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Email : editorhhecu@gmail.com

Website : hhe.cugujarat.ac.in



We are happy to announce the publication of an International Journal of research in education entitled: *Horizons of Holistic Education* with International Standard Serial Number (ISSN). You are invited to send your original research papers and research articles for the publication in *Horizons of Holistic Education*.

The Journal of *Horizons of Holistic Education* (HHE), published by the Children's University, is an International quarterly Interdisciplinary Journal which covers topics related to holistic development of children. HHE covers all the areas which deal with the children, such as Child education, Child psychology and Panchkosh development of children, children's literature and so on. It also includes intellectual efforts encompassing Sociology, Vedic Science, Medicine, Psychology, Drawing, Music, History, Geography, Home Science, Philosophy, Economics, Commerce and Literature concerned with Children. The researches based on such topics shall be given priority.

Aim and Scope — an International journal of *Horizons of Holistic Education* (quarterly) aims to publish original research papers, related to the theory and practice of various disciplines of Humanities. We invite you to contribute your fulllength research papers, short communications and Review articles and Articles concerned with holistic modern development in the area of liberal sciences pertaining to the children's studies.

FROM THE VICE CHANCELLOR'S DESK

Embracing Holistic Education: Navigating Recent Happenings

In an ever-evolving world, education plays a pivotal role in shaping societies and preparing individuals for a future filled with uncertainties and challenges. As we witness recent happenings that have underscored the need for comprehensive and holistic education, it becomes increasingly evident that a narrow focus on academic excellence is no longer sufficient. In this editorial, we delve into the significance of holistic education, explore its various dimensions, and highlight the importance of its inclusion in educational frameworks worldwide.



The Global Pandemic:

The COVID-19 pandemic has reshaped our understanding of education and highlighted the limitations of traditional approaches. The sudden shift to remote learning brought to the forefront the importance of addressing not only intellectual development but also the emotional, social, and mental well-being of learners. Holistic education, with its emphasis on nurturing the whole individual, can bridge the gaps created by the pandemic and foster resilience in students.

Mental Health Crisis:

Another pressing issue that demands attention is the global mental health crisis among students. Rising rates of stress, anxiety, and depression have been observed, often resulting from the pressure to excel academically. By incorporating holistic practices into education, we can create nurturing environments that foster emotional intelligence, self-awareness, and coping mechanisms, thus equipping students with essential life skills.

Environmental Concerns:

As the world faces unprecedented environmental challenges, there is a growing need to cultivate ecological consciousness and sustainable practices. Holistic education encourages an understanding of the interconnectedness of human beings with their environment, fostering a sense of responsibility and encouraging eco-friendly attitudes and behaviors. By incorporating environmental education

into curricula, we can empower future generations to address pressing global issues.

Cultural Diversity and Inclusivity:

Recent events have underscored the importance of embracing diversity and fostering inclusivity. Holistic education recognizes the value of cultural diversity and promotes an inclusive and equitable learning environment. By integrating multicultural perspectives, fostering empathy, and nurturing intercultural competence, holistic education paves the way for a more harmonious and interconnected global society.

Promoting Ethical Values:

In a world grappling with ethical dilemmas and moral ambiguities, holistic education can serve as a guiding light. By instilling core values such as integrity, compassion, and social responsibility, holistic education cultivates ethical decision-making skills and encourages students to become responsible global citizens. Through character education, we can nurture individuals who actively contribute to the betterment of society.

Recent happenings have brought to the forefront the urgent need for holistic education that goes beyond mere academic achievements. As we navigate the challenges and uncertainties of the modern world, it is imperative that educational systems embrace a comprehensive approach that nurtures the physical, emotional, social, and ethical well-being of learners. By incorporating holistic education into our educational frameworks, we can create a future where individuals are empowered to address complex global issues, celebrate diversity, and strive for a more harmonious and sustainable world. Let us embrace the horizons of holistic education and work together to shape a brighter future for generations to come.

Regards,

Dr. Harshad Patel
Vice Chancellor
Children's University

FROM THE CHIEF EDITOR'S DESK

Nurturing the Whole Child: Embracing Holistic Development

Welcome to our child-centric magazine, where we celebrate the incredible journey of childhood and advocate for the holistic development of every child. In this editorial, we delve into the importance of holistic child development and explore how it can empower children to thrive academically, emotionally, socially, and physically.



Holistic child development recognizes that children are not solely defined by their academic achievements, but by the integration of various dimensions of their growth. It encompasses the intellectual, emotional, social, and physical aspects of a child's well-being. By embracing this comprehensive approach, we foster the optimal development of every child.

A child's intellectual growth is central to their development. A holistic approach encourages a love for learning, promoting curiosity, and instilling critical thinking skills. By providing stimulating and engaging educational experiences, we empower children to explore their interests, ask questions, and develop a thirst for knowledge.

Emotions play a vital role in a child's overall well-being. Holistic child development emphasizes the importance of emotional intelligence and provides opportunities for children to develop self-awareness, emotional regulation, and empathy. By cultivating emotional resilience, we equip children with essential skills to navigate life's challenges and build healthy relationships.

Interpersonal skills and social competence are crucial for a child's success in life. Holistic child development emphasizes the value of social interactions, encouraging collaboration, empathy, and effective communication. By fostering positive relationships and a sense of community, we create environments where children can thrive and contribute meaningfully to society.

Physical health forms an integral part of holistic child development. Encouraging regular exercise, healthy eating habits, and adequate rest is essential for a child's growth and well-being. By promoting active lifestyles, we not only support

physical development but also enhance cognitive functioning and overall happiness.

Creativity and artistic expression are vital components of holistic child development. They allow children to explore their imaginations, think outside the box, and express themselves in unique ways. By fostering an environment that values and nurtures creativity, we empower children to become innovative thinkers and problem solvers.

As advocates for the holistic development of children, we recognize the immense potential within each child. By embracing a comprehensive approach that nurtures their intellectual, emotional, social, and physical well-being, we create a solid foundation for their lifelong growth and success. Let us prioritize holistic child development, celebrating the diversity and uniqueness of every child, and empower them to become well-rounded individuals who will positively shape our world. Together, we can create a future where children flourish and reach their fullest potential.

Regards,

Dr. Jignesh B. Patel
Chief Editor,
Horizons of Holistic Education

EDITORIAL BOARD

Advisory Board Chairperson

Dr. Harshad a. Patel
Vice Chancellor,
Children's University
Gandhinagar, Gujarat
Email: vc@cugujarat.ac.in



Editor in Chief

Dr. Jignesh B. Patel
Associate Professor,
Children's University
Gandhinagar, Gujarat
Mo. +91 9429429550
Email: editorhhecu@gmail.com



Key Advisors (In Alphabetical Order)

Shree Aniruddha Deshpande
President,
RambhavMhalgiPrabodhini,
Thane, Maharashtra.
Mo: 98903 59342
e: abdeshpandepune@gmail.com



Prof. C. B. Sharma
Chairman,
National Institute of Open
Schooling (NIOS),
A-24-25, Institutional Area,
Sector-62,
Noida, Uttarpradesh.
Mo : 9810512605
e : cbsharma01@gmail.com



Prof. Sachchidanand Joshi
Member Secretary,
Indira Gandhi National Center
for the Arts
11, Man Singh Road, New
Delhi.
Mo : 9205500164 / 9425507715
e : msignca@yahoo.com /
Sjoshi09@yahoo.com



Prof. Rameshchandra G. Kothari
Former Vice Chancellor,
Veer Narmad South Gujarat
University,
Surat, Gujarat.
Mo : 97147 99445
e : rgkothari@yahoo.com



Chief Academic Advisor (In Alphabetical Order)

Prof. Dilip Betkekar

National Vice President,
Vidyabharti Akhil Bharatiya
Shiksha Shanthan, New Delhi.
Mo: 7972351208/ 8806580307/
9422448698
Email: dilipbetkekar@gmail.com



Shri Mukul Kanitkar

Organizing Secretary,
BharatiyaShikshan Mandal,
Nagpur, Maharashtra.
Mo:94057 74820
Email: bsmrfoffice@gmail.com



Prof. Rajesh Kotecha,

Shri Vaidya Rajesh Kotecha
Secretary, Ministry of AYUSH,
Government of India, Bharat.
Tel. : 24651950
Email: secy-ayush@nic.in



Prof. Shashi Kant Sharma

Professor,
Department of Journalism
and Mass Communication
Commission,
Himachal Pradesh University,
Shimla, PIN 171 0050
Ph:- 91-177-2833731,
Tel:- 91-177-2833731
Email:shashikanthpu@gmail.com



Prof. Shashi Vanzari

Hon. Vice Chancellor,
SNDT University,
NathibaiThackersey Road,
Mumbai, Maharashtra - 400 020.
Mo: 98503 99818 /
Tel. :91-22-22031881
Email: vc@sndt.ac.in



Dr. Nitin Pethani

Hon. Vice Chancellor,
Saurashtra University,
Rajkot, Gujarat.
Mo : 90999 51909
Tel. : (0281)2577633/
(0281) 2576802
Email: vc@sauuni.ac.in



Editorial Board (In Alphabetical Order)

Dr. B. D. Dhila

Professor & Director, School of Humanities,
Children's University,
Gandhinagar. Gujarat.
Mo:98249 26500
e: bd_dhila@yahoo.com

**Dr. Dilip Charan**

Department of Philosophy,
University School of Psychology,
Gujarat University, Ahmedabad - 380009.
Mo: 98251 48840
e: dilips.charan@gmail.com



Jazlin Ebebezer

Professor of Science Education
Charles H. Gershenson
Distinguished Faculty Fellow
and Professor of Science Education,
College of Education
Wayne State University,
Detroit, USA
e: aj9570@wayne.edu
Tel. : 313-577-0918 /
313-577-4091

**Prof. Kamal Mehta**

Professor & Head,
Department of English, &
Comparative Literary Studies,
Saurashtra University,
Rajkot-360005
Mo: +91 9099939499
e: khmehta@sauuni.ac.in



Dr. MadhushreeSaoji

National Co-secretary,
Vidyabharti Akhil Bharatiya
Shiksha Shanthan, New Delhi.
Mo:9822029332
e: saojim57@gmail.com

**Dr. Kalyani Raju**

2/16, SudharsanGarden,
K.R.Nagar Post,Rajapalayam,
Tamil Nadu-626117.
Mo:+91 9894863656
e: dhyanbabykalyani@gmail.com



Dr. Narottam Sahoo

Advisor & Member Secretary
Gujarat Council on Sci. & Tech.,
Department of Sci. & Tech.,
Block : B, 7th Floor,
M.S. Building,
Sector-11, Gandhinagar - 10.
Tel : 079-23259362
e: narottam.sahoo@yahoo.co.in

**Dr. Pragnesh Shah**

Department of Accounting and
Financial Management,
The Maharaja Sayajirao
University of Baroda,
Pratapgunj, Vadodara.
Mo:987956 7178
e: pragneshmsu@yahoo.com



Prof. Shefali Pandya

Head, Department of Education
Mumbai University, Mumbai.
Mo:9820688683
e: srpandya@rediffmail.com

**Venkata SubbaRao.V.**

Director of InnoTeachLearning
Solutions
Pvt. Ltd. and Smart Cerebrum
Pvt. Ltd.
Mo: +91 80 2632 1822
e: smartcblr@gmail.com



Editorial Board (Sub Editors)**Dr. Narendrakumar Vasava**

Assistant Professor,
Department of Social Work,
Children's University,
Gandhinagar - 382021.
Mo: 9427876980
Email:narendrakumar_vasava@
yahoo.com

**Dr. Ronakkumar Parmar**

Assistant Professor,
Department of Psychology,
Children's University,
Gandhinagar - 382021.
Mo: 9904389163
Email: r2parmar@gmail.com



Dr. Anjana Chauhan

Assistant Professor,
Department of Psychology,
Children's University,
Gandhinagar-382021.
Mo: 9408822359
Email:anjanaagsdet2@yahoo.co.in



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Critical Thinking and Academic Achievement among Secondary School Students

Dipesh P. Parmar

(Ph.D. Scholar)

Department of Education (CASE)

Faculty of Education and Psychology,

The Maharaja Sayajirao University of Baroda, Vadodara

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ABSTRACT

The ability to think critically and solve problems creatively is crucial for success in the modern world. They serve as the cornerstone for making wise decisions, resolving issues, and navigating challenging circumstances. Students will find it difficult to succeed in the classroom and in their future employment without these skills. The acquisition of these abilities requires education, and it is crucial that educators give problem-solving and critical-thinking lessons top priority in the classroom. These abilities are helpful for both personal and professional development in addition to academic accomplishment. We give pupils the skills they need to tackle the difficulties of the modern world and develop them into effective, independent thinkers by teaching them critical thinking and problem-solving techniques. The importance of these skills can be seen in a variety of ways, such as how they enhance dialogue and cooperation, promote autonomous thought, support innovation, and help students make better choices. It is essential that schools and educators give these skills the importance they deserve in order to make sure that kids are ready to take on the difficulties of the contemporary world.

