cognitive skills got enhanced
- When students share their thoughts with each other, it clears their own concepts and knowledge.
- Better performance and improvement of every participant is seen.
- Students are able to understand each other and help each other to solve their problems and issues in an effective way.

Limitations of Cooperative Learning

Cooperative Learning has many limitations that could cause the process to be more complicated than first perceived.

- Cooperative learning is constantly changing, there is a possibility that teachers may become confused and lack complete understanding of the method.
- The fact that cooperative learning is such a dynamic practice means that it cannot be used effectively in many situations.
- Also teachers can get into the habit of relying on cooperative learning as a way to keep students busy. While cooperative learning will consume time, the most effective application of cooperative learning hinges on an active instructor.
- Teachers implementing cooperative learning may also be challenged with resistance and hostility from students who believe

that they are being held back by their slower teammates or by students who are less confident and feel that they are being ignored or demeaned by their team.

Conclusion

It can be concluded that cooperative learning is a great strategy to implement to foster student success academically and in life. It is a strategy that creates an environment where students work together to meet a common goal instead of creating situations where students work competitively against one another. And cooperative learning mimics real life situations/work experiences where adults work together to solve a problem and/or find solutions. Benefits of cooperative learning include learning skills like conflict resolution and brainstorming which are essential for today's workplace. Cooperative learning challenges some people's beliefs about education. Cooperative classrooms represent a shift from traditional lecture-style classrooms to more brain-friendly environments that benefit all learners.

Role of ICT in Inclusive Setup for addressing different Types of Disabilities

"Inclusion is not a strategy to help people fit into the systems and structures which exist in our societies; it is about transforming those systems and structures to make it better for everyone. Inclusion is about creating A better world for everyone."

- *Diane Richler*

The right to education (RTE) is a basic human right and need, which is crucial to human development. Access to quality education for community members determines their chances in scientific, economic, social, political and cultural activities, leading to active participation in civil society. Such issues are of primary importance for persons with special educational needs – defined most broadly as being caused by differences in gender, age, physical and mental abilities, levels of education, ethnicity, income

level, etc. Considering a wide diversity of individual learners' capacities, the civil society must find the ways to remove barriers to learning and provide appropriate conditions for equal access to education.

As rightly said by Diane Richler, "Inclusive education, is not about the placement of learners into mainstream settings by responding to their individual needs, but is about reforming schooling, "to support education for all and remove barriers to participation and learning for disadvantages groups, essential links must be made between the reform of the education system and other policies such as those to alleviate poverty, improve maternal and child health, promote gender inequality and ensure environmental sustainability and global partnership."

The inclusion of students who have experienced barriers to learning in mainstream education has become a part of a global movement for human rights. ICTs offer a great potential to support lifelong learning for all groups of students, including those who have special educational needs. The application of ICTs must enhance independence, integration, and equal opportunities for such people and in this way will facilitate their inclusion in society as valued, respected, and contributing members.

Groups of People Supported by Inclusion

- girls and boys who have gender issues;
- ethnic and faith minority groups, travellers, asylum seekers, and refugees;
- children who need support in learning the language of instruction (second language);
- children with special educational needs, including those considered to have emotional, behavioural, sensory, physical, or mental disabilities;
- gifted and talented pupils;
- children with social difficulties, such as street children, prison inmates;
- people in disadvantaged, remote areas, poorly served by educational services;
- people who missed the opportunity to study in childhood;
- children in need, including those in public care, orphan children;

- other children, such as the ones with specific health needs, young carers, the children whose families are under stress, pregnant school girls, and teenage mothers;
- any pupils at risk of disaffection and exclusion

These groups are usually excluded from the mainstream education. Therefore, education for them requires special approaches and techniques.

Emergence of ICT

The past 20 years have brought some remarkable innovations in the delivery of education. Traditional text, sound, graphics, and video are merged into a single 'multimedia' document. The world is getting linked to an increasing extent via computer networks. Digital telecommunication systems are replacing analogue ones. Computer systems, telephones, and television are getting more integrated. Different applications of information and communication technologies have opened up – and will continue to open – more and more possibilities for home-working, Internet banking, e-commerce, e-medicine, and (not in the least) new opportunities in education and training.

"ICT can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development as well as improve education management, governance and administration provided the right mix of policies, technologies and capacities-are in place." (Federal Ministry for Economic Cooperation and Development, 2016)

The issue of ICT literacy is actively developed in the modern society. Many countries now regard understanding of ICTs, mastering of the basic skills as well as concepts of ICTs as a part of the core education, alongside with reading, writing, and calculating. Specialists are relied on to define the sets of skills required in the modern world of communication.

With this in mind, the role of ICTs in special education will be described in accordance with the primary categories:

ICTs for Compensation Uses: That is the use of new technologies as a technical assistance that allows students with special needs to take active part in the process of interaction and communication: if a person has

motor disability he may be helped to write, or to read if a person is with a visual deficiency (among many other possible examples).

ICTs for Communication Uses: Technologies can mediate communication with people having disabilities. Assistive devices and software to meet the needs of students with definite communication difficulties are specific to every disability. We talk about the computer as a resource that eases and makes the communication possible, allowing a person with communicative disorders to exhibit his/her abilities in a more convenient way, or people with motor and communicative disorders to start communication, show the needs and make the demands.

ICTs for Didactic Uses: ICTs used as a learning tool have prompted a new dimension of education and launched the transformation of the educational approaches. ICT application brings a variety of new teaching and assessment strategies for students with different educational needs. Here we must note that information technologies as a didactic tool is suitable for implementing the inclusive education.

ICT for Educational Needs of Students with Physical Impairments

Persons with physical impairments caused by the damaged central or peripheral nervous systems, have difficulties in motor control because of a health condition or trauma during or after birth.

Table-1: Available input devices for students with physical impairments: Keyboards

Severity of Impairment	Types of AT Devices	Characteristic
Minor Motor Impairment: need to avoid the simultaneous pressing of more than one key,	Keyguards	Plastic and mental protections on a regular keyboard that facilitates the access to the keys

unwanted selections or need to manage key combinations	Software to adapt the keyboard functions	Facilities provided by 'Access Windows' control of response and repetition times, management of key combinations for special characters and functions, mouse emulation through the numeric keypad
More severe impairment in control and movement: alternative keyboards	Enlarged Keyboards	A lower number of keys of larger dimensions facilitate key selection
	Reduced Keyboards	With smaller and closer keys, mostly effective when the user cannot make large movements and is liable to tiredness
	Keyboards with overlays	Made of a touch-sensitive surface, subdivided in programmable areas, overlays can be exchanged
	Keyboard emulators	The keyboard is reproduced on the screen and can be controlled by the mouse or by a scanning technique
	Voice command	The user's voice is recognised and transformed into commands to the computer. It is possible to control the operating system's functions or insert text by speaking

Table-2: Available pointing devices for students with physical impairments

Types of AT Devices	Characteristics
Trackballs	The movement of an upper sphere shifts the cursor on the screen; they are equipped with programmable keys
Touch pads	A flat-touch responding surface mainly used in laptop computers as well as in ordinary desktops

Joystick	The movement of a lever in different directions controls the cursor on the screen; the lever holder can differ according to the functional needs of a user
Electronic pointing devices	They allow the student to operate the cursor on the screen without hands; they include ultrasound, infrared beams, hand or eye movements, nerve signals, or brain waves
Touch screen	A responsive and transparent surface on top of the screen performs all functions of the mouse; especially suited to children or persons with cognitive difficulties, as well as those who have difficulties of hand-eye coordination

Table-3: AT for other school activities of students with physical impairments

Purpose	Solution
Accelerating writing to save time and avoid fatigue	Software techniques for *abbreviation expansion, word completion*, and *word prediction*; a whole word or a sentence can be written by pressing only a few keys
Learning maths and writing maths symbols	Graphic communication devices and purpose-built software for mathematics exist; some special software products for computers give the opportunity to write special mathematical functions and algorithms, so that the young students can learn and practise mathematics and the older ones can calculate and deepen this subject

ICT for Educational Needs of Students with Visual Impairments

When an individual's primary disability is visual, his/her visual needs must be carefully evaluated in order not to underestimate the impact of the impairment on his/her daily life – especially in case of educational contexts – so that the AT solution can be rightly accommodated to them. Several types of measurements are employed to assess visual capability:

visual acuity (target size), visual range (field size), visual tracking (following a target), and visual scanning (finding a specific visual target in the field of several targets).

