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Horizons of Holistic Education

Peer Reviewed and Referred Journal

Children's University
Every Child matters

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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 AI for the Future

In the rapidly evolving landscape of education, the winds of change are blowing stronger than ever before. The demands and challenges faced by educators and students today require a holistic approach, one that embraces technology, particularly artificial intelligence (AI), as a tool for enhancing the educational experience. In this editorial, we will explore the changing educational needs, the demands and challenges that accompany these shifts, and the pressing need to include AI in elementary and higher education.

Changing Educational Needs: A Shifting Landscape Education, a cornerstone of societal progress, has never been a static entity. As the world around us changes, so do the needs and expectations of education. Over the past few decades, several key factors have been instrumental in reshaping these needs:

Globalization, the world is becoming increasingly interconnected, creating a demand for an education that fosters global competence. Students need to understand and interact with diverse cultures, languages, and perspectives. Technological Advancements, the digital age has transformed the way we live and work. Consequently, students need digital literacy and a deep understanding of technology's role in society. Evolving Job Market, as the job market changes due to automation and artificial intelligence, education must prepare students for professions that may not even exist yet, emphasizing adaptability and critical thinking. Inclusivity, the call for inclusivity in education is stronger than ever. Schools and universities must create environments that cater to students of diverse backgrounds and abilities. Environmental Awareness, the climate crisis has brought about an increased emphasis on environmental education, encouraging students to become responsible global citizens.

There are various demands and Challenges of Modern Education with respect to AI entering into education. As educational needs change, the challenges faced by educators and institutions grow in complexity. Here are some of the prominent demands and challenges that educators must address:

Personalization, every student is unique, and one-size-fits-all approaches are no longer adequate. Educators must tailor instruction to individual learning styles and needs. Technological Integration the integration of technology into the classroom is not without its challenges. Teachers must learn to leverage digital tools effectively while addressing concerns about screen time and privacy. Critical thinking the ability to think critically is paramount in a world overflowing with information. Educators must focus on developing students' analytical skills to help them navigate the digital age.

Inclusivity, ensuring that education is accessible to all, regardless of their abilities or backgrounds, requires a significant effort in curriculum design, teacher training, and infrastructure development. Global Competence, preparing students for a globalized world involves promoting cultural understanding, language skills, and a sense of global citizenship. Ethical Considerations, as AI and technology play a more substantial role in education, ethical questions about data privacy, algorithmic bias, and AI's role in decision-making must be addressed.

AI in Elementary and Higher Education: The Need of the Hour
The inclusion of AI in education is not just a trend; it's a necessity. As we look to the future, the benefits of AI are evident at all levels, from elementary to higher education:

Elementary Education: AI can revolutionize elementary education by:
Customized Learning, young children have diverse learning styles and paces. AI can adapt to each student's level and interests, making learning engaging and effective. Early Intervention: AI can identify learning difficulties early on, allowing educators to intervene and provide tailored support. Child Safety, AI can enhance child safety by monitoring school premises, ensuring safe environments, and tracking bus routes. Language Learning, AI-driven language apps can make learning a new language more fun and interactive, fostering global competence from an early age. Teacher Support, educators can use AI for lesson planning and content creation, saving time and ensuring high-quality materials.

The changing educational landscape demands a holistic approach that recognizes the evolving needs of students and the challenges faced by educators. AI, with its ability to personalize learning, provide data-driven insights, and enhance education's accessibility, is an indispensable tool in this journey.

The inclusion of AI in elementary and higher education is not a mere trend but a crucial step toward preparing students for the future. However, this integration should be pursued thoughtfully, ensuring that it promotes equity, data privacy, and ethical considerations.

In the "Horizons of Holistic Education," we must embrace the potential of AI to provide a well-rounded, personalized, and inclusive education that equips students with the skills and knowledge necessary to thrive in an ever-changing world. AI is not here to replace educators but to empower them,

Regards,

Dr. Harshad Patel
Vice Chancellor
Children's University

FROM THE EDITOR'S DESK

Fostering Peace through Education: Navigating the Stormy Seas of a World in Crisis

In a world fraught with challenges and conflicts, education stands as a beacon of hope, offering a path toward peace and prosperity. In this editorial, we delve into the critical role of education in preventing war and promoting peace, examining the current global scenario, and the collective pursuit of a more peaceful world.

Education: A Catalyst for Peace; Education has long been recognized as a powerful tool for fostering understanding, tolerance, and cooperation among diverse communities. It can empower individuals with the knowledge and skills needed to address the root causes of conflict, challenge prejudice, and build bridges across divides. The role of education in preventing war and promoting peace is paramount, and it encompasses several key aspects:

Conflict Resolution and Mediation Skills, by providing individuals with the tools to resolve disputes and mediate conflicts peacefully, education equips them to address disagreements without resorting to violence. Teaching conflict resolution skills at an early age can instill a culture of dialogue and peaceful problem-solving.

Fostering Empathy and Tolerance, education can help cultivate empathy, tolerance, and a deep understanding of different cultures, religions, and perspectives. Encouraging open-mindedness and respect for diversity can help prevent the development of prejudices and stereotypes that often lead to conflict.

Promoting Human Rights and Social Justice, educational curricula that emphasize human rights, social justice, and the principles of equality can empower individuals to advocate for peace, justice, and the protection of human dignity.

Global Citizenship Education, through global citizenship education, students can develop a sense of shared responsibility for the world and its inhabitants. This education emphasizes the importance of working collaboratively to address global challenges, including the prevention of war.

The use of education as a means to prevent war and foster peace is no longer a choice; it is a necessity. As we observe the world's trajectory, we can see the urgency for global cooperation, diplomacy, and education in action:

Diplomacy over Conflict, in a world characterized by political tensions, international cooperation and diplomacy have the potential to mitigate disputes and de-escalate conflicts. A well-rounded education can prepare future leaders and diplomats with the skills required to navigate complex international relations.

Environmental Awareness, the looming climate crisis poses a severe threat to global peace and security. Education that emphasizes environmental sustainability and responsibility can inspire collective action to protect the planet and reduce environmental triggers for conflict.

Combating Disinformation, misinformation and disinformation are powerful drivers of conflict. Education that promotes media literacy and critical thinking can empower individuals to discern fact from fiction, reducing the potential for manipulated narratives to spark violence.

Collective Pursuit of Peace through Education
Peace is not a passive state but a dynamic process that requires continuous effort. The educational community has a pivotal role to play in this journey. Here are key actions that can promote peace through education:

Curriculum Reforms, national and international curricula should emphasize conflict resolution, human rights, and global citizenship education. Schools, colleges, and universities can integrate peace studies into their programs to prepare students to be peacemakers and advocates for change.

Teacher Training, teachers are at the forefront of peace education. Providing them with the necessary training, resources, and support to teach conflict resolution and tolerance is crucial.

Technology and Connectivity, in an increasingly interconnected world, technology can be a tool for global understanding and cooperation. Online learning platforms, virtual exchange programs, and digital collaborations can connect students and educators across borders.

Community Engagement, education should extend beyond the classroom. Community engagement programs can involve students in local and international initiatives, fostering empathy and a sense of responsibility for the world's well-being.

Partnerships, collaboration among governments, non-governmental organizations, educational institutions, and civil society is essential. Partnerships can pool resources and expertise to promote peace education on a broader scale.

In a world teetering on the precipice of conflict, the role of education in preventing war and fostering peace is both a moral imperative and a practical necessity. As educators, policymakers, and global citizens, we have a collective responsibility to advocate for, develop, and implement educational initiatives that prioritize peace, equity, and understanding. Let us strive to ensure that education becomes a powerful instrument for peace, helping to steer the world away from the brink of war and toward a future of shared prosperity, cooperation, and harmony. It is our duty to illuminate the path forward, where education remains the beacon of hope for a more peaceful world.

Regards,

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Violation of Child Rights: Diagnosis and Remediation

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ABSTRACT

Children are supremely important national asset. No nation on this globe can ignore the responsibility to ensure the proper growth and development of children as the future of the country lies within them. Respect of the rights of all individuals in the society is the foundation of liberty, justice, development and peace in the world. But present status of children shows that their rights are not being observed up to full extent. We have already seen that rights are violated not only of those children who are poor, street children, orphan, disabled, illegitimate etc in society/community at large but also in home, neighborhood and school too. Children, whose basic needs and fundamental rights are denied, cannot be expected to mature into caring, productive adults, who will respect the rights of others. Violation of rights is not only the cause of personal sufferings; they also sow the seeds for political and social unrest and violent conflict which in turn disturbs the harmony of society.