Keywords: Critical Thinking, Academic Achievement, School, Students

Introduction

The vision of the National Education Policy (NEP)-2020 is to transform India sustainably into a vibrant, equitable, and enlightened knowledge society of creative, innovative, and

holistic global citizens with future-proof skills. Therefore, it brings significant changes to the school curriculum and pedagogy to make both school and higher education more holistic, experiential, integrated, learner-centered, discussion-based, discovery-oriented, inquiry-driven, flexible and, of course enjoyable.

The National Education Policy (NEP) 2020 places a heavy emphasis on the growth of each student's "creative potential." It holds that education's goals should include fostering not just intellectual growth (including "foundational capacities" like numeracy and literacy as well as "higher-order cognitive capabilities" like critical thinking and problem solving), but also emotional, social, and ethical growth. Through good governance, autonomy, and empowerment, it encourages creativity, innovation, and out-of-the-box thinking at all levels of education

In earlier school years, the focus was more on meaningless rote learning and simply being able to recite and remember the information from the texts. Problem-solving skills were only taught in math, and very few tests were conducted in science laboratories.

The development of critical thinking and skill sets that will help children succeed in the real world after school, however, is given more priority in the learning process today.

One of the most crucial academic abilities is critical thinking, which teaches students how to evaluate their own understanding of the information presented to them. Students whose coursework requires them to conduct original study on a given subject will find the ability to think critically to be an invaluable skill. Job prospects also improve over time.

When students apply their own reasoning to the information they already have in order to make a decision, solve a problem, or build an argument, they are practicing critical thinking. The development of mental independence is the goal of critical thinking, uniqueness of perspective, and the use of sound reasoning in choice making and action taking. In context, the new education policy is fully capable of fulfilling the objective of critical thinking.

Terms and Definitions

What is Critical Thinking as per NEP 2020?

The NEP 2020 places a strong focus on helping pupils build their "creative potential" and "higher-order cognitive capacities." In addition to "social, ethical, and emotional capacities and dispositions," this also involves "critical thinking and problem-solving."

The NEP-2020 has emphasized the function of teachers as well as the wanted characteristics

of teachers for nation-building, keeping in mind the significance of teachers in the educational system. The instructors have been placed at the center of the most important basic changes that must be made to the educational system under this policy. The policy has also placed a strong emphasis on re-establishing teachers as the most revered and important members of our society, as they mould the next generation of citizens. In order to offer teachers liberty while also imparting a feeling of duty and accountability in each one of them, the NEP-2020 has expanded on the open employment of excellent teachers.

Academic achievement – “refers to the marks obtained by the secondary students in the half-yearly examinations”.

Variables of the Study

□ **Dependent Variables -**

1. Critical Thinking
 - (i) Analytical skills
 - (ii) Communication style
 - (iii) Reading ability
 - (iv) Learning intention
 - (v) Problem-solving
2. Academic Achievement

□ **Independent Variables**

1. Gender: Boys / Girls
2. School locality: Rural /Urban
3. Medium: English / Gujarati

Objectives of the Study

1. To know the level of critical thinking in terms of selected variables among secondary students.
2. To find out the significant differences in critical thinking in terms of selected independent variables among secondary students.

Hypotheses

1. The mean scores for the various factors relating to the critical thinking proficiency of secondary school pupils in both boys and girls do not significantly vary from one another.
2. The mean score of the various factors of the critical thinking level of secondary pupils in Rural & Urban Locality do not significantly vary from one another.

3. There is no measurably huge variety between the mean scores for the different elements of the decisive reasoning capability of Gujarati and English language middle of the road students.

Research Methodology

The investigation was undertaken by using the Survey method. 100 secondary school pupils were chosen at random from two institutions in the Vadodara region, giving equal weight to the demographic factors of gender, location, and medium type.

Tools used for data collection

1. Personal Data List was structured by the Investigator.
2. Inventory on Critical Thinking for secondary school students was constructed by the investigator.
3. In addition, the half-yearly examination rounded aggregate marks in the percentage of all the subject papers obtained by the secondary students were considered.

Statistical Tools

The substantial difference between the mean values of separate groups has been examined using the two-tailed t-test.

Analysis and Discussion

The data were cleaned, organized, and analyzed in line with the study's particular objectives. Under pertinent headings, the analysis's specifics and the findings of the study are revealed.

Critical Thinking among Secondary School Students

1. **Descriptive Analysis:** Component-Wise Critical Thinking of Secondary Students:
Notwithstanding scattering estimates like reach, the mean, middle, and mode, which are proportions of focal inclination, difference, and standard deviation. However, the specifics are not covered in this article.
Each Component of critical thinking is considered a dependent variable in this study.
Each of the five components is subject to its own investigation.

□ Gender-wise Critical Thinking

The statistical information and results of the test used to determine the statistical importance of the gender difference in the mean values for each of the five critical thinking components are presented in the chart below.

Analytical Skills

Group Statistics					
Gender	N	Mean	Std. Deviation	t-Value	Significance
Boys	50	20.60	6.020	-.033	.0974
Girls	50	20.64	6.213		

Source: - SPSS Output

Interpretation: -

The t-test's p-value, which shows that there is no massive distinction among young men and young ladies in the mean score for basic capacities, shows that we reject the null hypothesis, which is greater than the 5% threshold of significance.

Communication Style

Group Statistics					
Gender	N	Mean	Std. Deviation	t-Value	Significance
Boys	50	20.60	6.020	-.665	.508
Girls	50	21.44	6.606		

Source: - SPSS Output

Interpretation: -

With the p-value of the t-test being .508, we reject the null hypothesis since there is no tremendous contrast in the mean correspondence style score among young men and young ladies in auxiliary understudies, which is greater than the 5% threshold of significance.

Reading Ability

Group Statistics					
Gender	N	Mean	Std. Deviation	t-Value	Significance
Boys	50	20.60	6.020	-3.118	0.02
Girls	50	26.60	12.204		

Source: - SPSS Output

Interpretation: -

Since the t-test's p-value of .002 isn't the very 5% significance level, we reject the invalid hypothesis that there is no differentiation in the mean Ability to peruse score among young men and young ladies in auxiliary school.

Learning Intention

Group Statistics					
Gender	N	Mean	Std. Deviation	t-Value	Significance
Boys	50	19.04	6.224	-3.997	.000
Girls	50	26.40	11.436		

Source: - SPSS Output

Interpretation: -

The p-value of the t-test is .000, which is less than the 5% threshold of significance, and the mean score of learning intention differs significantly between secondary students and boys-and-girls students. As a result, we reject the null hypothesis.

Problem-Solving

Group Statistics					
Gender	N	Mean	Std. Deviation	t-Value	Significance
Boys	50	22.66	8.131	-2.138	0.35
Girls	50	26.80	11.014		

Source: - SPSS Output

Interpretation: -

Since the p-value of the t-test is more noteworthy than the 5% importance limit, Since we can't dismiss the invalid speculation, there is no discernible gender gap in the mean high school problem-solving score.

Locality wise Critical Thinking

The going with Table shows the measurable information and discoveries of a trial of significance of the contrast between the mean upsides of every one of the five parts of decisive reasoning regarding orientation.

Analytical Skills

Group Statistics					
locality	N	Mean	Std. Deviation	t-Value	Significance
Rural	50	20.50	7.103	-3.339	.001
Urban	50	26.80	11.014		

Source: - SPSS Output

Interpretation: -

Since the t-test's p-value of .001 is not exactly the 5% importance level, we reject the invalid speculation and infer that there is a genuinely massive contrast between the mean Scientific Abilities score of rustic and metropolitan optional school understudies.

Communication Style

Group Statistics					
locality	N	Mean	Std. Deviation	t-Value	Significance
Rural	50	20.72	8.531	-3.086	.003
Urban	50	26.80	11.014		

Source: - SPSS Output

Interpretation: -

We deny the null hypothesis in light of the fact that the p-worth of the t-test, which is .003 and

not exactly the 5% edge of importance, shows that students from rural areas have a lower average Communication Style score than students from urban areas.

Reading Ability

Group Statistics					
locality	N	Mean	Std. Deviation	t-Value	Significance
Rural	50	21.38	8.944	-2.844	.004
Urban	50	27.14	11.187		

Source: - SPSS Output

Interpretation: -

We reject the null hypothesis that there is no distinction in the mean ability to peruse score between understudies in metropolitan and rustic optional schools on the grounds that the p-worth of the t-test is not exactly the 5% importance level, and that implies that the thing that matters isn't critical.

Learning Intention

Group Statistics					
locality	N	Mean	Std. Deviation	t-Value	Significance
Rural	50	22.14	8.505	-2.085	.040
Urban	50	26.18	10.739		

Source: - SPSS Output

Interpretation: -

Because the t-test's probability-of-error value,.040, is higher than the 5% level of significance, It is difficult to dismiss the invalid speculation that rustic and metropolitan optional school understudies don't vary in that frame of mind of learning.

Problem-Solving

Group Statistics					
Locality	N	Mean	Std. Deviation	t-Value	Significance
Rural	50	21.76	8.458	-1.844	.068
Urban	50	25.36	10.913		

Source: - SPSS Output

Interpretation: -

The t-test's p-esteem of.068 is higher than the 5% degree of importance, so we can't dismiss the invalid speculation that there is no distinction between the mean Critical thinking scores of rustic and metropolitan optional school understudies.

Medium wise Critical Thinking

The accompanying Table shows the statistical data and findings of a test of the importance of the difference between the mean values of each of the five elements of critical thinking in

terms of gender.

Analytical Skills

Group Statistics					
Medium	N	Mean	Std. Deviation	t-Value	Significance
Gujarati	50	22.52	8.608	-1.679	.096
English	50	25.74	10.480		

Source: - SPSS Output

Interpretation: -

The t-test's p-esteem of.096 is higher than the 5% degree of importance, so we can't dismiss the invalid speculation that there is no distinction in the mean score of basic capacities among Gujarati and English Medium Optional School Understudies.

Communication Style

Group Statistics					
Medium	N	Mean	Std. Deviation	t-Value	Significance
Gujarati	50	20.62	8.410	-2.609	.011
English	50	25.62	10.629		

Source: - SPSS Output

Interpretation: -

We should infer that there is no distinction between the mean discussion style scores of Gujarati and English-medium auxiliary school understudies given the t-test's p-value of.011.

Reading Ability

Group Statistics					
Medium	N	Mean	Std. Deviation	t-Value	Significance
Gujarati	50	21.94	8.648	-4.101	.000
English	50	30.60	12.174		

Source: - SPSS Output

Interpretation: -

Since the t-test's p-value of.000 is not exactly the 5% degree of importance, we reject the invalid speculation. This indicates that the means of Gujarati and English-medium Secondary School students' reading comprehension test scores differ statistically significantly.

Learning Intention

Group Statistics					
Medium	N	Mean	Std. Deviation	t-Value	Significance
Gujarati	50	21.66	8.349	-4.048	.000
English	50	29.82	11.552		

Source: - SPSS Output

Interpretation: -

We reject the invalid speculation that there is no distinction in the mean score of learning want among Gujarati and English Medium Optional school understudies in light of the fact that the t-test's p-value is under 5%.

Problem-Solving

Group Statistics					
Medium	N	Mean	Std. Deviation	t-Value	Significance
Gujarati	50	22.82	8.287	-4.074	.000
English	50	30.86	11.227		

Source: - SPSS Output

Interpretation: -

Since the t-test's p-value was under 5%, we dismissed the invalid speculation that there is no distinction between the mean scores of learning want among Gujarati and English-medium optional school understudies.