A lot of **special toys and games** exist to support play and development of a visually impaired child. Almost any common board game is available in the **enlarged format**. There are also enlarged and tactually labelled playing cards, as well as **Braille versions** of common board games, dice, and computer games emphasizing text and sounds rather than graphics.

The process of studying mathematics and algorithms requires the use of **technical aids** to learn the numbers in Braille and to set them up in columns. **Talking watches** are used by blind individuals, but Braille watches exist, too. There are **portable devices** that read paper money and voice the denomination of the bill.

The most effective software for blind children is still written to run under **DOS**, so old PCs can be used; a student does not have to learn DOS rules and commands, a technician skilled in DOS and capable of solving would-be problems must be at hand instead.

The advent of **Graphical User Interface (GUI)** has created particular problems for blind computer users. In GUI visual information indicating relative spatial positions of objects on the screen becomes highly significant. Interaction is mediated by a mouse, however for a blind person it is almost impossible to use it and to know where it is pointing. GUIs have been made accessible via the development of screen readers, which essentially translate the screen into speech pronounced by a synthesizer

Table - 4: AT for writing and developing writing skills for students with visual impairments

Types of AT Devices	Characteristics
AT for reading and developing reading skills	Voice output to support and exercise the learning of reading for the youngest; electronic book — on computer disks and published on the Internet — can be automatically readable

AT for studying	Software tools to build cognitive and/or conceptual maps to present the lesson content logically (see appendix 3, Picture 6.3). Multimedia dictionaries and encyclopaedias on CD and on the Internet
AT for drawing and plotting	Commercial software is available to do drawing activities. The well-known programming language LOGO can be considered in learning geometrical concepts and drawing geometrical figures. Technical software (e.g. specially designed for architects) or purpose-designed software can avoid the difficulties in the use of some drawing and plotting instruments

Table-5: AT for reading and developing reading skills for students with visual impairments

Severity of Impairment	Objective	Possible Solutions
Blind persons	Auditory output	Talking books, screen readers (including output for punctuation, spaces, and screen attributes)
	Tactile output	Braille or tactile images of letters
	Mixed solutions	Hardware and software designed for Braille users can be used together with the software developed for screen reading with speech synthesis or 'soft Braille'
Persons with low vision	Monitor: decoding the visual and written information	Built-in screen- and text-enlargement software, screen, purpose-built software for a wider range of magnification, use of techniques to vary foreground-background colours

	Printing material: decoding visual and written information	Electronic aids to read printed materials based on CCTV (closed circuit television) to enlarge text characters, manipulate and control the image, its brightness and contrast

Some AT solutions are available for drawing and recognition of geometrical shapes, e.g. grids, on which segments can be built with wool threads or small sticks used as segments to be assembled in a geometrical shape.

Current embossing printers can produce a tactile paper representation of the graphical content of a document, while the textual content is translated into Braille. It is now possible to print directly from any application running in the Windows environments.

ICT for Educational Needs of Students with Hearing Impairments

Automatic systems of speech recognition give teachers the possibility to arrange audio-visual materials with subtitles. Some of them facilitate the simultaneous translation of spoken language into written words on the screen, so that the teacher's verbal lesson can be supported by the written visual code. Unfortunately, these systems are expensive; their application may be justified if large groups, not a small number of students, are being coached.

The computer systems allow to capture (convert the TV sound into written words) audio-visual materials. As it was mentioned above, the software that gives visual feedback of some characteristics of speech from the screen into a microphone (e.g. the tone and the pitch) is available; the interface can be serious or funny depending on the user's age. These systems can be regarded as educational and assistive technologies, but they are used for rehabilitation purposes mostly.

For traditional software applications, the PC use by students with hearing impairments does not require specific adaptations. The situation is different in multimedia applications: sound (especially speech) in multimedia documents is significant, as it conveys a lot of information. In

some cases, it can be useful to transform the auditory hints of some software applications into visual flashing hints; it is achieved through 'Access Windows' within the Windows system.

ICT for Educational Needs of Students with Cognitive Impairments

Mental retardation can be caused by any condition which hampers development of the brain before or during birth and in childhood. Brain damages occurring in the adult age are defined with reference to the specific area or function damaged (aphasia, agnosia, problem-solving, or comprehension deficit, etc.) at any time in life.

The computer can be a good starting point to motivate the students with cognitive impairments to learn, since it is considered to be a typical tool of adults and VIPs; it can promote the learning process and the acquisition of basic abilities, increase motivation and self-esteem.

However, students with cognitive impairments facing the IT tools meet some obstacles in how to use the device.

Table-6: Available input devices for students with cognitive impairments

Type of Input Devices	Possible solutions	Objectives	Advantages
Keyboards	Alternative keyboard	To provide a student unable to use a conventional keyboard with an equivalent access	Easy to understand and to use thanks to the reduced number of keys
	Touch-sensitive keyboard	To develop customized exercises on interchangeable overlays	Complex learning activities can be split into short, easy, individualized ones

	Facilitated keyboard	To facilitate letter and icon recognition and use of a keyboard	Stimuli can easily be found and memorised
Pointing systems	Trackball	To facilitate the control of the cursor for students who are unable to use a mouse	It does not require very refined hand movements; it separates the cursor movement from the icon selection, thus facilitating the 'drag and drop' action
	Touch screen	To enable a direct control on the PC interface by means of a responsive and transparent screen surface	Direct pointing is cognitively the easiest means of selection

Benefits of ICT Use in Education of People with Special Needs

General ICT benefits:

- Enables greater learner autonomy;
- Unlocks hidden potential for those with communication difficulties;
- Enables students to demonstrate achievement in ways which might not be possible with traditional methods;
- Enables tasks to be tailored to suit individual skills and abilities.

ICT benefits for students:

- Computers can improve independent access for students to education;

- Students with special educational needs are able to accomplish tasks working at their own pace;
- Visually impaired 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 and in their communities;
- Increased ICT confidence amongst students motivates them to use the Internet at home for schoolwork and leisure interests.

ICT benefits for teachers, non−teaching staff:

- Reduces isolation for teachers working in special educational needs by enabling them to communicate electronically with colleagues
- Supports reflection on professional practice via online communication;
- Improved skills for staff and a greater understanding of access technology used by students;
- Enhances professional development and the effectiveness of the use of ICTs with students through collaboration with peers;
- Materials already in electronic form (for example, from the Internet) are more easily adapted into accessible resources such as large print or Braille.

ICT benefits for parents and carers:

- Use of voice communication aids encourages parents and carers to have higher expectations of children's sociability and potential level of participation

Limitation of ICT in Education for Students with Special Needs

Speedy development of Information Age brings possibilities and dangers to people with special needs. Whilst it can be very empowering, providing for a chance to be involved in the society otherwise inaccessible to the disabled, it can also create new threatening barriers excluding them even more. Those who have unequal access to information run the risk of losing

some of the most basic rights. If the technology is inaccessible to the disabled, or the principal information is processed in such a way that some groups of people with special needs are excluded from its access, Information Society will finally turn out to be a threat for such people. Moreover, the digital divide, on its own, will further intensify social exclusion.

Conclusion

ICT has revolutionised the education sector. It has provided a helping hand for all types of children; with or without special needs. However, a major drawback remains at the deficiency of trained teachers and the cost of the devices. Therefore, it is important that the teachers must all be trained accordingly before and during the teaching period. The government must take initiative to provide such ICT tools free of cost or at a reasonable price that will be affordable for all.