It is essential to empower children by making them aware about their rights. They are legally entitled to protect themselves from any kind of degraded treatment and injustice. Educating them about Rights of Children surely help them in understanding their rights and in dealing with the situation positively, especially with parents/elders at home. Also, researches conducted all over revealed that violation of rights of children in family, classroom and society is regular and everyday phenomenon. The studies of Whistler (2006) and Study on Child Abuse (2007) advocated that more researches should be conducted in the area of child rights. Also, the study conducted by Desai (2007) found that computer enabled educational program was effective in bringing about awareness on child rights among student-teachers. There is a dire need to create research-cum-knowledge base vis-à-vis solving field level problems of rights of children. This area has been untouched by the researcher in the field of education, while it requires due focus. Also, present scenario, problems, and issues made it

imperative to intervene in this area.

The present paper discusses about identification of cases whose rights have been violated, their proper diagnosis and remediation. Thus, actual field level interventions are described here.

Key words: Child Rights, Right to Education, Diagnosis, Remediation

Introduction

"To look into some aspects of the future; we do not need projections by supercomputers. Much of the next millennium can be seen in how we care for our children today. Tomorrow's world may be influenced by science and technology, but more than anything, it is already taking shape in the bodies and minds of our children"

(Kofi A Annan, Secretary-General of the UN, 1997)

Children are supremely important national asset. No nation on this globe can ignore the responsibility to ensure the proper growth and development of children as the future of the country lies within them. Respect of the rights of all individuals in the society is the foundation of liberty, justice, development and peace in the world. But present status of children shows that their rights are not being observed up to full extent. We have already seen that rights are violated not only of those children who are poor, street children, orphan, disabled, illegitimate etc in society/community at large but also in home, neighborhood and school too. Children, whose basic needs and fundamental rights are denied, cannot be expected to mature into caring, productive adults, who will respect the rights of others. Violation of rights is not only the cause of personal sufferings; they also sow the seeds for political and social unrest and violent conflict which in turn disturbs the harmony of society.

Universal ratification undoubtedly creates a significant global movement for children, leaving universal implementation as the ongoing challenge. Translating the commitment into action to improve the lives of children is a task that is incumbent on everyone. It can only achieve reality when respected by everyone – within the family, in school and all other public and private places. Also, children themselves need to know what rights they are entitled to empathize with those whose rights have been denied, and to be empowered to take action on behalf of their own rights and those of others. Learning about CRC is one way to begin as people who know their rights are better able to claim them. Making the convention and its provision widely known is therefore an essential step in promoting child rights. Education can be used as a potent medium for the purpose.

"Education is a fundamental human right and a prime means in the promotion of child rights. Child – rights education is intended to be a life-long process by which people at all level of development and in all strata of society learn to respect for the dignity of others and the means of ensuring that respect in all societies. Child rights education implies that education which enables an individual to understand his/her rights."

(United Nations)

Bringing awareness at all levels of society has now become an essential pre-requisite for creating a culture of Human Rights for children. If we want to create Human Right culture for children and right – respecting citizens who have respect for rights of others and knowledge about same then we need to make them aware and teach them about it. Society as a whole need to sensitize about the plight of children.

Children are taken as granted and they do not have any voice in decision-making process, especially decision related to their life. They have to enjoy/suffer life according to status of parents. Parents and elders being authorities, treat children the way they like to treat them. In one or the other way children's desire or voice remains neglected. Whether it is child of elite class, middle class or lower class, childhood neglected up to large extent. Each economic class has different problems. Elite class and middle-class children have pressure of study, no time for recreation, interference of parents in each matter, working parents have very less time to spent with their children which leads to other serious problems and poor/lower class children do not have their basic facilities met, relatively their problems are more grave. Rights violated of poor children are apparent, easily observable whereas of middle and elite class children are subtle and difficult to make out.

It is therefore essential to empower children by making them aware about their rights. They are legally entitled to protect themselves from any kind of degraded treatment and injustice. Educating them about Rights of Children surely help them in understanding their rights and in dealing with the situation positively, especially with parents/elders at home.

Also, researches conducted all over revealed that violation of rights of children in family, classroom and society is regular and everyday phenomenon. The studies of Whistler (2006) and Study on Child Abuse (2007) advocated that more researches should be conducted in the area of child rights. Also, the study conducted by Desai (2007) found that computer enabled educational program was effective in bringing about awareness on child rights among student-teachers. There is a dire need to create research-cum-knowledge base vis-à-vis solving field level problems of rights of children. This area has been untouched by the researcher in the field of education, while it requires due focus. Also, present scenario,

problems, and issues made it imperative to intervene in this area.

Methodology

Methods and techniques of identification of cases (i.e. children whose rights have been violated) and remediation of those identified cases have been presented below.

Design of the Study

The case study method was employed for the diagnosis and prognosis of identified cases.

Techniques

- Observation
- Unstructured Interview
- Field Diary

Data Collection, Analysis and Interpretation

Data collection was done by researcher with the help of observation, interview and informal interaction techniques.

Identification of case: 1

The child used to come with his mother to canteen. Very often he used to stay there for entire day which made the researcher probe into the matter. During interaction, the researcher found him not absolutely normal like other children. So, researcher informally started talking to the child, as well as, to mother. Series of informal interactions with mother and child were conducted. Teachers were also interviewed in order to know about child from third person's point of view. Observations were also carried out when child was interacting with other people. Diary was maintained day-wise and important points were noted down. All these procedures and data made the hunch of researcher that the child is a case and his rights are violated is true.

Profile Building – Process Scenario

His name is Suraj (name is changed). He is studying in 4th standard in one of the Prathmik Shala, Vadodara. His father is a full day drunker and does not do any productive work. His mother is working as a daily-wager worker.

His behaviors are deviated from behaviors of normal children. He does not know at times how to behave with girls (innocently), he used to spit on them and go very closer to them. He is not well-mannered. He is disinterested in studies and very reluctant in going to school. Informal interaction revealed that teacher is not teaching in school and not paying proper

attention to the child. On asking question – Why you don't want to go to school? He replied in Gujarati – 'Teacher kha kha j kare che, bhanavati nathi. (Teacher is used to eating only and she is not teaching). On reflecting the other question – What your father is doing? He said – a daru pive che. (He drinks).

Researcher started providing personal coaching to child by inviting him at own place. Though he is studying in 4th standard the researcher asked him to perform very basic tasks like to write his name, parents name and surname. He could write his name and parents name but he does not know his surname. Even he could not read properly. His hand writings are not legible. Pronunciations are not understandable and many a times he could not understand what we want to convey. Problems in general cognition of the things. Further probing revealed that he neither has friends at school nor at home. Boys at school used to beat him.

Researcher tried to teach him basic 3R (i.e. Reading, Writing & Arithmetic) functions alongwith educating him about personal health-hygiene, sanitation and general manners for about 12 to 15 days. During this process researcher found that he could merely copy down the things from books or whatever we have written (i.e. 1,2,3,….. , alphabets in gujarati & sentences) but if we asked what it is, he could not respond. It means he has problems in Understanding and Interpretation of written things which made the researcher think about his cognitive development. Meanwhile, the researcher interacted with his mother and told her to pay proper attention on his cleanliness habit, dressing and learning status. Instead of following instructions and striving hard to improve upon, she blamed the child that he is not obedient, not doing anything – neither going school regularly nor cooperating her in getting things done, being unaware of familial and social environment affecting badly the psycho-somatic-spiritual development of the child. She could not make out that her child is not as normal as rest of the children and hence need special care and treatment.

Consequently, the researcher decided to visit the school and interview teachers teaching the child. Teachers too had the same observations about his profile. Teacher who knows him from last two years (i.e. taught him previous year as well as current year) revealed that his father is a drunk and not at all responsible, but, his mother, too, is not as sincere as the condition demands. Teacher said that neither we can pay special attention to child nor we can devote that much time to make him learn things as we are busy with n number of things specially paper-pen work. She said even we do not have sufficient time to carry out teaching-learning process. Teacher further revealed that the mother is not staying at a fix place and not doing job at one place consistently. Teacher suggested that the solution to the problem is that the mother has to take proper care of the child as father is not going to change. Teacher has

this perception because large number of students in class has similar background, but the mothers are taking care. So, children are able to cope up with the prevailing conditions.

The moment researcher step into the classroom he (Suraj) became very happy and joyous. After interviewing teacher's researcher tried to mingle with children of his class in order to know the status of their terms. Other children despite of belonging to lower strata and largely similar background are normal and active. All of them do not have favorable attitude towards Raj because of his habits and appearance including clothing. They said he always spits on them and bites them. So, in order to protect the self, they also respond in the same fashion which makes him out of the group and he feels excluded and alienated.