Findings and Conclusion: -

1. The present study focuses on the various component of critical thinking among secondary school students. The findings indicate that there are substantial differences between secondary school pupils from Boys and Girls in any of the two components of critical thinking, including reading ability and learning purpose, but cognitive skill is not one of them. Communication style & problem-solving among secondary school students.

Mean results reveal that Girls students are more capable of critical thinking than Boys students in reading ability and learning intention.

2. Comparing secondary school pupils from rural and metropolitan regions, substantial variations were identified in logical skills, speaking style, and reading ability, but not in learning purpose or problem-solving.

Mean results reveal that urban locality secondary school students are more capable of critical thinking than rural locality students in analytical skills, communication style, and reading ability.

3. While reading ability, learning intentions, and problem-solving are the three aspects of critical thinking that show a significant difference between Gujarati and English

medium secondary school students, the other two aspects of critical thinking show significant differences between the two groups of students.

Mean results reveal that English medium secondary school students are more capable of critical thinking than Gujarati medium school students in reading ability, learning intention & problem-solving.

Educational Implications

1. English medium school students, urban locality school students are more capable of critical thinking than Gujarati medium school students and Rural locality students. The new Education Policy 2020 will contribute significantly to bridging this gap.
2. It is a welcome finding that the critical thinking of secondary school students is well above the average level. This fulfilled the need for a new Education policy in 2020.
3. The proposed study helps to meet the new National Education Policy (NEP)-2020 aims to promote creativity and critical thinking in 21st-century learners to encourage logical decision-making and innovation.

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Educational inputs of Upanishad: A way to Establish Harmony in Society

Prof. Mahesh Narayan Dixit

Department of Education,
Faculty of Education (IASE),
Gujarat Vidyapith, Ahmedabad, Gujarat

Dr. Pratibha Dixit

Assistant professor,
R.H.Patel English Medium B.Ed.College,
Kadi Sarvaviswavidyalay,
Gandhinagar, Gujarat

Received: 12-03-2023

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ABSTRACT

India is considered as a nation of knowledge, rich heritage and social harmony in ancient time, due to its well-designed education system. But today's scenario is different. It is suffering from severe sociological, economic and political problems which indicates the failure of today's education system. Keeping this criticism in mind, NEP-2020 is emphasizing on the promotion of such type of education by which modernite and Indian ethos can be imparted among new generation to establish the social harmony in society and to achieve the goal of sustainable development. Therefore, it is a time to rethink about present education system and to explore such type of new educational source, which has enough potential to meet the present problems, and establish harmony in the society. In this concern education of Upanishads is a better option to get the inputs to reshape education system of present India. This paper is written to explore the challenges and threats that are precarious for social harmony. An exercise has been made to provide the key characteristics of education system revealed from Upanishads. Main focus has been made in this paper to discuss about Upanishad's education system's relevancy in establishing harmony in society.

Key words: Upanishad, Harmonious life and education

Introduction

The prime concern of education is to establish harmony and peace in society. Peace and harmony accelerate the happiness and sustainable development in any society. Social harmony depends upon its members' behavior, thought pattern and satisfaction with their life. If members of society have happiness and harmony in their life, only then it can be reflected in society. There are several factors that are responsible for establishing harmony in life of an individual or in society. Education has very important role among these factors in this context. Education is accepted to solved, rectify and promotes social issues, customs and rituals respectively. Thus, it is the responsibility of the education to solved present issues, checked threats that are responsible for conflicts and violence in society, and forecast the futuristic needs and challenges to meet the betterment of society.

But today's education system has no enough capacity to deal demands of society. Consequently unemployment, violence, valueless life, apathetic behavior, access consumerism, materialistic life style, and lack of scientific temperaments are some major issues that promote casteism, communalism, gender disparity, economic disparity, and polluted environment. These challenges are the crucial threats towards establishing peace and harmony in Indian society. Unity in diversity is the slogan of India since ancient time and our forefathers are much able to keep this situation in very well manner through their education system.

There is an interesting journey of education in India. The literary and archaeological evidences show that Indian education system is approximately 5000 years old. The journey of Indian education system has been started since Vedic period and it is continuous till today, but its nature, aim and impact on society have been changed. It is unfortunate to say that a nation, who has a rich heritage and cohesive social structure through its great educational system, is suffering from severe problems and being criticize about its unsuccessful education system. Therefore, it is the need of time to think about alternative and a successful education system which has its root in Indian culture and tradition and could be able to establish peace, happiness and harmony in society.

Educational inputs of Upanishads are the great source to reshape education system of contemporary India. Arthur Schopenhauer was deeply impressed by the Upanishads and called it "the production of the highest human wisdom"(Yadav.2022). This education system revealed from Upanishads is blended with the unique combination of science and spirituality,

value based practical life, social cohesiveness and diversity, economical prosperity and sustainable development and able to fortify harmonious life style too. This paper is written to explore the challenges and threats that are precarious for social harmony. Key characteristics of Upanishad education system is explored in this paper. Main focus has been made to discuss about the relevance of Upanishadic education system in promoting harmonious life style and establishing harmony in society.

Key words of the paper

1. Harmonious life style: Harmonious word stands for situation in which people are living peacefully with each other, or when things seem right or be suitable together (Cambridge Dictionary, 2018). 'Life style' stands for the sum total of individual's habit, thought pattern, attitude, aptitude and interest as well as relation with other people by which he/she drive to live together a normal life in a routine way in society. In this way, harmonious life style can be defined as a perfectly tuned behavioural situation and pattern in which an individual live with happiness, dignity and ready to live with others even who have different behavioural pattern, attitude, belief and thoughts. In this paper harmonious life style is defined as a situation in which all social members are enough able and ready to live together with value-based life, mutual understanding and respect of each other without having concern of their cast, gender, creed and religion.

2. Educational inputs of Upanishads: There are a series of Vedic literature, which formally starts from Vedas and end with upanisadas and Vedangs. These literatures are seemed to be arranged in an order i.e. Vedas, Brahman Granthas, Aranyaka, Upanishads and vedangs. Upanishadas are the the last part of the Vedic literature written between 900 BC to 300 BC(Wikipedia, 2018)Another name of Upanishad literature is Vedanta which means last part of Veda. The Upanishads are ancient Sanskrit texts that provide a clear glance of life style, values and livelihood of citizen. There are more than 218 Upanishads in which 12 Upanishads are the oldest and most important to understand the education system as well as social organization of that period. Educational inputs of Upanisadas means the charecterestics of education in the sense philosophy, aim, method, curriculum, environment, value system and teacher-students duties regarding educational activities that are revealed from the upnisadas.

Main educational inputs revealed from upanishadas

The main educational inputs of upanishadas are derived from the review of different upanishads, and narrated features of upanishadas education according to Lal (2002, p.80) and

Agrawal (2001, p.54). It can be seen as follows-

1. Character building and self-discipline are core element;
2. Teaching of Niskam Karm in the centre of all activity;
3. Spirituality and Rituals were in priority rather than materialistic life;
4. Teachers residence (Ashram) were the formal education centres where all students were have to live during their education.
5. Useful life skill was the basic part of entire education system;
6. Education was free and accessible for all;
7. Educational institutions were autonomous and financed by related kingdom and society;
8. There were two types of knowledge imparted i.e. Para (related with wisdom and self-actualization) and Apar (related with livelihood skills and physical as well as social sciences and self-manifestation).
9. Lecture, Discussion, Debate, imitation, questioning, critical thinking, seminars, storytelling, role play, induction and deduction, tour, experiment, survey and assignment methods were some frequent teaching methods.
10. Family considered as the first institution of education. It has the responsibility to teach the lesson of socialization and value-based life.

Challenges towards social harmony in India and current education system

India is a second largest populated country. It recognized as a youngest country in the world. More the 55% of population of India is less than 35 year old. Means India has most workable human power. But unfortunately we are just imitating and lacking each and every field of life. It is our common experience that our today's education system is fail to deal the problems related with peace and harmony. India have been evaluated and placed at very low level in various fields of developments. With an HDI value of 0.633, India ranked 132 out of 191 countries in the 2021 human development index, according to a report released by the United Nations Development Programme (UNDP; The Economic Times 9th sep. 2022). The World Happiness Index 2018, which measures 156 countries in terms of happiness, has placed India at the 133rd position, a drop of 11 places from last year's 122 rank (Business Standards, *Thu, and March 15 2018*). The ranking of India in corrupted countries is 81 among 176 countries (Times of India, 22 February 2018).

All the above parameters show the severe condition of India. In short, violence, corruption, poverty, unskilled and unemployed youth force, centralization of power and money, apathy

towards values, communal disturbance, detachment with culture, inhuman behavior, and gender inequality are some major problems of present society.

There will be several causes for this grave situation but imported education system of India is playing dangerous role towards it. There is a gap between social needs and educational supply. Society wants harmony as well as Sarvodaya (Development of all) but our education teaches about survival for the fittest. Society wants value based cohesive relationship but our students are being taught for competition, there is a need of sustainable development but our education system promotes consumerism, we want to generate the feeling of trusty-ship among wealthy person but the gap between poor and rich is being wider, we want peace and harmony between religions, between class and creed but situation is revers. Therefore, it is urgent to introduce educational inputs of Upanishadas to solve the issues of today's society.

Relevance of the educational inputs of upanishadas in promotion of harmonious life style

Education for developing harmonious life style is not merely the providing information of values, rich heritage, good character, right behaviour, and attitude to maintain peace and harmony, but it includes transformation of knowledge in to the routine practice and makes human being habitual with it. It is an experienced based training to achieve and maintain harmony. It is the practical education of skill for interpreting the knowledge, and development of reflective and participatory capacities for applying the knowledge to overcome problems and achieving possibilities.

In this context, educational inputs of Upanishdas have enough essence to ensure harmony and peace in today's society through developing harmonious life style among peoples. The relevance of Upanishadic period of education can be seen in the context of major factors that are much essential to impart harmonious life style among students. Relevance of this educational inputs can be seen in the context of following points-

1. In acquiring knowledge, skill, wisdom and values

Education was considered as a meaningful mean of liberation of all types of slavery (physical, mental, political, economical etc.). Each and every member of society can avail education free of cast. *Sa vidya ya vimuktye (Education is that which liberates)* was the main slogan of Upanishads. Knowledge of all fildes and 64 types of life skill called as 64 Kalas were taught to students according to their interest and aptitude. These life skills were helpful to be self-dependent and to live with full of dignity in society. Self-dependency makes human being stress free and workable. It was helpful in the development of positive attitude,

dutifulness and a sense of responsibility for self and others. Teachers were supposed to be as an ideal for their student. Students learn the first lesson of moral values and balanced character from their gurus. Balanced character is very helpful in the establishment of peace and harmony in society. Students were taught that we all are the son and daughters of same ultimate Soule. All these things are essential for peace and harmony in society.

Socialization and character building was the main objective of the education at that time. Education was imparted among students with the aim of enabling them to discharge their duties for successfully compilation of four Purusartha i.e. Bhrahmchrya, Grihasth, Sanyas and Vanprastha. The focus was given to attainment of values and practical knowledge by that student can live a socially useful life (Altekar,2014, p.34).

Students were taught about the principal of Niskam Karm (Act without attachment) (Ishopnishad, verse-2). All were being aware that it is fundamental duty of each and every person to perform their work assigned by society with full of devotion and detachment. There was no disparity within karma. All karma has equal importance. This philosophy of work helps individuals to understand the dignity of each other. This principal of knowledge was helpful to develop values like detachment, truth, dutifulness, responsibility, sacrifice, and justice among disciple. Finally these values were helpful to live a harmonious life style.

2. In elimination of threats towards harmony in society

Casteism, communalism, economical disparity, apathy towards duties and materialistic life style are some major threats in the context of establishing peace and harmony in society. Educational inputs of Upanishadas have enough potentiality to check it out. It was live education system in which students have to stay with their guru in their home like a family members and learn a practical lesson of harmonious life style. There was no disparity between the student of Ashrams on the basis of their cast and creed. After *Vidyarambha Sanskara* all students were called with the name of Antevashi and treated as child of related Guru.

Students were taught their first lesson of discipline, five core values named *Truth, Nonviolence, Brhamchary, Ashtey (non-styling) and Aparigraha (non collection)* with practice and imitation of guru and other senior fellow's behaviour and the lesson of brotherhood during living in teachers' house. These values are very essential to keep peace and harmony in the society. There were several thought patterns at that time but all were respected with each other and free to perform their act (karma) according to their belief. So, there was no issue of communal conflicts. Implementation of this democratic behaviour

definitely will be helpful in development of harmony in society.