Only the judicious use of ICT will extract its maximum benefit.

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Dr. Raj Kumar: Ex Faculty, School of Education, Monad University, Hapur

National Seminar

"Globalization and Challenges for School Education"

Date: **09th January' 2020**
Venue: **Gitarattan Institute of Advanced Studies & Training**

The seminar was conducted on the topic *"Globalisation and Challenges for School Education"* in GIAST Auditorium. There were four sub themes which focused on the variant aspects and dimension within this domain which are:

- Teacher Oriented v/s Interacted Classroom teaching-learning
- Teaching for Social Change
- Classroom scenario in Indian schools and schools of developed countries
- Using content-based strategies of Teaching

The seminar started with the inaugural ceremony where the lighting of the lamp was solemnized in the presence of our Guest of Honor, Prof. Vandana Saxena, Professor, CIE, University of Delhi. Prof. Sonia Jindal, Principal, GIAST. Dr. Aanchal Rana, Assistant Professor, GIAST and other faculty members and guests. After the ceremony, the guests were facilitated with the planters.

Key Note Address was given by Dr. Aanchal Rana where she gave the introduction about the topic in a detailed manner. She emphasized on the importance of Education in bringing about changes related to Globalization. She also related the topic with the age old heritage of Indian Universities like, Nalanda and Takshila and history of Education Systems prevalent in India.

The seminar was divided into two technical sessions i.e Technical Session 1 and Technical Session 2 where two sub-themes were taken up for an open debate and discussion in each session.

First Technical Session was chaired by Prof. Vandana Saxena in which six papers were presented by students, teachers and guests.

- **Social Change in Classroom: -** The paper focused on the concept of social change and the various techniques which can be employed during the classroom transaction. It also talked about the role of teacher as an agent of bringing about social change in the society through education.

- **Feminist Approach in Teaching of Science: -** The paper was presented by Ms. Surbhi who focused on the feminist approach in the teaching of Science where it was correlated with different subjects. The role of parents, teachers and educational systems was deemed to be an important aspect in the upliftment of the various voices which are kept at bay and the changes in the presentation of the text to be made available and recognize the importance of women in this field.

- **Teaching for Social Change: -** Dr Uma Sinha, Assistant Prof in VDIT, Delhi presented an eye opening paper on "Teaching for Social Change' in which she explained about the meaning of social change and its various types. She also emphasized on the role of individuals in bringing about the social change. She concluded with the enlightening phrase"Lunch and Learn" which means that all people can think and work together for the progress.

- **Role and Responsibility of Teachers in Developing a Modern Society**: - This paper was presented by Ms. Sulekha, (student of GIAST). She echoed the importance of society and its various aspects which control, execute and train individuals to conduct themselves in a civil manner. She gave emphasis on initiatives a teacher can take to bring about changes in the society.

- **Globalisation and Teaching for Social Change**: This paper was presented by Ms. Neha Bajaj and Ms. Shikha Sharma, Assisstant Professors in GIAST. They discussed about the meaning and

various dimensions of globalization. They referred to the quotations of Aristotle about the care-givers and educators, their role in bringing moral values in our life. They also opined the importance of self and the transformation that can be brought about by quoting Mahatma Gandhi, "Be the Change You Want to see in the world". They focused on the origin of this term in the background of market economy and its significance to bring about the same in political, social and moral arena.

- **Teaching for Social Change**: This paper was presented by Ms Apoorva who talked about a case study on a teacher and his novel contribution in the field of education. This paper was in audio visual format echoing the efforts put forth by the teacher on the Railway Platform, Baroni, Bihar which is 100 Km away from the main city. This middle school teacher gave free education to the destitute and slum children who work as hawkers on the platform. His struggle and problems to teach such children were focus of this study.

  The concluding remark was given by Prof. Vandana Saxena who enthusiastically talked about the importance of finding solutions rather than talking about the problem prevalent in the society and life. It is important to reflect upon what we have learnt and what we can contribute in this society.

Second Technical Session

This technical session was chaired by Dr. Subhash Chander, Assistant Professor, CIE, University of Delhi. He was welcomed with a planter by Prof. Sonia Jindal. In this session seven papers were presented which are as follows;

- **Interactive v/s Teacher Oriented Classroom**: This paper was presented by Ms Apoorva who focused upon Edgal Dale's Cone of Learning and Experience in relation with the constructive classroom approach. She also analyzed difference between interactive and teacher oriented classroom in a detailed manner.
- Ms Sonam presented a paper on **"Comparative Study of Education in India and U.S.A".** She focused on the flexible approach which is prevalent in the education system in the US with the age old traditional approach in Indian System of Education.

The role of finance, diversity and cultural disparity in rural and urban India was also echoed.

- **Technology for Change:** This paper was presented by Ms Anshu Grade and Ms. Prachi Manocha who talked about the use of ICT and strategies to be employed in the effective teaching of different subjects. They also cited the changing approach in introducing various concepts like blended learning, online and interactive sessions along with the use of computers and various alternative tools in the teaching learning materials.

- Ms. Natasha Goel and Ms. Sunita Kathuria, PhD Scholars, GGSIPU, Delhi presented a joint paper on **"A Study of Perception of English Language Teachers on Use of Drama Techniques in Language Learning"**. This study focused on the use of various drama techniques in order to teach English effectively. Using content based strategies, subject matter i.e. various skills necessary in the attainment of language proficiency can be effectively taught and rehearsed. A comparative study on various techniques was undertaken by them using 30 schools as resources where the data focused on the strategies used by the teachers. The result of study showed that the role play and games were the most common techniques used by the teachers in different school situations.

- **Content Based Strategies for Teaching** was presented by Ms. Gauri and Ms. Ishu. This paper was significant in dealing with the linguistic strategies that can be employed in order to teach any language. They cited examples from the daily used English terms like cheese and teaching the same in French Pormage which means cheese in French. These strategies are deemed useful in order to teach and translate any given language in any other language.

- Ms. Riya and Ms. Shruti presented a paper on "**Classroom Scenario in Indian Schools and Classroom Scenario in Developed Countries**". This paper focused on the advantage that the developed countries have due to proper teaching aids, content development, research, modern teaching strategies as well as use of technology. They also talked about the student teacher ratio, lack of facilities and research in India which makes the teaching in India orthodox and stagnant.

- Ms. Muskaan Jain presented a paper on **"Comparative study of Education in USA and India"** where she focused on the facilities, research and the technical knowhow which is readily available in US. India lacks these basic amenities. To conclude, she cited the use of blended learning and effective research to bring about desired change in the education system.

This session was concluded by the keynote given by Dr. Subhash Chander. He applauded the range of knowledge and spectrum of educational field which was included in the papers presented. He shared valuable experience of school education system namely Malaysia and Singapore. He talked about the difference in the culture and approach which is prevalent in the developed countries and also added that this model cannot be copied entirely. He concluded with question session and resolved the queries of those who were present.

The **valedictory session** was concluded by Dr Shikha Ranjan, Associate Professor, GIAST by handing over the certificates to the participants.

At the end, Ms. Shweta Grover, Assistant Professor, GIAST ended the seminar with a vote of thanks.

National Conference

"Enriching the Future of Education with a Blend of Ancient Indian Culture"

Date: **25th February' 2020**
Venue: **Gitarattan Institute of Advanced Studies & Training**

The conference **"Enriching the Future of Education with a Blend of Ancient Indian Culture"** had four sub themes which focused on the variant aspects and dimension within this domain which are as follows:

- Ancient and Modern system of Education – Philosophical and Sociological Ethos
- Thrust of Idealism and Pragmatism in Ancient & Modern System of Education
- Integrating the Ancient Values with the Modern Technological Education
- From Gurukul System of Education to E-Learning - An Appraisal of the journey Points.