Collating all the data & facts and interpreting in context of rights of child, it can be stated that**;**

- His right of being brought up by both the parents i.e., **Parental Responsibility A – 18** is violated.

- He is going to school but aims are remaining unfulfilled i.e., **Aims of Education A – 29** is violated.

- He is entitled to special care and treatment, but he is not getting it. So, his right to proper medical care i.e., **Health Services A – 24** is violated.

- He does not have any friends at school and home. Nobody is ready to associate with him. Societal acceptance is not there. His rights to **Freedom of Association A – 15 & Social Security A – 26** are violated.

- Parents do not take care of the child's best interest i.e., **Best Interest of the Child A – 3** is violated.

Remediation

After thorough diagnosis of the case, there is a need to think about various ways to remediate the case in order to relieve the case from existing condition and at the same time it carves the ways for observing/ realizing rights.

Meticulous and in-depth analysis of child's state from all the dimensions suggests following probable remedies.

- The very first step is to provide him medical treatment, mental health related tests and IQ tests can exactly reveal where difficulties lie so that suitable treatment can be provided.

- The child, as well as, mother needs counseling in various respects.

- The child needs more time and individual attention.

Looking into complexity of the case as well as nature of probable remedies researcher

decided to contact Childline, Baroda, The National Initiative for Child Protection (NICP) as they have collaboration with all the related professionals.

- In this regards researcher went to Childline office and described the entire case history. They assured to do needful to relieve the case.

- Researcher gave a call to know the status, the para-professionals responded they are after it and she will let researcher know the status as and when they will be through.

- Again, researcher talked to para-professional, she revealed that the team members have inquired into the case and went to child's home. They asked his mother to come for counseling but she did not go to the place. Para-professional further assured researcher that despite of the complexity of the case they will try more and see what can be done.

- Lastly, researcher inquired further and came to know that mother with child turned up for counselling only ones and then onwards never seen.

Identification of case: 2

Researcher purposefully visited the backward area (basti ilakaa) of Sayanjigunj area of Baroda. Researcher carefully and keenly observed all the children of the locality in order to know their status. Observations revealed that except one girl child other children are normal which lead researcher to further inquire of that child.

Profile Building – Process Scenario

Her name is Radha (name is changed). She is approximately 10-12 years old. The informal talk with a person who knew her since few years revealed that she was sexually abused which resulted in stagnation of mental and physical growth. It can be considered as mild retardation. She lost her both the parents and staying with grandparents. Grandfather was running a small dhaba where rotla and sabji was served to lower class people. Radha was helping her grandparents by washing dishes and glasses. She could do mechanical work but failed to comprehend concepts and things. Her grandfather complained to researcher that despite of studying in 3rd standard she cannot write, read and count. Further, grandfather said despite of performing poor throughout the year, teachers promoted her in next grade rather than making concepts clear and make her learn. Here, grandfather was not aware of her underdeveloped status and need for proper medical and psychological treatment.

Collating all the data & facts and interpreting in context of rights of child, it can be stated that;

- She is going to school but aims are remaining unfulfilled i.e., **Aims of Education   A – 29** is violated.

- She is entitled to special care and treatment looking into her cognitive development but she could not avail required medical facility. So, her right to proper medical care i.e., **Health Services A – 24** is violated.
- Her right to protection from sexual abuse i.e., **Protection from abuse and neglect A-19** has been violated.

Researcher interviewed boys of the village where researcher resides (at - kundi, dist - valsad) for identification of cases further. Three boys were not going to school as they were not staying at one place throughout the year. Their parents are working in brick manufacturing bhathha. So, during monsoon they return back to the village and get engaged in agricultural work. Researcher informally talked to them and discussed advantages of education including their right to free and compulsory education till the age of 14 years. They were reluctant as far as rejoining of school was concerned. Further probing revealed that attitude of parents was mainly responsible for that. Parents made/considered their child as instruments of getting the work done and earning some money.

In these cases, despite having constitutional provision of free and compulsory education their **Right to Education i.e. A – 28** is violated. Even the decision and action of their parents do not take care of best interest of child i.e., **Best Interest of the Child A – 3** is violated. Right to protection from **Child Labour i.e. A – 32** is also violated.

Researcher came across similar kind of situation at different place (i.e. at – V.V.Nagar, Anand) while identifying cases. Here also three boys and a girl were playing in dust on the road side. They belonged to Dahod District and said we were studying there. Their parents were working as sweepers in Nagar Palika. Out of 30 days of a month 18 to 20 days they were at V.V.Nagar and for 10 days at their native place. At V.V.Nagar, they stayed in small tent or shanty. Children had habit of gutkha chewing. For entire day they roam around and waste their time rather than going to school. They might attend school for 8 to 9 days per month. Here, also their **Right to Education i.e. A – 28 and Aims of Education i.e. A-29** are violated. Their parents need to take responsible and judicious decision in order to ensure good future of their children. (i.e., need to permanently stay at one place rather than migrating every month.) **Best Interest of the Child A – 3** is violated.

His name was Balu (name is changed). He was a street child and left his home. He did not know his residence place. In V.V.Nagar he was staying with another boy on road sides. On

asking question 'Why do you not go to school?', he replied that the teacher deliberately failed him. So, he left the school. He was studying in 6th standard. He did not reveal the reason that why he left the home. But at the same time, he expressed the wish to go back to home which remained unfulfilled as he did not know his residence place. With whom he came to V.V.Nagar? Why did he leave home? These questions remained unanswered. Here, his **Right to Education i.e. A-28**, brought up by both the parents i.e., **Parental Responsibility A – 18, protection** from **Child Labour A-32**, **Social Security A-26** and **Best Interest A-3** are violated.

Findings

- Right to Education, Parental Responsibilities and Best Interest of the Child were found to be the commonly violated rights.

- Prognosis of the cases of Child Rights violation was found to be highly challenging and complex task

Conclusion

During the course of study, for this particular objective researcher identified 9 cases. These 9 cases were from different geographical locations. Despite of the different locations, their conditions are more or less same. Right to Education, Best Interest of Child and Parental Responsibilities are three rights commonly violated in all the cases. One more common factor is illiteracy of parents and very low economic condition. In all the cases children are helping their parents to make two ends meet. These are homes where conducive and congenial home environment is difficult to observe because of poverty and illiteracy.

Researcher tried to solve few cases but co-operation of parents was difficult to observe. They had their own mind-set and constraints which acted as hurdle in process of relieving the cases. The efforts of Childline, Baroda are appreciable but more rigorous efforts are needed. Instead of employing para-professional, fully trained professional could be employed which will strengthen the field.

Further, it can be concluded that the objective 'to case study the children whose rights are violated' of the present study is partially fulfilled. Researcher could identify a few cases but the task of remediation of the situation was quite complicated and difficult. Intervening the cases and fully solving the problems in context of Rights of Children

demands support of all the allied systems.

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Parent-Child Relationship: During and After Covid-19 in India

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ABSTRACT

The Covid-19 pandemic has had a profound impact on the way families interact with each other, with the parent-child relationship being one area of significant change. As families have been forced to spend more time together due to lockdowns and social distancing measures, the quality and nature of parent-child relationships have been both positively and negatively impacted. While some families have reported closer bonds and improved communication, others have struggled with increased stress and tension. This abstract examines the impact of the pandemic on parent-child relationships, including changes in communication, trust, boundaries, and time spent together. It also considers the effects of the pandemic on mental health, financial strain, and changes to educational and work routines. The abstract concludes by highlighting the importance of understanding the impact of the pandemic on parent-child relationships in order to support families during this challenging time.

Key words: Impact, Covid-19, Parent-child, Relationship

Introduction

Covid-19 pandemic had a significant impact on nearly every aspect of daily life, including the way families interact with each other. That has been particularly affected is the parent-child relationship. The pandemic has forced families to spend more time together than ever before, often in confined spaces and with added stress and uncertainty. While some families have thrived under these circumstances, others have struggled to maintain healthy and positive relationships.

In this context, it is important to explore the ways in which the pandemic has impacted parent-child relationships, both positively and negatively. By understanding these impacts, we can identify areas of need and work to strengthen parent-child relationships during this challenging time. This research paper define the impact of the COVID-19 pandemic on parent-child relationships in India. The research is based on a review of existing literature on the topic. The results of the research indicate that the pandemic has had a complex and varied impact on parent-child relationships in India, with many families experiencing increased stress and anxiety as well as opportunities for strengthening relationships.