Teachers were highly honoured by society. They discharged their duties like a father, philosopher and guide in the welfare of students. They impart two types of knowledge i.e. Para Vidya which was related with wisdom, self-actualization and spiritual in nature and Apara or Avidya which was related with livelihood skills and physical sciences as well as social sciences and self-manifestation and materialistic in nature (According to Ishopanishad, verse.11). Materialist knowledge was the just helping tool to sustain oneself in physical environment. Emphasis was given at Para Vidya to liberate their soul from ignorance, slavery and sorrow. Inculcation of values and development of wisdom was the real aim of education. Entire education system was tuned with spiritualistic environment that motivates students to discharge their duties to make society in harmony.

Teacher of that time realized their social responsibilities and act to strengthen society. Capable people were motivated enough to do social welfare works. This activity was helpful to check disparity between rich and poor and bring a harmony in society. Disciplined life and use of introspection to solve the problems of inner and outer world life were the core element of that education. Upanishadas attempt to seek unity in inner and outer world. They have realised that the problems related to the outer world cannot be solved by looking into outer world but introspection into one's inner world (Panday, 2016).

3. Developing the attitudes, good habit and ethical behaviour

Rituals are the core element of education. Each and every step of education is related with some rituals. Basically these rituals are not just organized to convert whole education in a ceremony and joyful moment for pupils but the hidden agenda of these rituals are socialisation of newly added members of society. Students were taught about their duties, positive attitude towards change, and lesson of simple living high thinking through these rituals. A hearty relation was also built between students and teachers. Formal learning was started with Vidyarambha Samskar and complete with *Samavartan Sanskar*. At the time of samavartan samskar guru finally preach their student about their social duties and responsibilities which was definitely useful in establishing peace and harmony.

Development of good habit was stressed at that time. *Amritopnishad* (verse-28) said that an individual who wants to be in peace and happiness should leave anger, greed, laziness, too much or less sleeping, eating or fast. The practice of Asana, Pranayam, and Meditation were compulsory for every student. These Yogic practices were very helpful to develop good habit and ethical behaviour. The rich traditions of tolerance, perseverance, plurality and

assimilation have kept the identity of the country intact, and civilization thriving (Baweja,2012). Disciplined life was the core component in ashrama. This qualitative life style of ashram, ultimately develop a sense of harmonious life style among students.

4. To live in harmony with own self, other self and with the natural environment.

Upanishads consider this world not as a source of problems and unhappiness but as a training ground for a person's Self realization. The teaching of Panch kosha (Chandogya Upanishad, Cha-2) was too scientific to understand about the nature and relation of human body and spirit. This understanding makes aware about the material word as well as spiritual word and their importance for happier as well as harmonious life style. Knowing to own self and relation with other worldly objects are the prime concern of Upanishada. Upanishads state that there is no matter of conflicts or dualism if an individual realised the unity of all existence by perceiving all human beings as his/her own self.

Spirituality was in priority rather than materialistic life. Preparation for value based spiritual life was more focused than materialistic life. Upanishads believe that word is mortal and soul is ultimate. The knowledge of soul and its nature is important to know the entire world and its creatures. There is a famous verse of kathopnishada that prosperity or richness is not the mean of ultimate satisfaction, only self-actualization can make human being satisfied. *Na vitten tarpniyo manushya..*(Kathopnishad, verse-27,cha.1).

Harmony with physical world is necessary for sustainable life. Ishopanishad (vers-1) states that all the natural things are the creation of God just for our existence. So it is our duty to consume it with the sense of sacrifice. "However, man's selfishness and too much emphasis on individualism have caused lot of damage to environment. Most of the environmental problems have taken place because of the anthropocentric approach, which is human centered approach. In this view human beings are only considered as at the center of universe. Everything is judged in terms of its utility to human beings. They assign intrinsic value to human beings and instrumental value to nature. However Upanishads consider nature as non-different from Brahman, the Ultimate Reality, so it assigned intrinsic value to nature" (panday, 2016). The aim of education was to prepare the different castes of people for their actual life through vocational education. The ultimate aim of education in ancient Indian was not knowledge as preparation for life in this world or for life beyond, but for complete realization of self for liberation of the soul from the chains of life both present and future (Mandal,2017).

Upanishads always teach to keep balance between human and environment. There should be

cordial and affectionate human relationship among individual society and environment for harmony and peace in life. In this way educational inputs of Upanishadas can be helpful to develop harmony and peace among self, others and environment.

Conclusion

The principals and life style according to Upanishad can be helpful to solve the present problems of society. Education of Upanishadas has the capacity to make human being valuable, stress free and dutiful in their day to day life. Egoism, arrogance and selfishness are the root cause of various problems in this world like increase in psychological problems, gender biases, corruption, communalism, environmental problems, family problems etc. Today's society is more complex and diverse. In the era of globalization diversity is one of the features of world community, with people belonging to diverse culture are coming closer to each other, interacting with each other. In such a diverse culture respect for other's culture, respecting other's views and ideology even if one is in disagreement with it is an important virtue to be in peace and harmony. In this concern it is a very needful to introduce education of Upanishadas to develop harmonious life style among students. This is the way by which we can import in real sense of education of (सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामया। सर्वे भद्राणि पश्यन्तु माकश्चित् दुःखः भाग्भवेद्॥) means may all be happy, may all be without disease, may all creatures have wellbeing, and none be in misery of any sort, may peace be everywhere).

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Moocs In Teacher Education: An Examination of The Present and A Vision for The Future

Ms. Shama P. Ansari

Research Scholar

Department of Education (CASE),

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda-390002

Prof. Ashutosh Biswal

Professor

Department of Education (CASE)

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda-390002

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ABSTRACT

Massive Open Online Courses, or MOOCs for short, have emerged as a game-changer in the field of education. MOOCs make it possible for learners from a wide variety of backgrounds to gain access to low-cost information of a high standard. The course provides students with self-paced learning and learning at their own convenient time. People who are doing a job and lack time to study in physical mode can enroll in such courses and get the benefits of online learning. Though MOOC has gained momentum worldwide MOOCs in India are in their primary stage. Teacher education programs in India also aim to help teachers develop the professional habits and dispositions necessary to be successful in their careers, such as the ability to communicate effectively, work collaboratively with others, and continuously reflect on and improve their own teaching practices. MOOCs in teacher education can act as an important way of teaching where learner are more self-reliant and don't depend much on teachers to get information. The potential advantages that Massive Open Online Courses may have for the subject of teacher education are examined in this article. The study also examines the benefits of Massive Open Online Courses for the education of teachers,

including access to content of a high-quality, flexible learning alternatives, and chances for working together and networking.

Key words: Teacher education, MOOC, National Education Policy, opportunities, online education

Introduction

Information and communication technology (ICT) has changed how we educate ourselves and created new educational opportunities. ICT in education is the practise of utilising computers, software, and other digital tools to support teaching and learning. It can be used to support a range of educational activities, including delivering content, facilitating communication, providing feedback, and assessing student progress. One of the greatest changes brought about by the use of ICT in education is how students and teachers interact. It has allowed educators to create and deliver educational content to students in a variety of way. Today, we use computers, the internet, and other ICT tools to take education to places that were never possible before. It has enabled educators to reach students in remote and marginalised areas. Students residing in developing countries have used this technology to enrol to advanced educational courses.

As per National Educational Policy (2020), “India is a world leader in information and communication technologies as well as other cutting-edge fields. The Digital India Campaign is assisting in the transformation of India as a digitally enabled society with a knowledge economy. While education will be key in this transition, technology will be critical in improving educational procedures and outcomes; thus, the interaction between technology and education at all levels is bi-directional.” Leveraging technology in education has led to introduction of various methods of teaching including flipped classroom, blended learning, game-based learning and also online learning. Many higher education institutes have adopted this online learning by creating virtual classrooms. The cost-effective, flexible, and self-paced nature of online learning makes students to attend classrooms during their own free time, and they can also get an opportunity to interact with other students and faculties in a virtual mode. In comparison to face-to-face classrooms, online learning, according to research by the U.S. Department of Education, results in better learning outcomes for students. (Chakravarty, 2016). According to an online learning platfrom Coursera's, 2021 Impact Report, more than 20 million more people signed up for its courses in 2021, which is the same increase as was seen in the three years before to the pandemic. These increases are a result of the popularity

of online learning becoming more widespread around the world, which has led to an increase in the number of remote students enrolling in higher education programmes and students from rural populations (Wood,2022). One of the recent and most innovative evolution of online education is MOOC. They use online platforms to deliver instruction and allow students to interact with one another and the instructor. They have become an effective platform for reaching many people who would not otherwise have access to education. To improvise students' level of engagement and learning outcomes, the potential of MOOC is still being tested and tried.

Understanding Moocs

Massive Open Online Course is an abbreviation that stands for MOOC. The courses are massive because there is no limit on the enrolment of students in the course. It is considered open because anyone from anywhere with the internet can access it and it is online because all course components like instruction, testing, and discussions are done online. MOOCs are the emerging field in education that also encourages lifelong learning. Since MOOCs (Massive Open Online Courses) came out in the early 2010s, there has been a lot of research and writing about them. Some studies have looked at the effects and effectiveness of MOOCs, while others have looked at the motivations and experiences of MOOC learners, as well as the challenges and opportunities that MOOCs present for higher education institutions and teachers. Overall, what we know about MOOCs suggests that they can be a flexible and easy way to get a high-quality education, especially for people who may not be able to attend traditional on-campus programmes. MOOCs can also help develop new learning models and teaching methods. They can also help learners from different places and backgrounds work together and get involved.

But MOOCs have also had problems and been criticised for things like how long people stay in a course and how many of them finish, how good and consistent the course content is, and how few chances there are to talk to other people and get help. Some studies have also raised concerns about how MOOCs might affect traditional higher education and how well they can help people from different backgrounds and with different needs get the same access and opportunities.

Overall, the research on MOOCs suggests that these courses could have a big impact on education and learning, but it also shows how important it is to keep researching and thinking about the challenges and opportunities that MOOCs present.

Moocs in Teacher Education

NCFTE (2009) asserts that a teacher should be a special kind of person who does not take information for granted, who is integrated in the curriculum and accepted without inquiry, who does not see pupils as passive recipients of knowledge but rather as capable creators of their own knowledge. A person who actively resists rote learning makes learning a fun and engaging activity, plans projects, discussions, discourse, observations, and visits, and combines academic learning with useful activities. Hence, a teacher educator or a student-teacher educator whose purpose is to prepare such teachers, should share the underlying educational philosophy and possess the needed understanding and professional competencies to develop such teachers. It can only be possible with a proper blend of traditional wisdom of teaching-learning pedagogy with the modern modes of technology.

The majority of people believe that student-teacher educators are individuals who want to work as classroom teachers, however this is only one of the many job options that are made possible by this degree. Social work, educational specialists for museums and community parks, curriculum sales, education policy development, private school consultation, corporate training, and writing SEO content for business websites are just a few of the job markets where a candidate with a Master's in Education may find employment. Employers are searching for leaders with a master's in education who can push people to achieve greater success, effectively communicate, accommodate diversity, and adapt to change. With a master's in education, one can work in a variety of positions. Therefore, it is the responsibility of an educationist to develop the M.Ed. programme in a way that not only produces academicians but also unlocks the key to any professional door and provides the market with the qualified people resources it needs (Gawarikar & Pramanik, 2015).

MOOC is an online mode of learning that will enable student-teacher educators to make learning participatory, and joyful, making their learning more productive. MOOCs are not just tools to teach students; they are also being used to educate teachers, provide various learning experiences and meet their various learning needs. MOOC also has a promising future in its application to teacher professional development and it will promote the reforms in teacher education to some extent (Inchiparamban, 2017). The researcher conducted the study to update the student-teacher educators on the use and adaptability of MOOCs for the proficiency in research methodology, to create awareness among them on MOOCs as a mode

of teaching-learning, and to break the traditional barriers in the process of teaching-learning. This study will introduce them to an alternate mode of learning and equip them with skills for online learning. and may in turn motivate the student-teacher educators to make a MOOC for meaningful learning in their future classrooms.