The conference started with the lighting of lamp which was conducted in the presence of our Guest of Honor, Prof. Sangeeta Chauhan, Professor, University School of Education, GGSIPU, Prof. Sonia Jindal, Principal, GIAST, Dr. S K Bhatia, Former Associate Professor, CIE, DU, Ms. Shikha Sharma, Assistant Professor, GIAST and other faculty members and guests. After the ceremony guests were facilitated with the planters.
Inaugural Session was taken by Ms. Shikha Sharma, Assistant Professor, GIAST where she discussed that India has a rich and ancient education system with the contribution of different educationalists and renowned educational institutions. She further discussed that this education system has strong relationship with the contemporary education system.
After this, **Key Note Address** was given by Dr. S.K Bhatia where he gave the meaning of education from the perspective of different schools of Philosophy of Education. with different related examples. Aims of education depend upon the contemporary situation and the problems prevailing in the current scenario. He also emphasized that aims of ancient

education are still relevant in modern education like character building, honesty, values etc. He explained all this with the help different real life examples.

The conference was divided into two technical sessions i.e Technical Session 1 and Technical Session 2 where two sub-themes each were taken up for an open debate and discussion in each session.

First Technical Session was chaired by Prof. Sangeeta Chuahan. She talked about New Education Policy and the preamble enshrined in the Indian Constitution. She talked about the importance of moral values and ethics in building individuals character. She compared the ancient education system and modern education in the context of values and ethics through self-analysis and self-realization. The importance of content knowledge and command over communication is the key in disseminating

information. The nurturing of social and emotional intelligence is the need of the day. She inspired the audience with her narratives.

In the first session, nine papers were presented by students, teachers and guests.

- **Ancient Indian Philosophy and Education: -** This paper was presented by Dr. Meenakshi Sharma, Asst. Professor, Kamal Institute of Higher Education. She talked about the philosophical perspective in Buddhism and Jainism. The focal aspect of her paper was on explaining salvation and attaining purity of soul through yoga.

- **From Gurukul to E-Learning: -** This paper was presented by Mr. Dharmanshu, Kasturi Ram College of Higher Education. The paper talked about Vedic Education and the importance of Satyam, Shivam, Sundaram. It also talked about the conditioning of behavior through education in the context of E-Learning.
- **From Gurukul to E-Learning: -** This paper was presented by Ms. Muskan Jain and Ms. Simran Dhir, GIAST. The paper talked about the evolution of education from Vedic culture till present day. The focus was on the education according to caste, class, gender and religion. It also talked about the present scenario where education has become a service. The speakers also lamented that the respect between students and teachers is declining.
- **From Gurukul to E-Learning:** This paper was presented by Ms. Jyoti, Kasturi Ram College of Higher Education. In this paper she talked about the meaning of education as stated by different educationists. The paper discussed about the entire span of educational system in India over a period of time.
- **Education of Gurukul system to E-Learning- An appraisal of journey:** This paper was presented by Ms. Ishu and Ms. Gauri Girdhar jointly, GIAST. The paper talked about the Gurukul system and how the education and its teaching methods have evolved over a period of time.
- **Integrating the Ancient Values with Modern Technological Education** This paper was presented by Ms. Kanika Sharma, Kasturi Ram College of Higher Education. She discussed about new and upcoming technical educational methods in the

dissemination of education or learning. The paper also talked about the importance of integrating social and moral values in the overall development of the learner. She quoted Mahatma Gandhi by stating the infusion of values and knowledge in grooming individuals.

- **Thrust of Idealism and Pragmatism in Ancient and Modern System of Education**: This paper was presented by Dr Uma Sinha, Associate Professor in VDIT, Delhi which talked about idealism and pragmatism in ancient and modern system of education. The paper also talked about the teaching methodology, aims of education, and curriculum with respect to a teacher's role and its educational implications.
- **Integrating Ancient Values with Modern Technological Education**: In this paper Ms. Peshal Mehra, GIAST differentiated between the values prevalent in ancient time as well as the values which have evolved in the present time with the use of modern technology. She talked about MOOC, E-Pustika and SWAYAM portfolio to digitalize education system and a tool reach rural areas.
- **From Gurukul to E-Learning:** Ms. Akansha Singh, Assistant Professor, SHDCHE presented this paper in which she talked about the objectives of Gurukul system and E-learning. Further, she stated that with the passing of time the aims of education changed. She supported this by giving examples from Islam and colonial system of education.

The concluding remarks were presented by Prof. Sangeeta Chauhan, which enthusiastically talked about the importance of finding solutions rather than talking about the problems prevalent in the society. She said that it is important to reflect upon what we have learnt and what we can contribute in this society.

Second Technical Session
The second technical session was chaired by Dr. Ashish Ranjan, Assistant Professor, CIE, University of Delhi. He was welcomed with a planter by Prof. Sonia Jindal. In this session eight papers were presented which are as follows:

- **Inclusive Education**: This paper was presented by Ms. Sulekha and Ms. Dipti Diwan, GIAST. They focused on the values being followed under Indian culture. They also talked about Vedic education system and its importance in contemporary India.
- Ms Aanchal Bhardwaj and Ms. Priyanka Chopra of Delhi Teacher Training College presented a paper on **"Thrust of Idealism and Pragmatism".** They focused on pragmatism and idealism and their guiding principles for imparting education. They also focused on the individual capacities and individual differences in attaining education.
- **Appraisal of Journey from Gurukul System of Education to E-Learning:** This paper was presented by Ms Anshu Grade and Ms. Apoorva, GIAST. The paper focused on the heritage and culture of India. It also talked about SWAYAM portal and the importance of e-learning in the field of education.
- Ms. Deepika Pandey, Kasturi Ram College of Higher Education presented a paper on **"From Gurukul to E-Learning"**. The paper compared and contrasted the environment and the cultural backdrop of Gurukul and its practices. It talked about the presence of E-Learning and its importance in present day scenario.
- **Integrating Ancient Values with Modern Education:** This paper was presented by Ms. Anjali Gupta and Ms. Swati Gulati, GIAST . This paper was significant in dealing with the comparison of ideas presented by Lord Macaulay and Mahatma Gandhi on the values imparted through ancient education system. They also focused on self-realization and its importance in the learning process.
- **Enriching the field of Education with Ancient Indian Cultural Values:** This paper was presented by Mr. Rajkumar, Assistant Prof., Monad University, Hapur. He quoted Bhagwad Gita and Robert Frost and said that they as individuals should make an effort to enrich the lives in attaining the knowledge.
- Ms. Nivedita Mishra and Ms. Aditi Tyagi, Kasturi Ram College of Higher Education presented a paper on **"From Gurukul to E-Learning"** where they focused on the different systems of education prevalent in ancient India as well as present day. They also talked about the importance of E-Learning in the dissemination of knowledge.
- **Enriching future of Education with Ancient Indian philosophy and Education**: This paper was presented by Ms. Kanika Arora,

Assistant Professor, SLCHE. The paper talked about the amalgamation of ancient values with modern technology. It also talked about the importance of ethic, morals and cultural values in holistic development of individual entities.

This session was concluded by the keynote given by Dr. Ashish Ranjan. He applauded the range of knowledge and spectrum of educational field which was included in the papers presented. He differentiated between education and literacy. He shared his valuable experiences and stated the importance of developing common sense in day to-day life. He ended with the question session and resolved the queries of the participants.

The **valedictory session** was organised by Dr Shikha Ranjan, Associate Professor, GIAST by handing over the certificates to the participants.At the end, Ms. Neha Bajaj, Assistant Professor, GIAST presented a vote of thanks.

Extension Lecture

"Role of Education in Reproducing Dominance and Challenges of Marginalization"

Date: **7ᵗʰ March' 2020**
Venue: **Gitarattan Institute of Advanced Studies & Training**
Resource Person: **Prof. Dhananjay Joshi, Dean and Professor,**
University School of Education (USE),
Guru Gobind Singh Indraprstha University, Dwarka

Marginalization is forcing a person or a particular group to be away from the mainstream of the society by denying all the rights and opportunities available to the remaining strata. Marginalization leads to social exclusion and social discrimination.