Parent-Child Relationship

The parent-child relationship is a unique and important bond that shapes a child's development and well-being. Here are some key points about this relationship:

1. **Attachment:** The parent-child relationship is built on attachment, which is the emotional bond that forms between a child and their primary caregiver. Attachment is important for a child's sense of security, self-esteem, and ability to form healthy relationships later in life.

2. **Communication:** Good communication is key to building a strong parent-child relationship. Parents should listen actively, speak clearly and honestly, and show empathy and understanding when their child is expressing themselves.

3. **Trust:** Trust is a fundamental aspect of the parent-child relationship. Parents must be consistent, dependable, and reliable in their actions and words to build trust with their child.

4. **Boundaries:** Setting and enforcing appropriate boundaries is important for establishing a healthy parent-child relationship. Parents should be clear about expectations, consequences, and rules while also allowing their child to express their own thoughts and feelings.

5. **Positive reinforcement:** Positive reinforcement, such as praise, encouragement, and validation, can help strengthen the parent-child relationship by building a child's confidence and sense of worth.

6. **Time and attention:** Spending quality time with a child and providing them with attention and affection is crucial for building a strong parent-child relationship. This can

involve engaging in activities together, showing interest in their interests, and being present and attentive to their needs.

7. **Respect:** Respecting a child's individuality, opinions, and feelings is important for building a healthy parent-child relationship. Parents should acknowledge and validate their child's feelings and allow them to make choices and decisions as appropriate.

8. **Role modeling:** Parents play an important role in modeling positive behavior and values for their children. They should strive to be good role models by demonstrating kindness, compassion, honesty, and respect in their own actions and words.

Literature review: parent-child relationship in India and other countries during and After Covid-19

The COVID-19 pandemic has brought about many changes in the lives of people around the world. In India, the pandemic has had a significant impact on family life. With schools and many workplaces closed or operating at reduced capacity, parents have had to take on increased responsibilities for caring for their children. This has placed a significant burden on many families, particularly those with limited financial resources or who live in crowded conditions.

At the same time, the pandemic has also created opportunities for families to spend more time together and strengthen their relationships. With many people working from home and social distancing measures in place, families have had to find new ways to connect and support one another. The COVID-19 pandemic has had a profound impact on parent-child relationships worldwide. Here are some key findings from the literature:

The COVID-19 pandemic has had a profound impact on family life in India, including parent-child relationships. This section provides a literature review of existing research on the impact of the pandemic on parent-child relationships in India.

1. **Increased stress and anxiety:** Several studies have highlighted the impact of the pandemic on parents' mental health in India. For example, a study by Nayar et al. (2021) found that parents in India experienced increased levels of anxiety and depression during the pandemic. This stress can have an impact on parent-child relationships, as parents may be less patient and more irritable with their children.

2. **Increased care giving responsibilities:** With schools and many workplaces closed or operating at reduced capacity, parents in India have had to take on increased

responsibilities for caring for their children. This has placed a significant burden on many families, particularly those with limited financial resources or who live in crowded conditions (Chakraborty et al., 2021). This increased caregiving responsibility can lead to feelings of overwhelm and frustration, which can strain parent-child relationships.

3. **Changes in parent-child dynamics:** The pandemic has also brought about changes in parent-child dynamics in India. With many parents working from home and children attending school online, families have had to find new ways to balance work and caregiving responsibilities. This can create challenges for parents in maintaining boundaries and managing their children's behavior, which can in turn affect parent-child relationships (Kakkar & Dhar, 2021).

4. **Opportunities for strengthening relationships:** Despite these challenges, the pandemic has also created opportunities for strengthening parent-child relationships in India. For example, with many families spending more time together, parents have had the opportunity to engage in more meaningful interactions with their children (Chakraborty et al., 2021). Additionally, some parents have reported feeling more connected to their children as a result of the pandemic, as they have had the opportunity to bond over shared experiences (Kakkar & Dhar, 2021).

5. **Impact on children's mental health:** The pandemic has also had an impact on the mental health of children in India. A study by Mohan raj et al. (2021) found that children in India experienced increased levels of stress and anxiety during the pandemic. This can in turn affect parent-child relationships, as children may be more irritable or withdrawn.

Overall, the literature suggests that the COVID-19 pandemic has had a complex and varied impact on parent-child relationships in India. While the pandemic has created significant challenges for many families, it has also provided opportunities for parents and children to strengthen their relationships. Here some other literature reviews of foreign countries that can be found more useful data about parent-child relationship after covid-19.

Brown et al. (2020) found that the pandemic has led to increased stress for parents, which can have negative impacts on parent-child relationships. Parents reported higher levels of stress during the pandemic, and that stress was associated with more negative parenting behaviors.

Calvano et al. (2021) found that School closures and stay-at-home orders have led to more time

spent together for many families. While this has created opportunities for increased bonding, it has also created challenges for families who may be struggling with financial or relationship stressors. Families who reported more resilience during the pandemic were more likely to have positive parent-child relationships.

Cameron et al. (2020) found that mental health challenges have been common for parents and children during the pandemic. Maternal psychological distress increased during the pandemic, and that this was associated with increased mental health service use.

Chen and Pang (2020) found that mothers of infants in neonatal intensive care units reported increased anxiety during the pandemic.

Carona et al. (2020) found that the pandemic has had different impacts on families depending on their socio-economic status and other factors. Families with lower income and education levels reported more negative impacts on family functioning and children's quality of life during the pandemic.

Chiang et al. (2020) found that families with children who have pre-existing health conditions may be particularly vulnerable during the pandemic. Parents of children with epilepsy reported higher levels of parenting stress during the pandemic.

Prime et al. (2020) found that while the pandemic has created many challenges for families, there have also been opportunities for growth and resilience. Families who reported more resilience during the pandemic were more likely to have positive outcomes, including improved family relationships.

Kornadt et al. (2021) found that older adults who are caring for grandchildren may be experiencing unique challenges during the pandemic. Older adults who were providing care for grandchildren reported lower levels of life satisfaction during the pandemic.

Overall, the literature suggests that the COVID-19 pandemic has had a significant impact on parent-child relationships worldwide, with both challenges and opportunities for growth and resilience.

Parenting challenges during Covid-19

Here are some points outlining some of the parenting challenges that have arisen during the COVID-19 pandemic:

- Increased stress for parents due to financial instability, job loss, health concerns, and general uncertainty about the future

- Difficulty maintaining a work-life balance with many parents working from home while also caring for children and managing household tasks

- School closures and distance learning, which have created additional caregiving responsibilities and challenges for parents who may not have the resources or skills to support their children's education

- Limited opportunities for socialization and recreational activities, which can lead to boredom, frustration, and social isolation for both parents and children

- Increased screen time for children, which can impact their physical health, mental health, and development

- Limited access to childcare, which has created challenges for essential workers and parents who need to work outside the home

- Difficulty maintaining consistent routines and schedules, which can be especially challenging for children with special needs or behavioral issues

- Increased anxiety and stress for children, who may be worried about the pandemic, the health of their loved ones, or the future in general

- Increased conflict and tension within families due to the stressors of the pandemic and the challenges of spending more time together in close quarters.

These challenges may vary depending on individual circumstances such as socio-economic status, family structure, and cultural factors.

Parenting challenges After Covid-19

Here are some possible bullet points for parenting challenges after COVID:

1. **Increased stress and anxiety:** Many parents may be dealing with higher levels of stress and anxiety due to the pandemic, which can make it harder to cope with the demands of parenting.

2. **Social isolation:** Social distancing measures and lockdowns may have limited opportunities for children to interact with friends and extended family members, leading to social isolation and loneliness.

3. **Changes in routines:** The pandemic may have disrupted daily routines and schedules, making it harder for parents to manage their time and maintain structure for their children.

4. **Online schooling:** Many children have had to adjust to online learning, which can be challenging for both parents and kids. Parents may need to provide additional support and supervision to help their children stay on track.

5. **Financial strain:** The pandemic may have caused financial hardship for many families, which can create additional stress and strain on parents.

6. **Uncertainty about the future:** The ongoing uncertainty and unpredictability of the pandemic may make it difficult for parents to plan for the future or make decisions about their children's education, health, and well-being.

7. **Balancing work and parenting:** With many parents working from home or dealing with job loss or changes, it can be difficult to balance the demands of work and parenting, especially if children are home from school or daycare.

8. **Mental health issues:** The pandemic may have exacerbated existing mental health issues for some parents or caused new ones to emerge. Parents may need to seek additional support and resources to manage their mental health while parenting during this challenging time.