Present Status of Moocs in Teacher Education

Teacher education is an important discipline to improve the quality of school education. According to Goel & Goel (2012), *“Teacher Education is a discipline which educates the progressive generations on what has gone by, where we are, where we want to go, and what we like to create, observing healthy, meaningful and long life. Innovations in Teacher Education are very rare. It may be attributed to various factors. Novel ideas do not incubate because of adverse external conditions. There are wide gaps between the visionaries and actors. So, very often the innovations have a short life and die down in the institutions, where these originate. Sometimes, the most innovative programs fail in the formal system, because, these are beyond the view & purview of the apex bodies.”* Teacher education programs largely follow traditional methods of teaching and infusion of modernization is also very slow. The programs are always novice to new modes of teaching In India, teacher educators are reluctant in adopting or experimenting with innovative teaching approaches. It's crucial to remember that teaching isn't a field that's known for creativity, so change can be tough. As science and technology are advancing in India, the methods of teaching are also not confined to chalk and talk method but moving more towards method which focuses on the need of students. But the outlook of teachers towards adopting such innovative approaches to teaching is a big challenge (Parvin, 2021).

MOOCs have brought a disruption in the education sector and all sections of society are adopting this method of teaching. Massive Open Online Courses can provide a new avenue for teaching teachers to use educational technology in classrooms. Singh and Chauhan (2017) investigated 156 teacher educators' awareness of MOOCs across sub-categories such as concept awareness, usability, technology, current practices, and policy guidelines in a study. According to the findings, teacher educators have a fundamental understanding of MOOCs, including their strengths, delivery methods, and advantages. However, there is some confusion about MOOCs' importance in teacher education. Indian MOOC projects such as SWAYAM are still poorly understood. According to the findings, there is a growing demand for teacher educators to not only have a better understanding of MOOCs but also to give them

the resources they need to create and incorporate MOOCs into their regular classroom practices. The teacher education program should prepare students to use new technology in the classroom to meet the needs and aspirations of students in the twenty-first century. To fulfil these educational demands of students, we require teachers who know how to deliver knowledge and who truly care about students and their future success.

MOOCs: OPPORTUNITIES FOR FUTURE

The Indian government recognizes the value of MOOCs in promoting entrepreneurship, education, and training, and has set aside funds in its budget to support the creation of more MOOCs. The government's recent initiatives to provide quality education for people at all levels will be dependent on the expansion of online learning. According to Puspanadham, (2019) “with a smartphone penetration rate of 21.3 percent, India is one of the most vibrant smartphone markets in Asia-Pacific. JIO-Reliance, a 4G internet provider with low costs, was introduced in 2016. MOOCs are one of the most potential platforms for improving the condition of education in India, with high and increasing smartphone usage, affordable smartphone internet, and many MOOCs easily accessible via smartphones.” To increase the enrolment in teacher education in India and to provide quality world-class education to all, MOOC can be a significant option.

Massive Open Online Courses (MOOCs) are increasingly being incorporated into the global educational system due to the youth's growing desire to pursue high-quality education at reasonable costs and the importance that governments and educational institutions around the world place on e-learning and digital literacy (Subrahmanyam & Swathi, 2017). Additionally, the national education policy seeks to boost the gross enrolment ratio in higher education, including vocational education, from 26.3% in 2018 to 50% in 2035 (NEP, 2020). Although MOOCs are widely used in IITs, IIMs, and several top-tier private colleges, MOOCs are poorly known in Indian universities in Tier-1 and Tier-2 towns. While the vast majority of poll respondents claimed they were familiar with online education in general, only 22% said they were familiar with MOOCs, and only 4% said they were extremely familiar (Kaur, 2019).

MOOCs in the future will create an efficient environment for providing online educational needs. Higher education institutes should offer MOOCs in the future for boosting the reputation of the organization as an innovative institute as well as to promote academic debate in the universities concerning the mode of instruction, pedagogy, and in-classroom teaching (Haywood & Macleod, 2015). Institutions should also offer MOOC for the

following reasons:

- To make education inclusive for all
- To provide an alternate platform to learn variety of content
- To promote professional development among teacher and educators
- To make learning interesting and also activity based
- To make students enjoy the process of learning with technology
- To make customize course available to its students
- To promote global citizenship through foreign participation the course
- To teach students and promote ICT skills
- To make context specific videos available to students
- To be at par with the modern technology
- Increase the visibility of the institutions
- To make education available at less or no cost to all

Institutions provide MOOCs for a variety of objectives, such as brand extension, innovation, and access to education (Educause,2012). Higher education institutes offering MOOCs can have multiple benefits. By becoming a leader in innovation, institutes will get an opportunity to collaborate with various third part firms working in this field. Students' enrolment in institutes can increase and teachers in class will get various modes to adapt to. Teachers need to adopt MOOCs for stimulating fun and engagement among them, providing students with various modes of learning and also for their academic growth. MOOC showed an exponential growth during covid-19 also students at all levels enrolled in MOOC courses for variety of reasons and numerous skills. Potential of such course also needs to be tried and tested at professional course like teacher education and with this objective the following research study was adopted.

CONCLUSION

Massive Open Online Courses (MOOCs) have gained popularity during the past several years and are transforming the traditional approach to teacher education. MOOCs offer numerous benefits for teachers, including access to high-quality education from top-rated universities and educational institutions around the world. Regardless of a teacher's geographical location or financial situation, they can access education to enhance their skills and acquire new knowledge. MOOCs offer flexibility and convenience. Teachers can learn at their own pace and schedule, which allows them to balance personal and professional commitments. This

flexibility also allows teachers to tailor their learning to their individual needs and interests, which allows them to focus on areas they need to improve upon. MOOCs are cost-effective. Traditional teacher education courses can be expensive, but MOOCs are generally free or come at a minimal cost. This cost-effectiveness means that more teachers can access education and improve their skills and knowledge. MOOCs have transformed the traditional approach to teacher education, making it more accessible, flexible, and cost-effective. MOOCs offer a diverse range of courses, covering a broad range of subjects, allowing teachers to acquire new skills and knowledge in various areas. MOOCs also provide an interactive learning environment that encourages teachers to collaborate, exchange ideas, and engage in meaningful discussions. Therefore, it is essential for teachers to take advantage of MOOCs and continually improve their skills and knowledge to better serve their students.

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Teaching Strategies, Challenges and Prospects of Online Teaching and Learning: A Literature Review

Dr. R. Pushpa Namdeo

Assistant Professor

Department of Education

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya

Wardha, MH.

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ABSTRACT

Online learning has emerged as an alternative or supplement to access educational content outside a traditional classroom setting. Online learning and teaching have become an inseparable part of the education system after the advent of Covid-19. This was the time when every institution was struggling for continuing the process of teaching and learning during this pandemic and online transaction was thought to be the only solution for it. Despite many hardships, the educational institutes managed to somehow accelerate the teaching-learning process. In this context the challenge is to design appropriate systems that will provide and enable appropriate teaching-learning systems that could realize the identified goals of the teaching and learning process. Currently if we think of the education system technology is playing a central and important role. This has provided teachers and students with an opportunity to use modern technologies and platforms in the teaching-learning process and enhances learning in all avenues. The environment of an online learning classroom is different from traditional classroom and the teacher and learner face new challenges in this context. This review-based paper reflects upon various issues such as online teaching strategies, challenges, and prospects related to online teaching and learning in educational institutions. It also provides an overview of the various factors that contribute to the effective adoption of online teaching and learning.

Key words: Online Teaching and Learning, Teaching Strategies, Challenges, Prospects, collaboration

Introduction

The rapid advancement of digital technology, combined with network access in the educational setting, offers exceptional possibilities for 21st-century teaching and learning. Unlike globalization, urbanization, and industrialization, digitalization has changed the entire scenario of the education system. The digitalization of the teaching and learning process needs the integration of digital technology into the education system and to enhance its effectiveness teachers must be equipped with the necessary skills and facilities. Although online education has been practiced for several decades its usage has been geared immensely for the last few years. Not only specific courses were designed using online mode but efforts have been made to integrate digital technology into classrooms of regular and traditional courses. Thus, we can experience a significant shift from traditional modes of deliberations to online learning.

The 21st century has brought about an enormous transformation in the world of education. The traditional classrooms limited to the four walls of the school have changed their scenario. Technology has brought about a paradigm shift in the teaching-learning process. If we think of the education system it has taken the teaching-learning process beyond the consecrated walls of the educational institutes into the hands of everyone.

When we look into the history of online teaching and learning we find its existence long back i.e. more than half decades back. Although there are several examples regarding the practice of using machines and tools in education throughout history, e-learning is relatively a new concept in the modern world. Since the 1950s overhead projectors and television-based classes are in use. Long back in 1960, the University of Illinois, USA was the first university to trace instances of online learning in the world. During that period internet was not in existence but for learning, students used computer terminals that were interlinked to form a network. The University of Toronto 1984 was the first to offer a completely online course. In 1986, the Electronic University Network was established. The University of Phoenix became the first educational institution in the world to introduce an online collegiate institution, offering both bachelor's and master's degrees (Sarkar,2020). Online education in India stem from 2004-05 when efforts were made by some government organizations such as ISROU, MHRD, and IGNOU to start two-way video communication, but the efforts did not yield the expected results due to insufficient technological advancements (Bhartiya, 2021).

Sun and Chen (2016) stated that continually for years online education, research studies, and models have been encouraged therefore before the COVID-19 the research studies focused on

colleges and universities i.e. basically higher education which indicates that university teachers had some exposure to online teaching and learning, whereas school education was neglected in this aspect and so was a challenge for them (Lestari and Gunawan, 2020).

Online learning is becoming increasingly important in education and this new type of teaching and learning can be practiced in a variety of ways. Several studies have compared face-to-face teaching to online learning to determine which mode provides learning outcomes, the most satisfied students, or the highest rate of course completion. However, these studies frequently show that teaching and learning are influenced by factors other than the teaching setup. Many factors play important roles and this literature review will explore deeper into some of them.

Research Objectives

The purpose of this review paper is to reflect upon online teaching and learning in education.

The major objectives are:

- To review research related to online teaching strategies adopted by teachers.
- To ascertain the challenges related to online teaching and learning by teachers and students.
- To find the prospects of online teaching and learning educational institutions.

Systematic literature review in the context of the use of instructional strategies during an online transaction by teachers, challenges, and prospects of online education is reviewed. It also tried to explore that despite historical evidence that online learning started more than half a decade what was the reason that it didn't become popular in general education? This analysis of literature involves, a review of an adequate number of research papers and scholarly articles published in Journals and magazines.

Methodology

The literature exploration on which the existing review is based (Bryman, 2012; Creswell, 2013; Machi & McEvoy, 2016), serves the purpose of identifying research papers and articles that may answer the research question. A systematic search for Educational Resources through various online platforms like ResearchGate, Google Scholar, Academia, Google search, Shodhganga, Eric, etc. was done using the search keywords such as e-learning, online learning, online learning in educational institutions, challenges in online, Instructional strategies in online learning, learning, etc. To ensure that most all findings related to the objectives are presented in the review, a systematic search was made which reflected the research before and after the pandemic.

In all about 30 research papers and articles from journals, and magazines as per the objectives were reviewed. Out of these 17 studies related to online instructional studies, 07 studies on challenges in online teaching and learning, 05 research studies on prospects of online teaching and learning, and some reviews were used to develop the base for the study. The review of the literature focussed on the objectives of the present study and accordingly the review was conducted. Only studies related to online teaching strategies, challenges, and prospects were considered for analysis.

Below, the researcher has presented the findings from the research review and analysis of the articles and research papers included in the review by discussing the selected studies in online teaching and learning.

1.1 Online Teaching strategies

Online teaching strategies refer to the methods, approaches, devices, and tactics adopted by the teacher during online transactions to make the teaching-learning process effective, develop interest, and motivate students to learn. It is the methods and approaches that guide the organization of learning activities, course content, and student engagement in online courses (Bonk and Dennen 2003).

PowerPoint presentations and social media platforms such as YouTube and Ted Talk are effective tools for synthesizing and disseminating information to students, enhancing experiential learning, and facilitating further insight into the topic during an online transaction (Green & Hope, 2010; Sharoff, 2011). Creating an engaging online course necessitates educators developing strategies to increase student participation and foster a sense of community. This promotes collaborative learning and the development of relationships, as well as educator feedback while allowing for independent networking and self-directed proactive learning. (Garrison & Anderson, 2003; Munich, 2014; Rogo & Portillo, 2015).