To understand the role of marginalization in education, an extension lecture on "Role of Education in Reproducing Dominance and Challenges of Marginalization" was organized in Gitarattan institute of Advanced Studies and Training.

The lecture was delivered by Prof. Dhananjay Joshi, Dean and Professor, University School of Education, GGSIPU, Delhi. Historical aspect of marginalization has its deep roots with the contemporary world. The speaker explained the importance of marginalization with relation to industrialization and digitalization. Different examples were given to emphasize the importance of the topic in question.

Emphasis was laid on the different aspects of marginalization, affecting the social system. On the other hand, education is a key approach for bringing about the transformation necessary to make sure socio-cultural and economic development in terms of community prospective. There are different marginalized groups in our society such as women, disables, ethnic minority groups (caste, class and tribal groups) and the role of education to address the needs of marginalized groups. Constitution bridges the gap of discrimination with the help of different articles and amendments.

The session was very interactive and it ended with a round of discussion where the Speaker resolved queries of the students. Vote of thanks was presented by Ms. Shalu, Assistant Professor. GIAST.

Extension Lecture

"Environmental Conservation in the Globalised World"

Date: **7th March' 2020**
Venue: **Gitarattan Institute of Advanced Studies & Training**
Resource Person: **Dr. Amit Ahuja, Assistant Professor**
                 University School of Education (USE),
                 Guru Gobind Singh Indraprstha University, Dwarka

"Human belongs to the environment, grows up in the environment and learns from the environment."

Environment is the basic component of life. Without it, life has no meaning. Teaching of Environment is crucial because it inculcates habits and sensitization towards it which is important in the globalized world.

To fulfill this purpose and to create environmental awareness among students, an extension lecture on "Environmental Conversation in the Globalised World" was organized in the premises of Gitarattan Institute of Advanced Studies and Training.

The lecture was delivered by Dr. Amit Ahuja, Assistant Professor, University School of Education, GGSIPU, Delhi. He started interaction by checking the "Environmental Attitude" of the students. For this, twenty questions were asked by students and they wrote their individual responses. The responses were analyzed on the basis of five point Likert Scale. Dr. Ahuja attached importance to the meaning of environment, its components, nature and relationship between human and environment with the help of different examples.

Emphasis was given on the multidisciplinary approach which is used in teaching of Environmental Education because its purpose is to develop awareness among future citizens. Apart from that, EVS activities should be age appropriate and related with the life of individuals. Teaching methods for students should be interactive and be based on students' experiences.

It is important to identify problems related to the environment and it should promote introspection, reflection, discussion and decision. Teaching methodologies should be based on codes of ethics and behavior because it leads to positive action to improve the world around.

The session was extremely interactive and it ended with a round of discussion where Speaker resolved queries of students .Vote of thanks was presented by Ms. Neha Bajaj, Assistant Professor, GIAST.

National Webinar

"Values are Caught not Taught – Teachers as Models"

Date: **29th April' 2020**
Venue: **CiscoWebex Meetings**

"Gaining knowledge is the first step to wisdom, sharing it, is the first step of humanity"

In the present era of social distancing, technology is helping us to stay connected with one another. Being isolated socially due to the current Pandemic of Covid-19, Gitarattan Institute of Advanced Studies and Training decided to continue with its healthy traditions of organising seminars for the professional growth of the teacher-educators and research scholars of different affiliated colleges of GGSIP University. As get-together programmes are banned during the current pandemic situations, GRIAST decided to conduct an online webinar to connect with the prospective luminaries of different colleges. The webinar was conducted on the topic *"VALUES ARE CAUGHT NOT TAUGHT: TEACHERS AS MODELS"* on 29th January, 2020 through the site- CISCO WebEx Application.

Dr. Shikha Ranjan, Associate Professor, Gitarattan Institute of Advanced Studies and Training welcomed everyone through the distance mode. The webinar started by seeking the blessings of the God with the chanting of *Gayatri Mantra* in the presence of our Chief Guest , Prof. Dhananjay Joshi, Dean, University School of Education, GGSIPU, Dr. S K Bhatia, Former Associate Professor, CIE, Delhi University, Prof. Sonia Jindal, Principal, Gitarattan Institute of Advanced Studies and Training and other faculty members and guests.

Ms. Neha Bajaj, Assistant Professor, Gitarattan Institute of Advanced Studies and Training preluded the schedule of the programme. To carry over the proceedings of the webinar, Dr. Aanchal Rana Assistant Professor, Gitarattan Institute of Advanced Studies and Training gave abridgement where she gave the introduction about the topic in a detailed manner. She emphasized on the importance of values in bringing about changes related to society and individual. She also related the topic with the different examples and highlighted the role and importance of teacher in the education system.
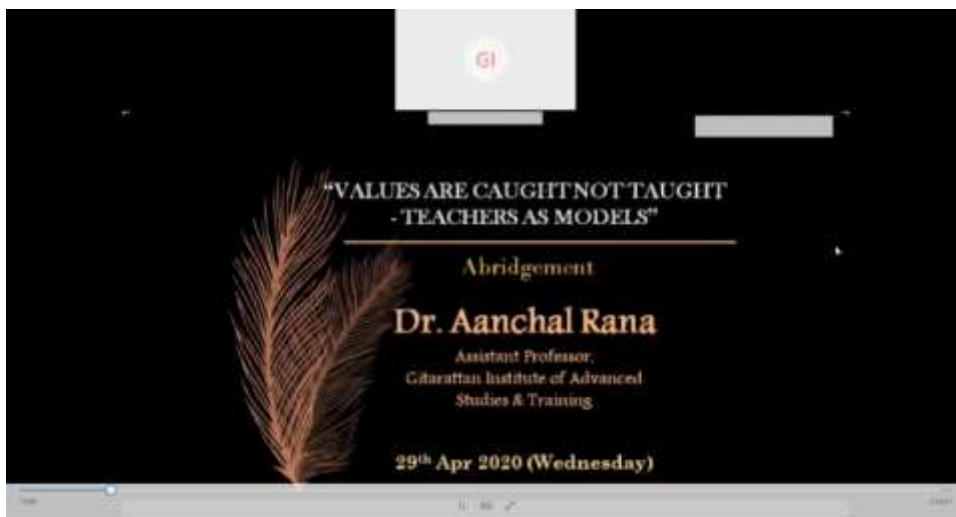
The cynosure of the function, Dr. S K Bhatia, Former Associate Professor, CIE, Delhi University, related his own experiences and instances that helped to prove haw values are caught, not taught. He emphasized that the models and not the sermons of teachers have a crucial role in the development and identification of values. Values should be reflected in the

behavior of a teacher. He also focused that teacher should be a perfect image through whom students can get connected and learn multifarious values.

After it, Prof. Sonia Jindal, Principal, Gitarattan Institute of Advanced Studies and Training welcomed all the participants on behalf of the institution. She addressed everyone with reflective perspective on role and importance of values. She emphasized that values define a civilization and these values should be addressed in a manner that promote social welfare, integrity and unity. She linked values with teachers and their contribution in the development of education system.

To carry over the discussion, Prof. Dhananjay Joshi, Dean, University School of Education, GGSIPU shared his views on the topic. According to him, a society is labeled as good or bad by the values its members depict.Various thinkers, philosophers, sociologists and psychologists defined values in different ways and it is important to apprehend them. He took the examples of *Adi Shankaracharya, Rabindra Nath Tagore, Swami Vivekananda* etc. and their contribution in inculcation of values. He related this topic with the present scenario and gave importance to human beings and their functions in society. According to him, values are part of our immediate environment, our role is to identify and implement them. He gave examples of different values that are emerging in the present context such as love and care for nature, proper utilization of time and resources. He also added that perfection should be needed to perform different activities, controlling senses, focus on inner calmness, cherishing the present moment etc. He also talked about "mindfulness" the practice of which refers to the deliberate acts of regulating attention through the observation of thoughts, emotions and body states, where an individual should be devoted to work. He concluded by saying that values are transmitted from one generation to another and every phase of life is teaching some values that have significant effect on individual's personality.