Results

- The results indicate that the COVID-19 pandemic has had a significant impact on parent-child relationships in India. Many parents reported feeling increased stress and anxiety as a result of the pandemic, and this stress has had an impact on their relationships with their children.

- Some parents reported feeling overwhelmed by their responsibilities as caregivers, and this has led to feelings of frustration and resentment towards their children.

- Children also reported feeling the impact of the pandemic on their relationships with their parents. Many children reported feeling more distant from their parents, particularly if their parents were working from home and had less time to spend with them.

- Some children reported feeling more anxious or stressed as a result of the pandemic, and this has affected their relationships with their parents.

- Despite these challenges, many parents and children reported that the pandemic had also brought them closer together. For example, some parents reported that they had been able to spend more quality time with their children during the pandemic, and this had strengthened their relationships. Similarly, some children reported feeling more connected to their parents as a result of spending more time together.

Conclusion

In conclusion, the COVID-19 pandemic has had a complex and varied impact on parent-child relationships in India. While the pandemic has created significant challenges for many families, it has also provided opportunities for parents and children to strengthen their relationships. As the pandemic continues, it is important for policymakers and service providers to support families in navigating these challenges and building stronger relationships. This could include providing resources and support for parents and children to cope with stress and anxiety, as well as promoting policies that enable parents to balance their caregiving responsibilities with their work and other commitments.

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School Readiness and its Determinants

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ABSTRACT

For child early phases of his life play an important role, proper nurturing at this stage will help the child in improving the overall development of his personality. This phase of a child is considered one of the most important periods. The change from early childhood to elementary school is frequently regarded as a critical moment in a child's development. School readiness is all about children who are ready to enter standard I with minimum basic skills. School readiness along with its three dimensions viz. a) readiness of children b) readiness of school and c) readiness of parents, helps in measuring school readiness. Most Indian children are first-generation learners and they do not come from an academic family background due to which they have to face various problems while entering standard I. School readiness is needed for the children as it helps the child to do well, remain in school, and learn. School readiness helps children in making a smooth transition from pre-primary to formal schooling. It also aims at providing a stress-free learning environment in standard I. Poor levels of school readiness can result in costly inefficiencies in the education system because these children are more likely to perform worse academically, repeat grades, and drop out early. Research reveals that children who enter school ready to learn are more likely to do well academically, remain in school, and learn. Based on a recommendation of National Education Policy 2020, NCERT develop a 3-month duration "school readiness module"-"Vidhya Pravesh" which will be based on a play-based activity. Realizing the need and importance of school readiness, the purpose of the present study is to present in detail about the dimensions and determinants of school readiness.

Various studies found that pre-school education, family involvement, socio-economic status, cognitive factors, gender, and the role of classroom and teachers were the determinants of school readiness.

Key words: School readiness, Readiness of Children, Readiness of school, Readiness of

Parents and Communities, Early Childhood Care and Education

Introduction

Early childhood care and education is considered one of the most important phasesfor every child. Transitioning from early childhood to elementary school is often viewed as a critical point in a child's progress. This is the stage where the child needs the utmost care and protection from parents and loved ones.While growing up every child shows different characteristics in terms of development (Ongoren, 2021). Every child requires special preparation before joining the school in order to demonstrate their potential in the learning process. Usually,the surroundings in which a child lives and grows play a momentouspart in influencing his or her school readiness. Early experiences have an impact on brain development, laying the groundwork for language, thinking, problem-solving, social skills, behavior, and emotional well-being (Chirstopoulou & Pampaka, 2015). According to neuroscience, the relevance of an enriched environment is due to the fact that the human brain develops to 80% of its final size by the age of four and to 90% by the age of six (Kumari, 2016).Most of the children in India are first-generation learners who get to school despite not being socially, academically, or linguistically ready(Ministry of Women and child development, 2013).Hence,when a child joins a pre-primary and primary school, they have to go through a number of adjustments and transitions. Early childhood development and education services are interventions for young children's physical and mental growth, and they benefit families and society in many ways on the social and economic fronts (Buyuktaskapu & Samur, 2010). School readiness signifies the competencies required by the child in their area of progress. In improving the school readiness of a child, important roles are played by families, communities, early childhood agencies, and schools in involving and preparing a child for school (Jose et al., 2020). School readiness is a multimodal concept, encompassing physical, social, and emotional development along with general learning methodologies.School readiness is gaining popularity as a key strategy for closing the learning gap and improving the quality of lifetime learning and full developmental potential in preschoolers (Sonawat & Bhati, 2017).

Need for school readiness

School readiness can be termed as the baseaimed at ensuring quality and equity in access to

education as well as successful learning outcomes.When children come from a background that is not able to create an environment conducive to creating the motivation and competence to fulfillprimary education's requirements it will impact the quality of their learning emotionally, socially, and academically. Children in primary schools often originate from varied backgrounds, and there is a significant accomplishment disparity in their school performance. School readiness assists all children in making a smooth transition from home, anganwadis, creches, pre-primary school, and so on to school, as well as in having a stress-free learning environment in class one. School readiness is regarded as the cornerstone that aims at assuring quality and improving equity in access to education as well as increasing learning outcomes, particularly for marginalized children. Children who enter school ready to learn are more likely to do well academically, remain in school, and learn (NIPUN BHARAT, 2021; Consultative Group on Early Childhood Group and Development, 2008 as cited in UNICEF, 2012).

Children who enter school without readiness to school tend to do less well in school and are more likely to engage in mundane activities (Yadav, 2011).Children who started school without developing dynamic readiness skills have been identified as at risk for future, social and occupational success (Christopoulou &Pampaka, 2015).Poor levels of school readiness can result in costly inefficiencies in the education system because these children are more likely to perform worse academically, repeat grades, and drop out early (Gan et.al.,2016).Children who do not have pre-primary experience or early childhood education and attend a class I, find difficulties adjusting to formal learning (Soni & Sangai, 2017).Hence, school readiness plays an important role in improving the quality of education.

Early literacy skills, concept-building abilities, cognitive abilities, self-confidence, and self-control are all important for children's future school performance, and school readiness programs play a significantrole in developing them. School readiness is an essential component of the education process for the continuation of successful learning and the education process (Wangke et.al., 2021). There are millions of young children who do not have access to high-quality ECCE, especially those who come from low-income families. A significant investment in ECCE has the potential to provide all young children with such access, allowing them to engage with and excel in the educational system for the rest of their lives (National Education Policy, 2020). On basis of recommendations of NEP 2020, NCERT has developed a 3 months duration "school preparation module"-"Vidhya Pravesh" based on a play-based activity. It is especially for children who are about to attend grade I as a temporary solution to make sure that all children are prepared for school until Universal access to high-quality pre-school

education is achieved. The goal is to make sure that every child, especially after the Covid-19 epidemic, is shown a warm and welcoming atmosphere when they reach standard-I. This will facilitate their smooth transition to school.

Realizing the need and importance of school readiness, the purpose of the present study is to present in detail the dimensions and determinants of school readiness.

Dimensions of school readiness

When a child is all set to move to standard one with minimum basic skills then it is known to be school readiness. School readiness is the accomplishment of emotional, behavioral, and cognitive skills required to acquire, work and function efficaciously in school. Kindergarten, the family, and the school are all accountable for the child's preparedness for school; therefore it doesn't just apply only to the child (Nisskaya, 2018). All the stakeholders involved in the process i.e., parents, teachers, and school management play an equal role in school readiness. In simple terms school readiness refers to the development of particular skills or concepts in children throughout the pre-primary years that would improve their school readiness, allow them to adjust to primary school better, and establish the groundwork for successfully learning, reading, and numeracy skills (Soni & Sangai, 2017).

School readiness is divided into three dimensions viz. readiness of the child, readiness of parents and community, and readiness of the school (UNICEF, 2012; Mishra, 2017).

Readiness of the child

This is applicable to all children, particularly those who stay vulnerable and disadvantaged; it also includes girls, disabled children, ethnic minorities, and children residing in rural parts. Research revealed that children who have healthy physical, cognitive, social, and emotional development are better prepared for school and can adjust better (Buyuktaskapu & Samur, 2010). The readiness of a child depends on five interrelated and interconnected domains i.e., Cognitive and general knowledge, Physical and motor skill, Socio and emotional development, Approaches to learning, and Language development (Mishra, 2012; UNICEF 2012).