Gurang (2021) found that teachers used Zoom, Google meet, WhatsApp, Google classroom, and YouTube for online teaching and were ready to learn new technology and methodology of teaching. Engraining in formative assessment can help instructors evaluate student progress and inform the delivery and design of online instructional plans and assessments. (Robles and Braathen 2002).

In order to facilitate online learning teachers must be innovative and creative, as well as have a strong online presence. In today's online learning environment, teachers must provide a safe, non-judgmental environment. They must demonstrate an active teacher-facilitated and

student centered learning process in which students are held accountable for their active participation and self-directed learning while also playing a facilitator role to enhance the learning process. The teacher must be reflective to facilitate online teaching and learning (Shroff, 2019).

Kowalczyk (2014) was of the view that a faculty development program is required to improve the integration of e-learning. They must also be educated on the pedagogical methods that are appropriate for an online course. Studies have demonstrated that a strong presence of teachers as well as high-quality course content, are critical components of courses that successfully facilitate online student engagement and learning. (Moore, 2014; Swan and Shih, 2014). Furthermore, educators must improve and encourage complex reasoning skills while assisting students in developing a sense of reflective self and a personal and professional ethos, which will eventually translate into increased confidence. (Chadha, 2017; Peisachovich, 2016).

Participating in discussions with students and encouraging peer-to-peer collaboration are important aspects of engaged virtual learning interaction. Peer interactive design fosters collaboration and a sense of belongingness (Chadha, 2017). The outcomes of the instructional design process as defined by the educator govern student interaction and engagement while encouraging regular communication, and are critical to facilitating online teaching-learning success.

Students' engagement, motivation, commitment, and "reflection, knowledge acquisition" are encouraged and supported by incorporating proactive and collaborative pedagogical practices, thereby nurturing the learning process during the online transaction (Freeman et al., 2014; Peisachovich et al., 2016, pp. 114).

After reviewing the related literature related to online teaching strategies adopted by the teacher it was found that PowerPoint presentations, Zoom, Google meet, WhatsApp, Google Classroom, YouTube, and Ted Talk were tools used by teachers during online instruction, formative assessment was ingrained while teaching to evaluate student progress, engaging online classroom strategies were used to enhance student's participation, strong presence of teachers is a more influential factor in determining the effectiveness of online teaching, interactive designs to foster collaboration among peers were used to make online instruction effective and fruitful.

1.2 Challenges in Online Teaching and Learning

Conducting online classes is itself a great challenge for teachers who are accustomed to conducting classroom teaching for many years. While online teaching there were several challenges but among all accessing the student involvement in a remote area and teaching numerical subjects was the biggest challenge (Gurang,2021).

The challenges with online teaching were both technical and ideological. An unstable network connection while using videos and audio was one of the issues for which the videos and audio were kept off but this mode of teaching seems to teach a vacant classroom with this student had not had essential resources to join online so it appeared like promoting the digital divide. Some other challenges were electricity connection, internet signal issues, level of understanding, lack of scope for meaningful interaction, incorporation of innovative teaching and mechanical conduct of classes, unable to observe the face and mood of students, lack of motivation as immediate feedback was not possible other than this teacher expressed their serious concerns over the laboratory activities for the research (Mishra et al, 2020). The lack of in-depth engagement between teachers and students due to geographical locations in online classes is a common issue (Moore, 1991). This decreases the motivation and productivity of students and teachers which contributes to low satisfaction and outcomes. This lack of interaction results in a sense of isolation and frustration and a high dropout rate in online courses (Willging and Johnson, 2004). Teachers while adapting to online teaching and learning environment encounters many challenges which to a large extent is minimized in the face to face classes (Mills, 2015).

Students felt pressurised as online courses and content is difficult to understand due to a lack of interaction with peers and teachers. Students also understand the importance of online assessment and feedback in their success in online learning. As a result, instructors should give students clear instructions and detailed feedback (Kara,2021).

The major challenges identified while reviewing the related literature were the lack of students' involvement during the teaching-learning process, teaching seems to be in a vacant classroom for teachers, lack of motivation due to delayed instruction and feedback, dearth of technological soundness of educators, lack of meaningful interaction between peers and teachers, high dropout in online courses, infrastructural issues, challenges in conducting laboratory activities, etc.

1.3 Prospects in Online Teaching and Learning

Although online teaching learning has a history of more than half a decade, in the past its usage has been thought to be effective and useful for the generations to come and therefore it becomes important to reflect upon the perspective of online teaching and learning shortly while reviewing the literature. So that actions towards its attainment can be thought off. The online teaching-learning environment will not, however, replace the traditional face-to-face environment in the education system, rather findings of the research show that both face-to-face and online teaching and learning environments have their merits and limitations. Therefore, it was concluded that both settings can be used together in the blended mode for the holistic development of students (Saghafi, Franz, and Crowther, 2014). Whereby students will be well versed and adapted to the usage of online learning as well as traditional learning because of which they would be able to sustain and fulfill the demands of the future globalized world.

On the one hand, findings reflect that online Learning Management Systems, which are commonly used in online and blended education, provide new avenues for interaction between students, content, teachers, and among peer groups (Cheng and Chau, 2014). Hunt (2015) had an opinion through proven studies that blended learning can provide pre-service teachers with a digital platform for collaborative and inquiry-based learning related to field practice through deliberate course design and the use of relevant digital tools. Chat sessions can act as a supplement during group work, and teachers are actively involved during fieldwork.

The pandemic situation has made digital learning for educational institutions mandatory. Adequate infrastructure, trained faculty, stable government policies, and global network access must be initiated for the successful implementation of digital learning for all beneficiaries of education (Singh & Tiwari, 2021).

Lack of infrastructure and hardware facilities as well as limited technological knowledge, Online learning lacks focused learning compared to traditional methods. Most students opposed online learning, and are of the opinion that it is the only way to avoid a study gap during a pandemic situation. Students are distracted by online learning and are not in favor of continuing online learning in the future (Sharma,2021). Under this constraint, the prospects of online teaching and learning have been questioned but sorting the problems and challenges in using online teaching effectively will pave the pathway for its integration into mainstream education. Online teaching and learning have several benefits such as easy accessibility, time-

saving, flexibility, self-development, etc. because of which a positive future of online teaching and learning can be thought of.

Thus, for the prospective online teaching and learning some of the major points that could be considered are: online teaching could be adopted in blended mode, flipped classroom can be practiced, professional development of faculties, minimizing digital divide, infrastructural facilities along with prospective government policies could lead to the development of an effective environment for online teaching and learning.

Major findings from the research

The role of the teacher is primary in the teaching-learning environment where the teacher facilitates learners through effective online teaching strategies to keep students motivated, and participatory to overcome challenges and help in the sustenance of student success. To help alleviate student motivation teachers should provide various alternative ways of interacting and communicating. Reducing the digital divide is one of the prime aspects of successful online teaching and learning in educational institutions. In this regard digital literacy and network connectivity are essential. Comprehensive training of teachers, as well as students regarding online teaching and learning, is required for its successful implementation. A blended learning approach can be adopted in an educational institution for making the teaching-learning process effective. Various psychological aspects of the learners need to be addressed while preparing the course material as well as during instruction to create an opportunity for learners to collaborate, communicate and attain performance expectations.

Conclusion

If education is to be productive, then it must be capable of reconciling the different views dealing with development and innovation in education. Online learning in its initial stage poses certain threats to students as well as stakeholders. Online learning can be an innovative approach to teaching and learning and a change in attitude and technological literacy would help teachers and students access the benefits of this learning environment. It is a holistic way of teaching and learning that meets the needs of today's digital world. Teachers and learners must appreciate this paradigm shift from traditional classroom practices to an online learning

approach to education. Thus, contributing to the enrichment of teaching-learning processes in educational institutes.

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Lifestyle: A Comparative Study of College Students among Urban and Rural Areas

Dr. Sunilkumar Satishchandra Jadav

Assistant Professor, (Psychology)
Children's University,
Gandhinagar, Gujarat

Dr. Ronakkumar R. Parmar

Assistant Professor, (Psychology)
Children's University,
Gandhinagar, Gujarat

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ABSTRACT

The purpose of the study is to compare the lifestyles of college students living in urban and rural settings; therefore the researchers sampled 180 students from each group. There are 90 urban areas students and 90 rural students in each group. Gandhinagar, Gujarat, is where the data came from. Lifestyle scale, created by Bawa and Kaur, (2012) was used with a personal datasheet to compile the research. The information gathered was analysed using an ANOVA test. 2x2 factorial design was framed. The results demonstrate that compared to their counterparts in rural regions, students from urban settings have much better lifestyle. Male and female lifestyles are vastly different, the female possess good lifestyle than the male students. Interaction between area and gender had no Impact on lifestyle.

Key words: Lifestyle, College students, Urban, Rural area

Introduction

Since people differ in their lifestyle behaviour, study into this area has been more popular, and it is now widely recognized as one of the significant elements in determining an individual's health state. According to the World Health Organization (WHO), health is a

"state of full physical, mental, and social well-being and not only the absence of sickness." It goes on to say that one's own conduct and way of life account for sixty percent of the quality of one's life, and it makes the suggestion that adopting a healthy lifestyle may lessen the likelihood of developing preventable health issues and increase one's quality of life. The World Health Organization (WHO) is correct in its assertion that advocates of a healthy lifestyle have fewer health problems. Those who make healthy choices throughout their lives are better able to stave off the disabilities and diseases that might strike later in life.

Teenagers and young adults, per the World Health Organization's definition, include both high school and college students despite their vast differences. A person's sense of themselves and the world around them starts to form throughout their time in high school. As a result, they face a wide range of environments and need for coping strategies. College is a formative time since it is dynamic and academic requirements are higher than in high school. Workloads and stress, both of which are important elements that negatively influence health, rise for the latter as they enter a dynamic time of new independence from their parents and the changing patterns of life. The rapid shift from childhood to adulthood in the aspect of physical, sexual, psychological and social changes not only provides chances for the development of their well-being but the possibility to put a person's health and well-being at danger. This key moment in which people develop healthy and unhealthy lifestyle behaviours presents a chance to be grabbed.

Lifestyle is a life style which not only impacts the person who chooses it but also influences society. The word lifestyle was propounded by Alfred Adler in 1929 it characterizes the attitude, values and partially reflects the social status. It also encompasses a certain way of interacting with others, eating, spending leisure time, and clothing. Someone's beliefs are reflected in it. Habits, and etiquettes and the way of life which has a direct impact on the sort of services that a person provides or needs.

Generally speaking, there are six distinct lifestyles:

1. **Health Mindful Lifestyle** - The lifestyle in the person constantly stays conscious for maintaining oneself physically healthy and good.
2. **Academic Oriented Lifestyle** - it refers to the lifestyle of a person who constantly stays in his academic subject.
3. Lifelong curiosity for professional development is a hallmark of a **career-oriented lifestyle**.

4. **Family oriented lifestyle** entails maintaining constant communication with loved ones and include them in all aspects of one's daily life.
5. **Socially oriented** lifestyle that is focused on helping others and engaging in social activities is indicative of someone who values these things highly.
6. Trend seeking lifestyle - An person is quick to accept new fashion and constantly prepared to refresh him with new trends.

The outcomes would vary depending on whether the setting was a rural area or a major city. Even within an urban context, a specific neighbourhood works as a determinant owing to differing degrees of prosperity and closeness to open areas, making this a crucial consideration. Specifically, a surf culture or surf lifestyle is often seen in locations that are physically adjacent to the ocean. As people have become more concerned with how they spend their time, the idea of lifestyle management has emerged. Jadav (2013) found that the location of educated, jobless individuals did not affect their quality of life. Involvement in sex did not change the way educated, jobless individuals lived. According to the data shown by Vikas (2014), men have a higher standard of living than women who are open to the idea of divorce. According to Shah, N. V. (2014), diabetics living in rural and urban regions have similar lifestyles, as do diabetic women and men.

Main Objective of the research:

- Investigate the differences in lifestyle between college students living in urban and rural locations.
- To check the lifestyles of male and female students.
- Test how different types of area and genders affect one another in terms of their way of living (lifestyle).

Hypothesis:

- No clear difference in way of lifestyle can be seen between urban and rural areas students.
- Neither male nor female students will exhibit any gender-based differences in their way of living.
- There will be no effect of interaction between gender or demographics -specific effects on student lifestyle.