The Presentation session was hosted by Ms. Garima, Assistant Professor, Gitarattan Institute of Advanced Studies and Training and chaired by Prof. Dhananjay Joshi in which seven papers were presented by guests.

- **Values are caught not taught: A Study: -** The paper was presented by Ms. Shinam Batra, Research Scholar, Swami Vivekananda University which focused on the nature of values and their importance in life. There are different values that an individual learns with the help of imitation. The role of parents, teachers and educational systems is deemed to be an important aspect in the upliftment of the various values. She also focused that different values should be inculcated among all.

- **Place of Value Education in Students' All-Round Development: -** Dr Uma Sinha, Assistant Professor, Varun Dhaka Institute of Technology presented an eye-opening paper on "Teaching for Social Change' in which she explained about the meaning of values and their various types. She emphasized on the role of teachers who are the means through which values are transferred to students. The purpose of value education is to achieve aims of education, National integration and National development. She concluded with the enlightening words that "true teachers are like gardeners" and they have an important role to play.

- **Value Education for Youths: Indian Perspective**: This paper was presented by Mr. Jai Prakash Narayan, Lecturer, DRU Department, DIET Keshav Puram. He discussed the meaning of values with different examples from Ramayana. He suggested that

values to be inculcated in students should be reflected through suitable examples. He also emphasized the role of mother as the first teacher of a child.

- **Place of Value Education in Students' All-round Development**: This paper was presented by Ms. Pratibha, PhD Scholar, Department of Adult Continuing Education and Extension, University of Delhi. The paper talked about importance of all-round development of a child which is related with value education. She emphasized on the meaning of moral values and their importance in education. She focused that moral training is called value education which is the aggregate of all abilities that an individual should possess to be a part of the society. She also emphasized on the relation of education and literacy and the role of education to make a child educated not illiterate.

- **Values are Caught not Taught: A Study-** This paper was presented by Ms. Arti Bhatnagar, Assistant Professor, Guru Ramdas College of Education which focused upon the ancient education system and different values associated with it. She also analyzed difference between ancient and contemporary education system and values that are changing over a period of time in a detailed manner. She also emphasized on professional ethics that should be followed by teachers and role of teachers in identification and transferring of different values.

- **Living Values on My Way to be Spiritual**: This paper was presented by Dr. Savita Sharma, Assistant Professor, Department of Education and Humanities, Manav Rachna University which talked about spirituality as a process to achieve and identify values, in education, spirituality deals with soul that is needed for self-actualization. She emphasized on the role of spirituality from two perspectives, first talks about spirituality in itself and the second gives importance that spirituality is a value itself. Both perspectives are important to understand from education point of view.

- **Teacher's Role in Imparting Value Education:** This paper was presented by Dr. Sapna Yadav, Associate Professor, Delhi Teacher Training College, DTTC. This paper was significant in dealing with technological development that can be employed in order to teach various values. These developments are deemed useful in order to teach values to students where teacher is an epitome of

perfection. She concluded her paper by various roles that should be perform by teacher in connecting technology and values.

After the presentations, there is open ended discussion which was hosted by Ms. Garima, Assistant Professor, GIAST from the participant which were answered by our respective Prof. Dhananjay Joshi Sir. He indicated the generational decay of our value system where we all our responsible as individuals but also the necessity of individuals to play their part in this life. He asked and appealed the teaching community to revive their quest for knowledge.

He applauded the range of knowledge and spectrum of educational field which was included in the papers presented. He ended with question session and resolved the queries of those who were present.

At the end, Ms. Shikha Sharma, Assistant Professor, Gitarattan Institute of Advanced Studies and Training ended the webinar with the words of gratitude by thanking our distinguished guest Prof. Dhananjay Joshi for his inspiring words, Dr. S. K. Bhatia, Principal Ma'am Prof. Sonia Jindal and paper presenters for their sharing their valuable experience and all the participants from various colleges, faculty members and students.

The success of webinar not only is an inspiration for all of us of how we can continue to assemble and share our ideas, perception and reflects upon our values. It also serves as a rare opportunity where humanity can face crisis with grit, cooperation and determination.

Online One Week Faculty Development Programme

"The Right Perspective of Organising Online Classes"

Date: **24-30 June' 2020**
Venue: **CiscoWebex Meetings**

> *"Education is the key to unlock the world, a passport to freedom"*
> *- Oprah Winfrey.*

The outbreak of COVID 19 has resulted in a paradigm shift in education. Online classes are the need of the hour to sustain our Education system, especially in the outbreak of the pandemic. The objective of online classes is to provide quality education through virtual medium. In the present scenario, the role of teachers cannot be neglected and it is also true that teachers often come across various teaching problems in adopting this mode of teaching-learning. In an attempt to improve the quality of teaching-learning through online mode, Gitarattan Institute of Advanced Studies and Training, Delhi took the initiative to organize seven days Faculty Development Programme on the topic *"The Right Perspective of Organizing Online Classes"* from 24th June' 2020 to 30th June' 2020 at CISCO Webex Application.

As we know that faculty development has been defined as a wide range of activities that institution applies to support faculty member's roles. Faculty vitality is the main ingredient to enhance professional education and competence. Enriching the faculty vitality in key domains of teaching, assessing, research, professionalism and administration is perceived to improve the educational environment significantly and enhances academic performance of the learners. The Faculty Development Programme (FDP) has been considered as a standalone educational pedagogy in fostering knowledge and professional skills of the faculty. To keep all these points in mind, following objectives were framed according to the selected topic.

Objectives

The main objectives of organizing this program were:
- Setting the stage for successful interaction.

- Designing various e-learning materials for support.
- Choosing a virtual platform that allows synchronous communication.
- Effective ways to develop e-content

Topic The Right Perspective of Organizing Online Classes was discussed in seven days with different sub themes which were as follow:

1. The Right Perspective of ICT Tools & Techniques for Online Teaching-Learning.
2. The Right Perspective of Integrating Foundational and Methodology Papers through online mode
3. Pedagogical Considerations for the online teaching of Science and Mathematics
4. Pedagogical Considerations for the online teaching of Social Sciences and Languages
5. Online Learning during Pandemic: Strengths and Limitations.

Day 1: Inaugural Session

The first day of the program started with the inaugural session, where Dr. Shikha Ranjan, Associate Professor, Gitarattan Institute of Advanced Studies and Training welcomed everyone. Ms. Shikha Sharma, Assistant

Professor, Gitarattan Institute of Advanced Studies and Training prelude with the schedule of the seven day Faculty Development Programme and welcomed guest speaker of the day Prof. Pankaj Arora from Central Institute of Education, University of Delhi.

He has highlighted some of major aspects like national platforms for learning from school to higher education, importance to curriculum development in regional languages, mass advertising for accessibility of educational resources and positive approaches towards online learning for the right perspective of organizing online classes. He has also thrown light on the crucial challenges for India in the upcoming scenario of Online Learning.

As India being the second largest populated country in the world and with the changes in the present situation it is important that teachers should use a constructivist approach and learners' should be engaged in the teaching-learning process. He emphasized that the right to education should be integrated with the right to technology.

Open house discussion was hosted by Ms. Garima, Assistant Professor where participants enthusiastically asked their queries and answered by the resource person Professor Pankaj Arora and in the last programme was ended with the vote of thanks given by Ms. Shikha Sharma, Assistant Professor, Gitarattan Institute of Advanced Studies and Training.

Day 2: The Right Perspective of ICT Tools & Techniques for Online Teaching-Learning.

On the second day of the programme, Ms. Chandni Aggarwal, HOD Computer Science Department, Maharaja Agrasen Public School, Pitampura took an interactive session on the sub-theme "The Right Perspective of ICT Tools & Techniques for Online Teaching-Learning".

She has discussed how the technological enabled learning environments become more effective towards student centric teaching-learning. She began the session by explaining the meaning of ICT and the objectives of online teaching.