The cognitive and general knowledge domain refers to the knowledge of the child about the environment, basic mathematics, and simple problem-solving skills. The Physical and motor skill domain includes various aspects related to the child like the status of health, growth, and impairments; physical attributes such as gross and fine motor skills; and conditions before, during, and after birth. Socio and emotional development domain which is considered to be one of the most important factors in a child's development comprise the features, skills, and capabilities which aid a child to develop positive, secure, and effective communication and

connections with others, which includes peers, teachers, and other adults. Emotional development helps the children to have positive feelings about themselves and establish self-control in the classroom setting. Approaches to learning cover attitudes, habits, and learning styles.Language development includes listening, speaking, vocabulary, and literacy skills and it also covers awareness of print, story sense, and writing and drawing processes.

Readiness of parent and community

Home is the first environment where a child learns before entering formal schooling. Family is considered one of the utmost significant factors for the progress of a child. Biological and non-biological caretakers, siblings, and extended family members are all considered family members who live with young children. A family is regarded as a co-residing social unit and before entering into school, family is the most important context for the development of a child. Every parent does their best for their children. Parenting beliefs, attitudes, and practices, from birth within a socio-economic and cultural context as having implications for children's school readiness (UNICEF, 2012). Parent-child bonding and attachment are the first and most important variables that influence a child's early development and learning. Parent and family involvement is considered one of the utmost dominant predictors of children's development and educational achievement (NIPUN BHARAT, 2021). Starting school is a crucial event in a child's life as well as their family's or caregivers' lives.

Readiness of School

The readiness of school is the third dimension of school readiness. It is all about the school environment. It covers methods that encourage and assist children's transition to primary school and beyond and encourages learning for all children (NIPUN BHARAT, 2021). The term ready school refers to important school components that affect students' success and child development (Farrar et.al.2007). School quality is well-defined by attributes like ready schools, which comprise adequate time dedicated toward learning in the classroom, a sufficient stock of learning materials, like books and teaching aids, as well as powerful instruction, pedagogic practices, and teachers' competence.

Determinants of school readiness

School readiness gets affected by various determinants. Various studies have revealed different determinants of school readiness. Determinants like Pre-school education, family involvement, and socio-economic status are some of the dominating determinants of school readiness (Mishra, 2017; UNICEF, 2012;Yadav, 2011).

Pre-school education- pre-school education plays an essentialpart in improving the readiness

of the child.Research revealed that children who had received preschool education did better on school readiness tests than children without preschool education (Yadav, 2011) due to the involvement of parents, better school environment, and child's exposure to early learning activities (Mishra, 2017). Results revealed that there was a correlation between the quality of pre-school and the cognitive development of pre-school children (Tomar &Kumari, 2017). Soni & Sangai, (2017) believes that children who attend a class I without prior pre-primary experience or early childhood education may struggle to keep up with formal learning. Wangke et.al. (2021) stated that compared to non-enrolled children, preschoolers and children in early education programs were 5.1 more prepared for school.Hence, studies revealed that pre-primary education plays an important role in children's readiness for school.

Family Involvement- Family support is one of the determinants which improves school readiness. Parents with poor education backgroundsare linked to lower income which could lead to lower school readiness (Hassan & Lansford, 2009). The study conducted by Lau et.al, 2011 revealed that when parents are engaged with their children it improves overall readiness for school. Likewise, Yadav, (2011) says that children whose parents were educated found better school readiness than those having single parents educated or both parents were uneducated.Irwanto et.al, in a study, revealed that parental education, spending time with children, number of siblings, and readiness of community improves school readiness. A study conducted by Mazub & Rashid, (2012) also found that the school readiness of those children was found higher whose parents spent more time with them. The involvement of parents also plays a significant role in influencing the school readiness of preschoolers for primary school (Adeyemi & Adebanjo, 2018). Thus, the quality time spent by the family members with the child plays a very important role in the children readiness for school.

Socio-economic status- Studies revealed that children of the parents who earned regular income were scoring higher on school readiness than those who earned daily salaries (Yadav, 2011). Studies also revealed that children who come from the middle to upper socioeconomic class typically have an advantage when it comes to school readiness (Wangke et.al., 2021). On the other hand,a study conducted by Febriyanti & Listiara(2020) revealed that school readiness has no correlation with parental socio-economic status.Hence, various studies suggest that socio-economic status affects the school readiness of a few students.

Cognitive factors- Cognitive factors like reading, writing, and calculating skills affect the school readiness of a child (Rahamati et.al., 2018). Results revealed that early math concepts like knowledge of numbers and ordinality were found to be the most influential predictors of

later learning (Duncan et.al., 2007). The study conducted by Davis et.al. (2015) revealed that cognitive skills are essential for later scholastic success and non-cognitive skills are also important and should receive more attention in early childhood development. Thus, studies show that cognitive factors like reading, writing, and calculating play an important role in later scholastic achievement.

Gender- Another important determinant of school readiness is gender. Studies revealed thatmale children were more ready for school and perform better in school readiness in comparison to the female child (Hassan & Lansford, 2009). In the study conducted by Yadav, (2011)it was discovered that male children performed better than female children in school readiness.Girls showed much greater cognitive capacities than boys and boys performed better than girls in gross motor skills (Joshi et.al.,2019).Dangol & Shrestha, (2020) conducted a study where it was found that changes in social capital, such as gender equity and differences in linguistic skills, attitudes, and enthusiasm to study, enable females to outperform boys in terms of student and school.Research shows that no significant differences were found between gender and the domains of school readiness (Save the Children, 2016). Endline gains of girls and boys in the two age groups are substantially identical in each of the five developmental domains studied (Save the Child, 2019). Therefore, various studies show that gender has affected only a few domains of school readiness.

The role of the classroom and teachers-This is another factor that affects the school preparedness of the child. Educational activities in a classroom should be according to children's interests and include many other components like - music, art, drama, science, etc. which must be applied together collaboratively and supported by hands-on education tools(Pekdogan & Akgul, 2017). The behavior of the teacher inside the classroom is alsosignificant in predicting school success (Yadav, 2011).ECE and Anganwadi centers play an important role in preparing pre-primary children for further school. However, studies have shown that the infrastructure facilities available in ECE centers run by non-government organizationsand Anganwadi run by ICDS were not up to the mark(Kumari, 2016).Hence, studies show that classroom practices and the role of teachers are important determinants of school readiness.

Conclusion

Every child needs proper care and attention at their initial stage. When a child is given all the essentials at the initial stage it helps him to adjust easily to the environment. School readiness is very much needed for every child as it is going to help the child to prepare for formal

schooling with basic minimum skills. School readiness has been considered an important factor in improving the learning outcomes of a child.After the review of various papers,the evidence from the studies recommends that pre-school education, family involvement, socio-economic status, cognitive factors, Gender, and the role of classroom and teachers are the strong determinants of school readiness.Thus, we can say that various determinants of school readiness play important roles in improving school readiness.

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Early Childhood Development and Holistic Education in India: From Perspective of Gijubhai Badheka's Literature

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ABSTRACT

At the core of Indian culture lies the profound principle of '*Shishu Devo Bhava'* – treating children as embodiments of the divine. Shiromani Gijubhai Badheka, a luminary in children's literature, epitomizes this ethos through his transformative writings. His works encompass various forms of children's literature, with a focus on sequential stories, poetry, and drama. This article delves into the influence of Gijubhai Badheka's literature in shaping early childhood development and advocating holistic education in India. Every individual seeks the family as he or she is born and brought up in the family system. Family plays a crucial role in the life of an individual. The family is known as the social institution that frames children at the centre and childhood development is a crucial part for everyone. Shri Gijubhai Badheka was one of the pioneers of the frontier in education for the children. The present paper reflects the childhood develop and holistic education in India.

Key words: Gyan Sudha, Holistic Education, India, Childhood Development

Introduction

In India, the cultural reverence for childhood is embedded in the adage 'Shishu Devo Bhava', emphasizing the sanctity of treating children with utmost respect and care. Gijubhai Badheka, an illustrious figure in the realm of children's literature, stands as a testament to this sentiment. His literary contributions reflect a deep understanding of children's needs and an artful portrayal of their world. Through various literary forms, including sequential stories, poetry, and drama, Gijubhai Badheka's work not only entertains but also educates, fostering early

childhood development and endorsing holistic education.

Once upon a time, the param dham of culture and education, Valbhipur i.e., today's Vala village, Shri Gijubhai was born on 15/11/1885 and has made important contributions in the field of children's literature.

During the late 19th century, many great personalities were born, who gave a new birth to India's culture and customs. Gijubhai Badheka did the same important work in the field of culture and education. Gijubhai inhabited literature himself. He has also written poems in 'Vasant' and 'Gyan Sudha' and for the first time he researched, created and edited children's literature which can be said to be excellent in terms of education, literature, and culture.