Method:

Sample:

There were 180 participants in total, all of whom were chosen at random from various educational institutions in Gandhinagar. Gandhinagar students from both urban and rural regions were included in the poll. Fifty percent of the students who were chosen at random lived in city areas, while the other fifty percent lived in rural areas. Among them, 45 male and 45 female students were chosen to attend college by city dwellers, and the same numbers were picked by those living in rural regions.

Used Equipment:

Informational Release Form:

The researcher employed a self-created personal data sheet to learn about the demographics and gender of the college students.

Lifestyle Scale:

S. K. Bawa and S. Kaur created the scale (2012). The 60-item scale is divided into 6 categories. There are six types of lifestyles: (1) the health-conscious; (2) the academically-oriented; (3) the career-oriented; (4) the socially-oriented; (5) the trend-seeking; and (6) the family-oriented. The 60 elements on the lifestyle scale represent many aspects of human existence. There are five possible responses for each question: (Strongly) Agree, (Agree), (Indifferent), (Disagree), and (Strongly Disagree). According to the results of this study, the Reliability coefficient is 0.96. Based on the author's own assessment, the questionnaire's validity and reliability are both high.

A Statistical Look:

Statistical analysis was performed using the 'F' test.

Analysis and Discussion:

The goal was to analyze the participants' lifestyles in relation to the various student populations and gender orientations. Here, the researcher developed not one but three alternative null hypotheses (Ho.1, Ho.2, and Ho.3) to see what would happen. A 2X2 factorial design was constructed for this study. Two-way ANOVA tests were employed to check these assumptions. The findings are shown in Tables 1-3.

Table.1

(N=180)

Standard deviation and mean of lifestyle scores by student demographics and gender.

Independent variable		Boys	Girls
Urban	Mean	142.72	146.01
	SD	10.76	13.02
	N	45	45
Rural	Mean	138.37	143.57
	SD	11.06	13.14
	N	45	45

Table.2

(N=180)

Brief ANOVA analysis of lifestyle factors across student demographics and gender orientation.

Source of variance	Sum of square	Df	Mean sum of square	F
A (types of students)	712.13	1	712.13	*6.01
B (Sex)	580.71	1	580.71	*4.31
AxB	6.79	1	6.79	0.06 (NS)
SSW	24026.00	176	135.49	
SST (cr.total)	25280.45	179		

NS – Not Significant, *p > 0.05

Table No. 3

N=180

Lifestyle mean scores and mean difference by student type and gender distribution in colleges.

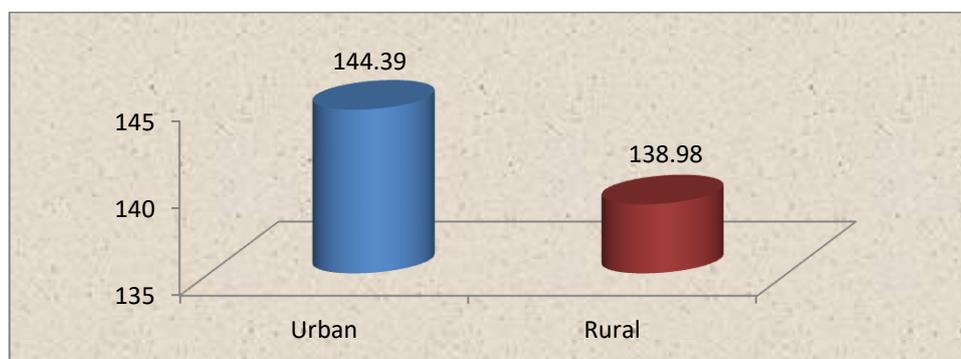
<i>Independent variables</i>	<i>N</i>	<i>Mean</i>	<i>Difference of mean</i>
A1 (Urban)	90	144.39	5.41
A2 (Rural)	90	138.98	
B1(Boys)	90	138.12	5.02
B2(Girls)	90	143.14	

Urban vs rural areas college students perspectives on lifestyle.

Table 2 shows that the F value for the different student populations is 6.01. At the.05 significance level, The F test revealed a statistically significant variation in the ways of lifestyle of students in urban and rural settings. Table 3 shows that the average lifestyle scores of students in urban and rural regions are 144.39 and 138.98, respectively, with a 5.41 point gap between the two groups. Therefore, H01 is not true, and it may be concluded that students' urban and rural lifestyles are significantly different. Students in the city tend to have a more affluent way of life than their counterparts in the country. Graph No. 1, constructed from the data, also demonstrates this distinction.

Graph. 1

Comparison of Urban and Rural Students' Mean Lifestyle Scores
 Subgroups of Students = X (Urban A1 and RuralA2)
 Y = 1.00 Semester = 2 Typical Grade

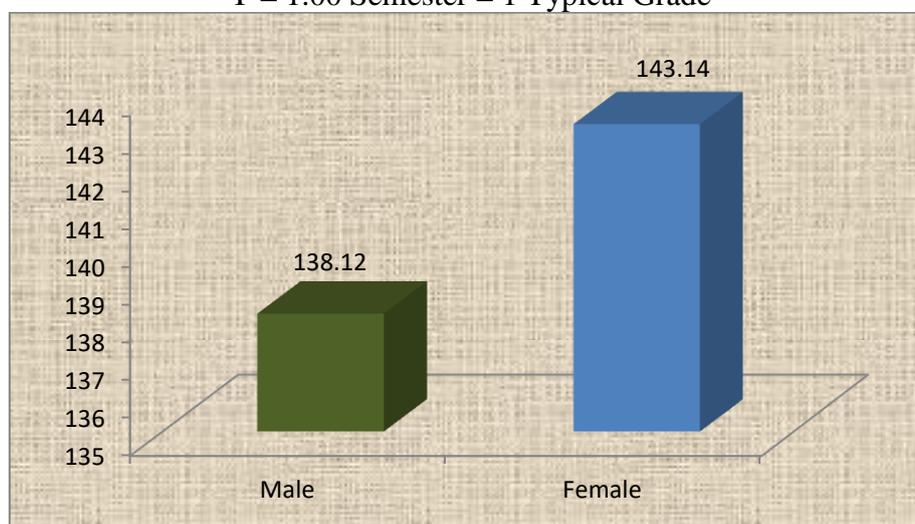


Lifestyle in relation to male and female students.

Table no. 2 reveals that there is a statistically significant difference between male and female students' lifestyles ($F = 4.31$, $p 0.05$). Table 3 shows that, on average, male and female students had respective lifestyle scores of 138.12 and 143.14. There is a significant disparity between male and female lifestyles, as shown by the mean difference of 5.02. Null hypothesis no. 2 is rejected, and it is determined that female students have a better lifestyle than male students. Graph No. 2, constructed from the data, likewise demonstrates this distinction.

Graph. 2

Comparison of Male and Female Mean Lifestyle Scores
Subgroups of Students = X (Male A1 and Female A2)
Y = 1.00 Semester = 1 Typical Grade



Interaction between college student's demographics and gender and its impact on lifestyle.

Interaction between student demographics and gender (Table No. 2) yields a F value of 0.06, which is not statistically significant. There was no statistically significant difference in lifestyle choices across student types and sex (AXB). Thus, it is concluded that there is no significant interaction impact of student categories and gender on lifestyle, maintaining the third null hypothesis.

Conclusion:

- Urban areas students have a higher quality of life than their rural counterparts.
- There is a greater emphasis on lifestyle among the female students than the male students.
- There is no significant impact on lifestyle of interaction between student's categories and gender.

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Education, Happiness and Wellbeing: A Literature Review

Tripti Singh

Research Scholar,

Centre for Studies and Research in Education,
School of Education, Central University of Gujarat,
Sector-29, Gandhinagar, Gujarat

Mo: 9213434382

Email id: tripti.singh@cug.ac.in

Prof. Jayendra N. Amin

Professor & Chairperson,

Centre for Studies and Research in Education,
School of Education, Central University of Gujarat,
Sector-29, Gandhinagar, Gujarat

Mo: 8401999439

Email id: j.amin@cug.ac.in

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ABSTRACT

Happiness and wellbeing are the most vital and the eventual goal of human life. Happiness is very subjective in nature and is a state of mind having positive or amiable emotions extending from serenity to inner joy. Wellbeing is a vibrant concept that includes several components like mental, psychological, social, emotional, and spiritual wellbeing. As we know that our environment and inheritance play a substantial role in garnering happiness in our lives, but it also depends on drilling our minds to change from negative to positive thoughts in order to increase happiness. But, due to the COVID-19 pandemic, the contemporary scenarios have been changed. Therefore, there is a need to study various factors that impact students' happiness and wellbeing. This study is an attempt to look at those factors and other determinants which affect happiness and wellbeing of students. The comprehensive literature review of the past studies indicates the need to look for alternatives

for the betterment and improvement of happiness and wellbeing among students proactively rather than retroactively trying to resolve problems which hardly affects their mental state. It also provides important insights about the factors which are often ignored while looking at students' happiness and wellbeing in a broader way. It put forward some of the recommendations for the educational institutions and the higher authorities to take students' overall wellbeing seriously and act accordingly.

Keywords: Happiness, Wellbeing, academic achievement, life satisfaction, mental health

Introduction

Happiness is considered as a fundamental human goal and being valued above material possessions. Happiness is defined in the context of positive mood, gratification with life, wellbeing, and quality life. Immanuel Kant (1785), the great German Philosopher wrote, "The concept of happiness is such an indeterminate one that even though everyone wishes to attain happiness, yet he can never say definitely and consistently what it is that he really wishes and wills". Seligman (2002) considered the path of happiness in three ways – firstly, the life of pleasure, secondly, the life of engagement, and thirdly the life of meaning.

Along with happiness the concept of wellbeing also has different dimensions that include subjective, social, health, and psychological dimensions. The pursuit of happiness is central to human existence and hence, psychological wellbeing is considered an important topic in psychological research. Because of the multiplicity of definitions, the concept of wellbeing is also known as the "catch-all category". Earlier the concept of well-being was popular in the context of health, but later it has been used as guidance, positive relationships, personal development, various aims of life, the autonomy of environment, and self-acceptance.

In Indian education system, a major emphasis is laid down on measuring school success through academic outcomes. The school professionals have not much laid down emphasis on the wellbeing of students and especially to a facetious component such as happiness. The preferment of happiness is obviously a limited goal and there is a need to reflect the optimal wellbeing. Convincing evidence has not been revealed in the past many decades that what is the importance of students' happiness at their school, college, and at the academic level. There has been a significant impact of happiness on students' arenas in life but there have been significant social implications in their progress also. A happy student is

one who experience frequently positive emotions rather than having joy at every moment. Positive emotions include fun and joy, taking interest in every work and enthusiasm.

In the coming section of this paper, the researchers have tried to review the related literature and draw out the major factors affecting the happiness and wellbeing of the students. Further, some sort of relationship has been derived among the components of happiness, wellbeing, and academic achievement/ productivity/ efficiency/ performance of the students. Thus, this comprehensive review is an attempt to ascertain the factors responsible for the happiness and well-being among students.

Objectives

This comprehensive review study was undertaken keeping the following major objectives in mind:

- To ascertain the correlation among major components of happiness, wellbeing, and academic achievement.
- To review happiness and wellbeing with reference to the factors like- community wellbeing and individual wellbeing, mental health, engagement, life satisfaction, social environment, emotions, self-esteem, self- efficacy.

Research Questions

This study was carried out to find out the answer for the following major research questions:

- What are the major factors affecting the happiness and wellbeing of students?
- What is the relationship between major components of happiness and wellbeing with the achievement of the students?

Literature review

Review of related literature is essential as it permits a researcher to become acquainted with current knowledge in the field or area relevant to conduct research. To discuss the major factors affecting the happiness and wellbeing of the students, a comprehensive review of related literature in the realm of happiness and wellbeing and overall performance is presented in the following paragraphs.

Happiness and wellbeing are important for everyone, all of us wants to be happy in our lives. It plays a key role in our lifestyle and ways of living, development of our personality and what not. But subjective wellbeing is different from community wellbeing.

Atkinson, S., Bagnall, A. M., Corcoran, R., et.al (2020) in their study explored the relation between community wellbeing and individual subjective wellbeing. It was inferred that the approach for community wellbeing is not a technological issue but a political choice in any society. It talked about current ongoing approaches to subjective wellbeing and community, neglected aspects of community wellbeing. Therefore, we can say that the happiness of majority or the community is counted more than minority. However, one may not entirely ignore subjective wellbeing.