She emphasized on three major processes related to online teaching-learning i.e. content, pedagogy and technology. She explained the role and importance of these processes in the achievement of aims and objectives set for online learning.

She demonstrated various tools that are commonly in use for the pedagogical aspect to move from the physical classroom to the smart classroom to online classroom She discussed about different e-learning tools such as Google meet, MS Teams, Padlet, Kahoot, Mentimeter, Google JamBoard, Socrative etc. She focused on the effective use of these tools where a teacher can engage, explain, elaborate and evaluate students in an effective manner. The purpose of using these tools is important because through online mode it is important to provide an environment where maximum participants can share their thoughts and learn in a better way. She also discussed available e-programmes like e-

pathshala and Swayam from where teachers and students can easily access the study material.

In this session she talked about various dimensions of conducting online classes. She gave demonstrations of some tools such as Canva, Kahoot, Socrative, Google forms, Google JamBoard etc. and engaged participants also where they can also explore and share their thoughts and views. She also used some games and quizzes where participants actively took part. Session ends with the discussion and queries of the participants were resolved by the speaker. Vote of thanks was given by Ms. Sarika, Assistant Professor, Gitarattan Institute of Advanced Studies and Training.

Day 3: The Right Perspective of Integrating Foundational and Methodology Papers through Online Mode

Third day of the FDP was based on the sub theme "The Right Perspective of Integrating Foundational and Methodology Papers through online mode" which was collectively taken by four resource persons which are Dr. Aanchal Rana, Ms. Shikha Sharma, Ms. Garima and Ms. Shalu. The discussion was started by introduction where they gave an overview of the meaning of education and what should be the right perspective of teaching-learning in the present scenario where everyone is experiencing the shift in the education system. The focus is on the integrating foundation and methodology papers where the focus is on engaging learners through online mode.

Education is based on the aims and objectives which are to be set on the basis of need of the society and nature of the learners. For online teaching-learning, it is important to frame aims and objectives for online teaching-learning where it is important to engage learners because we are shifting from regular classrooms to web rooms.

Aims and objectives can be achieved by curriculum transaction where it is important to identify topic/subtopics, framing objectives, deciding teaching points, selecting methods and approaches and evaluation of learners. Speakers explained this process of curriculum transaction with the help of an example and with that they integrated the foundation of education i.e sociology, philosophy and psychology. These foundations of education help and guide in the successful implementation of curriculum transactions. Different examples were given from these foundations of education in an elaborative way by the speaker to understand the topic of

discussion.

Apart from this, Resource persons also laid emphasis on the importance and use of different ICT tools. They gave demonstrations of tools such as Mindmeister which is used for making mind maps, Quizlet for videos and flashcards, Edpuzzle for games and Testmoz for creating tests and worksheets.

They concluded the session by highlighting the importance of integrating foundation and methodology papers where integrating ICT tools are equally important for effective teaching and learning.
The session was ended with discussion where participants enthusiastically asked their queries and shared their experiences. Vote of thanks was given by Ms. Praveen Dabas, Assistant Professor, Gitarattan Institute of Advanced Studies and Training.

Day 4: Pedagogical Considerations for the online teaching of Science and Mathematics

The sub theme of the fourth day was "Pedagogical considerations for the online teaching of Accountancy, Science & Mathematics." It was discussed by the three resource persons from the field of Commerce, Science & Mathematics. Ms. Neeru , Ms. Preeti Gautam, Mr. R. K. Singh, Research fellow in Ph.D Programme in Delhi Technical University in Plasma Physics. Ms. Aanchal Bahl, Mathematics Teacher in School and Dr. Ritu Dabas, Ph.D in Mathematics.

Firstly the session was started by Ms. Neeru Goel with the teaching of Accountancy Pedagogy. She has introduced relevant online teaching strategies for teaching accountancy in the classroom for XI & XII students with different tools to enhance the teaching learning process in the virtual platform. She has discussed effective use of e-books, online videos, use or white board.

Secondly the session was initiated by Ms. Preeti Gautam and Mr. R.K.Singh for the Pedagogy of Science. The session was very interactive and interesting. Ms. Preeti Gautam has discussed different ways to make learning of Science interesting to students where she incorporates the use of White board, virtual labs to perform practical videos and key points to deliver your curriculum in online mode.
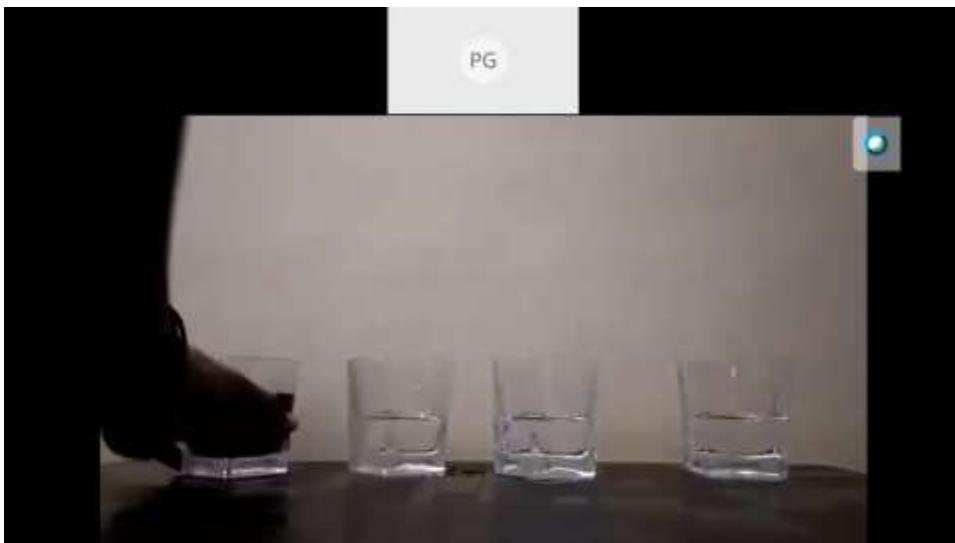
Mr. R. K. Singh has discussed teaching Physics in an interactive manner so that students should be active & motivated to learn and keep themselves up to date. He has discussed the tips to keep a check on students' engagement in the classroom keeping in mind their own pace.

Thirdly the session was initiated by Ms. Aanchal Bahl and Dr. Ritu Dabas for teaching of Mathematics. As the focus was on providing exposure to learners so that they can solve basic problems and enhance their arithmetic and reasoning skills. The session was fruitful as the resource persons gave demonstration of using white board effectively for solving mathematical problems as they have suggested different ways of using it. They have emphasized on making mathematics class more interactive where it is important to use different worksheets, puzzles, games, PowerPoint presentations etc in the virtual mode of teaching.

The session ended with a discussion and vote of thanks was given by Ms. Neha Bajaj, Assistant Professor, Gitarattan Institute of Advanced Studies and Training.

Day 5: Pedagogical Considerations for the online teaching of Social Sciences and Languages

On the day fifth of the FDP, the sub theme "Pedagogical considerations for the online teaching of Social Sciences and Languages" was taken by different resource persons.First resource person, Ms. Ravita Singh, She

took a session on teaching of History where with the help of different examples she explained how the content can be delivered effectively. She focused on using videos, white board maps and globes. She gave emphasis on the use of live images and maps which can be effectively introduced by teachers.

Second resource person, Ms. Ashima Doomra, She took a session on Teaching of Economics where she focused on the role of different activities. She demonstrated the use of Padlets and explained how it can be used to teach different topics of Economics.

Third resource person, Ms. Seema Sharma, She took a session on Teaching of Hindi, where with the help of an example she explained how language class can be made interesting for learners. She demonstrated the use of Cisco Webex application where with the help of powerpoint presentation effective content can be delivered. She focused on the use of white boards where mind maps can be made, word meanings can be introduced and question answers can be included where learners can also be engaged.

Fourth resource person, Ms. Neeru Goel, She took a session on Teaching of Business Studies where with the help of different tools content can be delivered. She focused on making your own videos and providing access to learners. She also focused on giving different tasks to learners to assess the learning outcomes.