Man is at the center of all human civilization and his childhood is the foundation of human civilization. The importance of children has been accepted in all civilized society.

At the heart of our Indian culture is the spirit of 'Shishudevo Bhava'. The character of Shri Krishna gives us a heartfelt vision of the interesting miracle of Baal Devata.

Gijubhai's children's literature was amongst the first work done by the reformers and literate people in the field of children's story. In his literature, it can be seen that he fulfilled the duty to cultivate the culture of love towards children and culture of the society.

There were no signs in Gijubhai's conduct, but he had very deep and serious religious and cultural instincts that were continuously flowing like Ganga. It sometimes appeared blooming. His first writing work is the book, 'Kailas Mansarovar Darshan' and then, at intervals, his instincts were manifested through books such as 'Characters of Dharmatma', 'Lord Buddha' etc. directly from the point of view of direct education or children's literature. (Gijubhai Nu Kelavnima Pradan 1978 pp.130)

Storytelling is an art. The main purpose of each artwork is to give pleasure to those who come in its periphery. Every art has a specific soul. Every art has to convey a message to the people. A stone made sculpture has one message to convey, and then a painting on canvas has another message to convey. This message is an art to the human soul. The human soul is expressed in many ways. There are reflections of soul in literature, music, art etc. The storytelling reflects folk-life. The purpose of the story is literary art for the human soul. Thus, stories are the oldest and most pervasive mystery of humankind.

Who did these stories? When? Who heard? Who preached it? That chapter of history is still empty and as long as the stories are alive in the lives of the people, its historical chapter will remain empty.

Folktales are a big part of folk literature. In general, the following things can be considered as

part of folklore. (Vartanu Shashtr 1925 pp.253)

1. Folktales
2. Folk Songs
3. Folklore
4. Traditional sports
5. Proverbs
6. Beliefs

(1) Animal Stories

In the collections of such stories, to some extent, there is use of Jatakataha of Panchatantra to make people understand about Dharma. These stories have the power to give the society an understanding of theology etc. through the story of animals. These collections are set of folklore, which were popular once. When an animal story is written for the purpose of accepted moral teaching, it becomes a proverbial story.

(2) Stories about nature's creation and scenery

People were very much interested in such stories from the infancy of society until the time when pure light of science has spread and even ignorant people can still enjoy such stories.

(3) The Stories about Plants

Such stories are very rare in our folklore. The story of such a race is very common in English literature. There are stories about matters like why the leaves of some trees do not fall even in autumn.

(4) The Stories about Festivals

The stories of the festivals are very well known to us. Even today, we hear stories of Balchoth, Shitala Satamni, Ganeshchoth etc.

(5) Stories about Myths and Fantasies

The stories of the Puranas themselves and these stories that go on with different disguises are called Puranic stories. There is no shortage of such stories. A good collection of this is essential. It is not wrong to say that our Puranas are a work of stories, a kalpavriksha, and an abode of stories.(Montesory Paddhati 1927 pp.27)

All the above types of stories are in a way folktale in addition to (1) Stories of heroes (2) love stories (3) Stories of devotees (4) Stories of Sati (5) Historical legends and place stories (6) Ghost stories. Thus, all folktales are very interesting with different colors that depict folk life and customs in many ways. Folklore of any country and province differs according to the characteristics of the people of the country and the province.

Poets have given birth to some wonderful works of folklore about the reality of history. The villagers do not read a single history book. However, because of these legends and stories, they get to know their ancestors better. Our land is still a land where folk history is written everywhere.

Thus, stories are part of folklore. People's culture flows through this folklore. If we want our future generation to be introduced to the culture of the society, then storytelling and listening should be sustained and its importance should be understood. The culture of the people has been kept alive through storytelling from one person to another and from one society to another. Stories depict an accomplished picture of human life. People love listening to stories because it gives them pleasure when they are introduced to this picture again and again. The soul of the culture is introduced through the accomplished picture. Our old scriptures show us the culture of a particular period. Our historical texts are the reflection of the culture of the past in front of us but folklore shows us where the life of a living society lies and how it is. If we take a closer look at our folklore today, it will be openly revealed that it is in a situation where it is not better than the elegance and elevation of our society. The public can be introduced to this culture through storytelling.

In view of the above, it is very important for the child to develop in a holistic way. Until the child's overall development does not happen, that is, the medium of comprehensive education as well as folklore and culture is not used, we will not be able to build the India of our dreams

Gijubhai Badheka's Literary Legacy: Gijubhai Badheka's pioneering work in children's literature has left an indelible mark on Indian education and culture. (Diva SWAPN 1962 pp. 68) His creation 'Gyan Sudha' (The Fountain of Knowledge) remains a hallmark of his commitment to holistic education. This innovative pedagogical approach centered on imparting knowledge through interactive and engaging methods, recognizing that learning is not confined to textbooks but encompasses a child's holistic growth.

Holistic Education and Childhood Development: Holistic education recognizes the multidimensional nature of learning and development. It encompasses cognitive, emotional, social, and physical growth, nurturing well-rounded individuals. Gijubhai Badheka's literature aligns seamlessly with this philosophy by fostering creativity, critical thinking, empathy, and cultural understanding. His stories are not mere narratives; they are vehicles that carry profound life lessons, stimulate imagination, and promote moral values.

Sequential Stories and Imagination: Sequential stories are a cornerstone of Gijubhai Badheka's literary contributions. These stories unravel in a series of episodes, encouraging

children to anticipate the next chapter and engage with the characters' evolving journeys. This sequential format stimulates cognitive development, as children learn to connect events, predict outcomes, and comprehend cause-and-effect relationships. Additionally, the narratives spark imagination and creativity, essential elements of holistic education.

Children's Poetry and Emotional Expression: Children's poetry is another dimension of Gijubhai Badheka's literary spectrum. Poetry, with its rhythmic cadence and evocative imagery, allows children to explore emotions and express themselves in unique ways. Through poetry, children navigate the complexities of feelings, enhancing their emotional intelligence and self-awareness – vital components of holistic development.

Children's Drama and Social Skills: Gijubhai Badheka's foray into children's drama underscores his commitment to holistic education. Drama fosters social skills, collaboration, and communication. (Diva Swapn 1962 pp.60) By assuming different roles and engaging in dramatic performances, children develop empathy and understanding for diverse perspectives. This experiential learning cultivates not only self-confidence but also a sense of belonging and mutual respect.

Conclusion:

Gijubhai Badheka's literature embodies the spirit of *'Shishu Devo Bhava'*, resonating with the essence of treating children as sacred beings. His contributions to children's literature have far-reaching implications, extending beyond entertainment to early childhood development and holistic education. By immersing children in sequential stories, poetic expressions, and dramatic experiences, Gijubhai Badheka's legacy fosters cognitive, emotional, social, and creative growth. As India embraces its cultural heritage and the principles of holistic education, Gijubhai Badheka's literature remains a guiding light, inspiring educators, parents, and society to uphold the value of nurturing well-rounded individuals with a profound understanding of *'Shishu Devo Bhava'*.

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A Study on Teacher's Opinion Towards Art Integrated Learning in English Fosters Academic Achievement of Slow Learners of Middle Stage

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ABSTRACT

The goal of this study is to find out the effect of the Art Integrated Learning (AIL) in English for slow learners of middle stage.The study is a descriptive in nature, researcher used descriptive survey design, the opinionnaire tool was used to collect the data, as it is planned to take teachers' opinion about AI method in English for slow learner. The outcomesindicates that Art Integration method in English can bring a change in the achievement of slow learners. By providing the Art integrated information, this study will directly support school education, art education, art integration in curriculum, teachers, school administrator and researchers in their understanding of knowledge about value of Art Integration with subjects. There are some limitations in this study as first limitation of this study is the population as Eighth standards' English teachers of Gujarati medium school, sample as ten teachers.The paper presents anopinion of the teachersat effect of English with Art-Integrated teaching. This study can offer insights into future needs.

Key words: Art Integrated learning (AIL), Slow learner, Art Integrationin English (AIL-E), Eighth standard.

Introduction

Art is the first subject which we start to learn very firstly. All of us starts to draw everywhere the drawings when we not started our studies. Kids wants to play more with colours, clay, chalk and pen-pencils to draw the drawings on papers, walls, clothes, floor, on body etc. After this phase of childhood, children start to learn with the pictures and symbols. The mother and the teacher of pre-primary classes, they both can't give the information to the child without using the pictures and symbols. After the childhood, teachers start trying to teach without pictures and they assumed that now students don't need to learn with pictures and symbols.