Goodday, S. M., Rivera, D., Foran, H., et. al (August 2020) in the study used the longitudinal survey of all first-year undergraduate students. The basis of the survey was personal factors, family factors, environmental factors, psychological and emotional health, and lifestyle factors. The purpose of the study was to measure the self-reported indicators of mental and related service access, academic success and academic database, linkages between baseline predictive factors, and mental health and academic outcomes. The result shows that the number of youngsters is increasing and the number of foreign students in proportion to domestic is getting narrowed. Many adult students having diverse backgrounds are prone to highly variable risk and required mental health needs. Al- Sheeb, B., Hamouda, A.M., Abdella, G.M. (2018) in the study examined the influence of social, environmental, and academic aspects on the overall life satisfaction of first year college students. It was revealed that 3 out of 5 factors explored the best relationship between the students.

Bukhari, S. R., & Khanam, S. J. (2017) with the objective to determine the association between academic performance and wellbeing conducted a study. The study was conducted in Karachi in 2014. The study reveals that the academic performance of the students is negative when academic performance is correlated with depression and positive when it is correlated with happiness. The study has been conducted on 300 university students, which include 150 males and 150 females, and the age range was 19-30 years. Further, Cagle, J. B. (2017) in his study examined the relationship between the emotional wellbeing of students with respect to their level of academic achievement. 223 students were part of the survey. In his study, he found both weak and positive correlations between the emotional wellbeing and academic achievement.

However, in deeper aspect, happiness was correlated with work performance and academic performance. Reis, R. (2014) worked upon an article in which the scholar tried to show a relationship between happiness and work performance and tried to make an understanding on the impact of happiness on the learning performance of students especially

at the time of virtual learning, which has remained a challenge. The study shows the methods of re-humanizing of the learning process. He has the view that the happiness of students cannot be underestimated in academics. Teachers can be empowered in their roles as holistic educators and can be a mentor and motivator by providing encouragement and understanding on various issues. Tuntiwarodom, L., & Potipiti, T. (2008) conducted a study on the determinants of happiness and academics performance and relations among them. The study shows that happiness and personalization have the lowest and highest correlation respectively. Personalization might contribute most to happiness. Happiness in school seems to least important and has the lowest correlation. Further, life satisfaction was considered, and a relationship was established between student performances. Rode, J. C., Arthaud-Day, M. L., Mooney, et.al (2005) in their study tested a model that included satisfaction with different other life domains, overall life satisfaction and rating on cumulative college Grade Point Average (GPA). It was concluded that overall life satisfaction was a major forecaster of assessment ratings and GPA both. Educational implications of the study were also discussed for future research and practices.

In other studies, psychological wellbeing was correlated with the academic performance also. Turashvili, T., & Japaridze, M. (2012) worked on the article having the objective to test the hypothesis in Georgia as the majority of the students were suffering of the high level of depression, low level of wellbeing which has a serious impact on their academic performance. Results show that there was no gender difference in contrast to academic performance. Salami, S. (2010) conducted a study based on how emotional intelligence, self-efficacy, and psychological wellbeing contribute to students' overall behavior and attitude. This study was conducted in Nigeria and 242 college students participated by filling a questionnaire. Hierarchical regression analysis was conducted for each dependent variable. The future implications of this study were to put major emphasis on positive psychology to bring a change in students' attitudes and behaviors and to improve the quality of higher education also.

There were efforts to establish a relationship between engagement and academic scores. Boulton, C. A., Hughes, E., Kent, C., (2019) conducted a longitudinal survey on undergraduate students in UK. The study examined students and it was concluded that there was a positive interaction between engagement and happiness and negative link between engagement and academic outcomes. The outcomes of this study provided an insight on the subjective aspects of student experience. Krause, W. (2017) studied the relation between

wellbeing and productivity. The result shows that the countries having the best performance and with the highest GDP have the shortest workdays and fewest working hours respectively. It shows that the higher the work, the lower the performance. Bragging is a sign of non-performance. Zakrzewski, V., & Brunn, P. (2015) talked about happiness and student success in detail. In their article, various ways were given to teach happiness by including social-emotional learning (SEL) and mindfulness in the classrooms, by letting students working things out on their own rather than any support or assistance, by building in more time for reflection. The article suggested various ways and measures to inculcate happiness in students' success and to link both rather treating separately. Ali, A., Ambler, G., Strydom, et.al (2013) focused on the linkages between IQ and happiness. The result shows that there is a significant relation between IQ and happiness. The lowest IQ range reported the lowest IQ levels of happiness in comparison to the highest IQ level. Those who have a high IQ are happier than those who have low IQs. Krekel, C., Ward, G., & De Neve, J. E. (2019) studied the relationship between employee wellbeing and higher productivity. The study shows that there is a strong and positive relationship between the satisfaction of the employee with customer loyalty and employee productivity. There is also a negative correlation with staff turnover. The study also shows that higher wellbeing is also positively correlated with profitability at the business-unit level. Overmars, D. (2019) explored about the factors, which facilitate and hinder wellbeing in the workplace among 17 indigenous people (14 females, 3 males). Semi- structured interviews were conducted, and enhanced critical incident technique was followed for data analysis. The findings were very interesting and suggested that workplace experiences of indigenous people may improve by following specific practices like tailoring wellness programs, mentoring and by building respect for indigenous culture and identity.

Hill, E. (2015) found out the relationship between self-esteem, subjective happiness, and overall life satisfaction. A total of 71 participants filled in the questionnaire in which males were found to have higher self- esteem than females with lower level of satisfaction with life and subjective happiness. On the other hand, females were found to have higher levels of satisfaction with life and subjective happiness levels. Ali, S., Haider, Z., Munir, F., et.al (2013) worked upon finding the relationship between academic performance of students and various independent variables like gender, age, and faculty of study, schooling, father/guardian socio-economic status, residential area, medium of schooling, tuition trend, daily study hours and accommodation trend. The result revealed that age, father/guardian socio-

economic status and daily study hours contributed significantly to the academic performance of graduate students.

Schmidt, M., & Hansson, E. (2018) reviewed the wellbeing of doctoral student shapes the wellbeing of academics all the way through their careers. Well-being has been closely related to the productivity and efficiency of the employee, their strategies, and outcomes. The study proposed a student-centric approach and the enhancement of the wellbeing of doctoral students. Collie also took teacher's wellbeing into consideration in 2014. Collie, R. J. (2014) suggested that at the school level teacher wellbeing and motivation play an important role. The wellbeing of teachers resulted in faring well and motivated to teach. The study reveals the importance of psychological needs in predicting wellbeing and self-efficacy of teachers. The study helps in understanding the important variables of wellbeing and motivation.

Methods and Procedures

A systematic and methodical literature review was accompanied by studies in which the literature was searched, the selection of the studies was done, then the data were extracted from these studies and finally synthesized. Further, online databases were searched and similar studies were taken for the research purpose. Data analysis was done with utter care in which firstly, individual articles were read, analyzed to form some unique terms. Analysis was undertaken in accordance with the objectives framed. Secondly, to answer the research questions the aggregate occurrences of terms were analysed and then noted frequently.

Results and Discussion

From what we have reviewed in this paper, it has been found that the present study stipulates a systematic and a wide-ranging review of the peer-reviewed studies focussing upon happiness and wellbeing of students. It is a piece explaining in detail about what, why and how happiness and wellbeing of students is affected in the school settings. This particular discussion tried to address both happiness and wellbeing among children and how they are affected. It has been found that some of the researches have not defined happiness and wellbeing accordingly but have used indicators of happiness and wellbeing. Like, statements proceeding with 'it has shown positive or negative effect with...', such statements only indicates about the direction or the way in which it is approaching but does not clearly talked about other factors which affect the happiness and wellbeing of students, such factors are often underestimated or ignored.

In the present study, it was observed and noted that different nomenclature was followed by the researchers for addressing the term academic achievement of students. Some of the them used 'productivity', ' efficiency', 'performance', 'output' in their researches, meaning the same thing as 'academic achievement'. Out of 20 studies taken into account, 1 study was on community and individual wellbeing which showcased the difference between the two. 3 studies talked about mental health, engagement and academic output of students in which it was shown that happiness is directly proportional to the academic performance. 3 studies showcased that the student wellbeing and productivity is related, however, different nomenclatures were used for academic performance. 5 studies were on happiness and academic achievement of students, and resulted that happiness is affected with the performance of the child. 3 studies focussed upon the emotional wellbeing of the students and it was found that academic performance of the students is highly affected when they are emotionally affected. 3 studies were truly on the self-efficacy, psychological wellbeing and overall life satisfaction. 1 study was on motivation and wellbeing, 1 study was on happiness and intelligent quotient of students.

Suggesting Trails for Intervention: Future Implications of the Study

The results and outcomes of this study could be useful for all the stakeholders in the field of education dealing with the happiness and wellbeing of the child. It might also help them by developing on the most assuring directions laid down in this study and also by focussing on the research gaps that oblige consideration for the future research works to be done. Some of the recommendations are as follows:

- Student mental health should be mapped again and the development of quality care indicators. Further, a model for student mental healthcare on the basis of student needs to be developed. (Goodday, S. M., Rivera, D., Foran, H., et. al (August 2020)).
- Carrying out activities or adopting the mechanisms for the students who are with poor mental health and wellbeing so as to support them with interventions at the initial stage itself. (Boulton, C. A., Hughes, E., Kent, C., (2019)).
- High levels of wellbeing would definitely result in improved overall performance, loyalty, and good results. ((Krekel, C., Ward, G., & De Neve, J. E. (2019)).
- Student orientation sessions should be extended, organising more support services workshops for the students, more training sessions and courses (Al- Sheeb, B., Hamouda, A.M., Abdella, G.M. (2018)).

- Higher Educational Institutions (HEIs) are advised to follow more student-centric approaches to maintain the likelihood and wellbeing of the students in a long-run. (Schmidt, M., & Hansson, E. (2018)).
- Students should be given reinforcement, encouragement, token of recognition, etc could increase the level of happiness among students which could result in enhanced productivity.(Cagle, J. B. (2017)).
- Taking care about student mental health, sleep, mind, social support and organizational structure, it might lead to higher performance and student wellbeing. (Krause, W. (2017)).
- Subjective happiness would result in life satisfaction and self- esteem is a predictor of both. Thus, efforts should be made to resolve issues related to low self- esteem of students. (Hill, E. (2015)).
- Making SEL (Social, Emotional Learning) as a part of every lesson in every subject, letting students to work out on their own, building time for self- reflection would result in higher success and more happiness among students. (Zakrzewski, V., & Brunn, P. (2015)).
- Teachers should act as catalysts, bringing in more hope for students, providing them enriched learning experiences, nurturing ‘sustainable happiness’ between students and teachers, designing activities to capture their attention and resulting into higher engagement, developing students’ emotional intelligence and motivating them. (Reis, R. (2014)).
- Telling students to manage their emotions, using emotions for inner motivation, recognizing other’s emotions, set goals and develop potential to achieve them, to be positive and develop optimism in life. (Salami, S. (2010)).
- Teachers or instructors should use different methods to know more about their students, like giving students ‘personal case studies’, which would help integrating student life with classroom learning and would help teachers understanding their students more and then adopting measures to increase the life satisfaction among students which would result in higher academic performance of the children in return. (Rode, J. C., Arthaud-Day, M. L., Mooney, et.al (2005)).

Conclusion

In this comprehensive review on the relationship of happiness and wellbeing of students with their academic achievement or performance, we have acknowledged and

expressed a small but a producing body of review of literature and pave way for future research by highlighting the research gap. It seemed that there is no clear understanding on the terms happiness and wellbeing being pointed out in the researches. Just an overall impression has been made under some of the factors like emotional wellbeing, academic achievement, subjective wellbeing, life satisfaction, social wellbeing, psychological wellbeing, etc. No clear understanding about what factor resulted in what percent or in what proportion upon the happiness and wellbeing of students. Further, the researches have been done on school students, college students, employees and in different conditions results have been analysed. There seems to be less researches which focussed upon the same age group in same environment and same working conditions. The researches have focussed less upon the gratitude of happiness and wellbeing being affected due to so many classroom situations as well as home environment and working conditions. It is taken less into account by most of the researchers. Focus should be on 'why and how' rather than just 'what' of the problem.

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