The session ended with a discussion and vote of thanks was given by Ms. Jyoti, Assistant Professor, Gitarattan Institute of Advanced Studies and Training.

Day 6: Learning during Pandemic: Strengths and Limitations

On the sixth day of the programme, Dr. Amit Ahuja, Assistant Professor University School of Education, GGSIPU. The sub-theme was "Learning during Pandemic: Strengths and Limitations". He initiated the discussion of the online classes and various tools that teachers are using in their classes. There are different tools that can be used on the basis of different subjects for example, for the teaching of Mathematics, there are tools such as Geogebra, Geometry Pad, Maxima and Math Editor etc.

He emphasized on the strengths of online learning where it is easy to access different sources of knowledge, easy to connect, for creative teaching brain games are available free of cost.

He also emphasized on the limitation of online learning where it is not suitable for teaching all subjects and topics, limited interaction is there with teachers, teachers and students are suffering health issues and require more time than on campus learning.

The session ended with an open discussion hosted by Ms. Garima, Assistant Professor, GIAST, where queries of participants were resolved.

Valedictory Ceremony

Receiving an overwhelming response from participants, one week FDP on "The Right Perspective of Organizing Online Classes" came to an end with a valedictory address by Dr. S.K Bhatia, Former Associate Professor, CIE, University of Delhi graced by Hon'ble Principal Prof. Sonia Jindal, and Prof. Sonia Jindal, thanked all the participants and Dr. S. K. Bhatia concluded the programme.

After the valedictory ceremony the vote of thanks was given by Ms. Shikha Sharma, Assistant Professor, GIAST to thank the resource persons for sparing their valuable time and the audience who made this One Week Faculty Development Programme a great Success.

Outcome

All the sessions were informative and interactive. The areas discussed are of great benefit for the present working domain.

National Webinar

"Psycho-Educational Challenges of Online Learning during Pandemic COVID 19"

Date: **05th December' 2020**
Venue: **Google Meet**

### "If You Want the Change – Be the Change"

The present scenario of COVID- 19 has resulted in a paradigm shift in teaching learning process with high paced online advancement and propensity of millennial learners towards becoming digital, the role of teacher and learner has become more challenging and online teaching learning process is becoming greatest cardinal principal during pandemic.

In this respect ,while online teaching learning process Psycho- Educational challenges in the domain of education is the need of hour. The learner and teacher are facing various challenges during online teaching. This webinar aims to study Psychological challenges of online learning. The webinar was conducted on December 5 2020, at Google Meet application.

Dr. Shikha Ranjan, Associate Professor, Gitarattan Institute of Advanced Studies and Training welcomed everyone. The webinar started by seeking the blessings of God with the chanting of Gayatri Mantra in the presence of our Guest of Honor, Prof. Dhananjay Joshi, Dean, University School of Education, GGSIPU, Dr. S K Bhatia, Former Associate Professor, CIE, Delhi University. Prof. Sonia Jindal, Principal, Gitarattan Institute of Advanced Studies and Training, other faculty members and guests.

Ms Shalu, Assistant Professor, Gitarattan Institute of Advanced Studies and Training preluded the schedule of the programme. To carry over the proceedings of the webinar, Dr. Aanchal Rana Assistant Professor, Gitarattan Institute of Advanced Studies and Training gave abridgement where she gave the introduction about the topic in a detailed manner. She emphasized on different psychological aspects related to online teaching learning process. She stressed on the mental of the students and also focused on different related aspects.

After it, Prof. Sonia Jindal, Principal, Gitarattan Institute of Advanced Studies and Training welcomed all the participants on behalf of the institution. She focused on different aspects of psycho educational challenges of online learning. She also focused on different ways through which we can nurture our learners in a stress free environment.
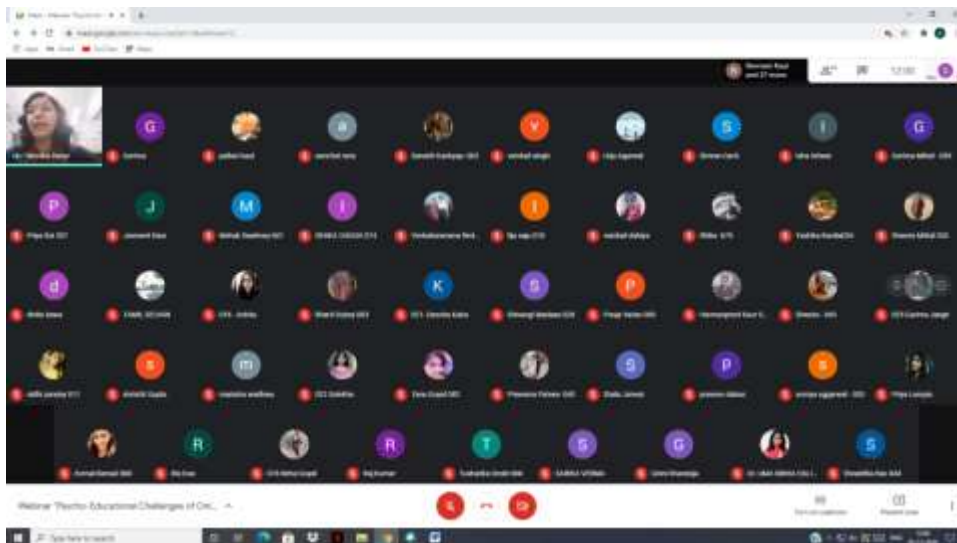
To carry over the discussion, Prof. Dhananjay Joshi, Dean, University School of Education, GGSIPU shared his views on the topic. Sir has addressed positive and negative aspect of online learning. He also discussed about digital divine that play an important role in our country. He gave the example of the teacher who received global teacher reward 2020. He suggests middle way of how we can use online practices in a effective manner so that no one feel stressed and enjoy their learning teaching process.

- The Presentation session was hosted by Ms. Garima, Assistant Professor, Gitarattan Institute of Advanced Studies and Training and chaired by Prof. Dhananjay Joshi in which five papers were presented by guests.
- **E-Learning during lockdown period for Covid 19 in India: -** The paper was presented by Dr. Pallavi Kaul, Amity Institute of Education. She focused on the types of E-learning resources and their use in online learning. She also focused that different should be inculcated among all.

- **Psychological distress of online education during Covid-19: -** This paper is presented by Dr. Uma Sinha, Associate Professor, Varun Dhaka Institute of Technology. She explained about the meaning of psychological distress and its effect on students and teachers. She emphasized on the role of teachers in online learning and challenges faced by them because all teachers are also learning different online tools to make teaching learning process effective.

- **Strength and limitation of online classes and its impact on mental health**: This paper was presented by Dr. Monika Davar, Assistant Professor, Maharaja Surajmal Institute. She presented her finding related to impact of online classes on students' mental health. She discussed both positive and negative effect of online classes. She focused on experiences of teachers and students related to online teaching learning process.

- **Nurturing learners positively during the current pandemic Covid 19**: This paper was presented by Dr. Raj Kumar, Ex faculty Monard University. He discussed different ways through which we can nurture our learners to cope up with the psychological aspects of online learning. He also suggested how we can use online tools in an effective manner so that students can make themselves free from online stress.

- **Coping up with electronic stress in modern environment**: This paper was presented by Mr. Rahul Dingra and Mr. Deepanshu from Institute of Information technology and management. They talked about coping up with electronic stress in modern environment. Technology is for us and we are not for technology. In present scenario, we are dependent on digital world, so they have suggested different techniques like yoga and meditation that can be helpful for well-being.

After the presentations, the session was concluded by the Prof. Dhananajy Joshi. He applauded the range of knowledge and spectrum of educational field which was included in the papers presented. He ended with question session and resolved the queries of those who were present.

At the end, Ms. Shikha Sharma, Assistant Professor, Gitarattan Institute of Advanced Studies and Training ended the webinar with the vote of thanks.

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