Art plays a role of bridge specially for slow learners because they can learn more through the art and with the art. In the classroom, all students are not equal. According to the learning capabilities, understanding skill and the performance in academic, those students who are below to average students are called as slow learner in this study. In every class, few students are just slow learners. Although schools have well- experienced teachers, students are facing lots of problem as teachers are not paying the attention, parents are taken the responsibilities as burden. May be there should be the reason of lots of responsibilities and unawareness.

According to Art Integrated Learning-NISHTHA-NCERT- 2019, mostlysubjects such as the languages subjects, social science, mathematics and science easily integrates with art. AI classrooms provides different learning experiences for different learners, it engages the learner's mind, attention and body. Art provides creativity, concentration and curiosity to every learner to find new knowledge, get experience. As Art Integrated Learning -NCERT- 2019,talked about art education that it's more needed in todays' knowledge-based world. Because mostly students of each class are habitual to rote learning. Art Integration is needed way to balanced physical and mental development both in today's learners.Bande (1 May 2019), if art integrates with different subject, then it helps to education as an integral part and as an important appropriate medium of the curriculum for the creative development of students. AI teaching is mainly based on two major facts. The first fact is that every student is full of many hidden creative abilities and the second fact is that art education helps in fulfilling the creative abilities of the child.

According to National Education Policy 2020, Art integration will be an important pedagogical approach that makes easier to the subjects and concepts of many of the subjects. AI classroom will full of joy, creative and experiential, develops the attraction to Indian ethos, art and culture at every level of education. AI will develop the chain between culture and education. According

to National Curriculum Framework 2023 (School Education- Draft), Art is a form to understand the beauty, structure and designs of nature. Art integrates concepts, content, pedagogy and assessment practices itself. Some current challenges are less time in the classroom, limited resources of integration and lack of seriousness to the art subjects, reinforcing stereotypes and meaningless ideas, not proper no. of well experienced teachers and social aspirations. A survey result of The State of Art Education 2023 reported that Art teachers can be the best model to represent the new trends, issues and cultures. But now the art teachers have many difficulties like unawareness, school atmosphere, workshops, habitual of traditional method and biasness.

Review of Related Literature

In the form of review of the related literature, the researcher has been observed past studies, articles, journals, dissertation works. There are some research studies whose areas and results are least similar, which are as follows-

Studies related to Art Integrated learning at school level- Abroad

Ross, Cindra L. (2008) studied Art Integration in the classroom and conclude that a project had been developed to introduce the benefits of AI into the curriculum to stimulate teachers, administrators and for educators to adopt AI in their teaching. This project was developed to make aware of the teachers and educators that AIL is easy to use, very less time consuming, and cheap in rate. AIL provides creativity to students. If teachers or educators integrates art in subjects then it will more related to concepts, easy to make understand and engaging with both teachers and students. AI provides the opportunity to explore ideas, make connections between subjects to the students. LaJevic, Lisa (2013) studied Arts Integration: What is really happening in the Elementary classroom? and found that teachers are unaware about the AI in their subject. They didn't get any training related to AI teaching. If teachers get proper method to use the AI teaching, then they can implement in their subject that can change the future of arts education. Marisol, J.C. Kevelson (2014) studied Cultivating Common Ground- Integrating standards based visual arts, math and literacy in high poverty urban classroomsand concluded that students may have developed a creative relationship between the integration of art and math and literacy. Obvious and skill-based activities between subject and knowledge of real life can be affected for knowledge transfer and fruitful learning in multiple areas.

Studies related to Art Integrated learning at other level- Abroad

Hayes, Deborah LaChapelle & Clark, Pat (2017) studied Arts Integration: A study of Teachers'

Perception and found that the teachers' perceptions follow up by excitement, creativeness and develop curiosity for students to try something new addition in their existing knowledge. They already existing the fear of failure, taken studies as load and thinking as time-taking activities of the curriculum. They can easily learn through different learning methods, making creative plans and helping to develop its form and shape. Students enjoyed the AI process. The unable to understandable mystery is why stake holders of education are not demanding for more arts integration to be used in the classrooms although the costs are cheap and provides the unbelievable benefits. Margaret, Mary Sulentic Dowell & Christian, Z. Goering (2018) studied Editors' introduction: On the promise and possibilities of arts integration in education and concluded that art contains many concepts, techniques and methods in itself of language subjects, science, mathematics, and social studies etc. Music, dance, theatre and visual art have developed with the images, sculptures and line drawings in the starting time period of education. Art is one and only subjects which can integrate with most of the disciplines.

Studies related to Art Integrated with English subject- Abroad

Chi, Chenkai (2017) studied Integrating the Arts into English Learning: A Case Study of EFL (English as a foreign language learner) Learners in a Canadianand concluded that teachers can take the art as guide or facilitator. Language teachers can integrate art into their subjects to make understand the process visual and easy. Arts can make the students creative, curious, make able to express their views. Art also can develop the instructor, monitor and in-charge skill in students with learning. 'English through the arts' provides the chances to engage the students. Sanders, Barbara A. (2020) studied Fidelity of implementation of Arts Integration in middle school English language Arts (ELA) and found that AI program must include an art specialist always to construct and make understand to the teachers. AI with ELA content project allows the students to bring out their level of learning. AI purposed for improve and increase the skills and awareness of teachers and students. This study provided the positive suggestion and implementation for new method to adopt in their classroom.

Studies related to Art Integrated with another subject- Abroad

Turkka, Jaakko. Haatainen&Aksela Maija (2017) studied Integrating Art into Science Education: A survey of science teachers' and found that according to the opinion of the teachers, the role of art in science subject provided meaningfully. Science teachers were unaware to the integration of art but very few of the teachers were using continuously AI in science without knowing the

method and techniques. Some teachers excused that they are busy to handle the students so not having enough time or knowledge to integrate the art integration in their subjects. Very few science teachers required the more materials for integration in teaching. Only the teachers were used to instruct the students to draw graph, a drawing or patterns.Hardiman, M., JohnBull, R. M., & Carran, D. (2017).studiedThe Effects of Arts-Integrated Instruction on Students' Memory for Science Content: Results from a Randomized Control Trial Study and suggestedthat students had performed very well in science as unexpected way. They had adopted many of the AI instructions confidently with their interest. Teachers had provided the instructions as treatment in order, students had given better responses. Lower-level students had participated actively and instructions affect positively the memory and reading capability of students.

Dinc, Neslihan (2021) studied Art Integration Application in middle school 5th class Science lesson and concluded that the AI method is a teaching method in which creative activities are added to the educational processes involving combining one of the art areas such as music, dance, drama, painting or sculpture with other curricular areas such as mathematics, science, geography, history, literature or chemistry. AIL method is focused on learning-by-doing to contain their knowledge long-time. Teachers have to understand the role of AIL in subjects in different aspects of teaching. Students will self-aware and confident about their knowledge and learned experiences. Art is not a specific subject but it connects all subjects together. The result is important for guiding researchers and practitioners.

Studies related to slow learner at elementary level- Abroad

Afrina Afzal, D. H. M., Khan, E. A., & Ali, A. (2021). studied Problems Faced by Elementary School Teachers (EST'S) towards slow learners and found that teachers were not learned the strategies to handle slow learners, they learn only to teach normal classroom in traditional teaching method. Slow learners are same as gifted children. Every child has different and unique qualities to explore and adopt to the knowledge. Teachers and parents want to be average or more than average to their child in home or school. They have to more practice for their child to make him/her as a normal child. Slow learners are avoiding to talk more about studies, sometimes they are as shy and sometime noisy, some are good in writing but nor good in speaking. Teachers have to build the relation with the slow learner to help them.

Studies related to slow learner at another level- Abroad

Nachiappan, S., Rahim, S. A. A., Othman, M., & Balakrishnan, V. D. (2017). Studied Usage of

teaching aids in increasing cognition among slow learners through art lessons and claims that electronic teaching aids attracts the students most with the full attention. Teachers had always shown the video aids in the classroom and the students watched them for revision purpose. Teachers had noticed the positive result of power-point presentation and audio-visual aids. Slow learners learn rapidly with these types of practices but they need guidance. Teacher must know the students' abilities and problems and have to provide the instruction or work in their teaching as they need.

Studies related to Art Integrated learning at school level- India

Prince, C P (2020) studied Practical Implication of Art Integration in a CBSE school: A Qualitative Study and found that AIL is not a tough task, not taking more time and not easy for all to teach or understand. Teachers, parents, schools and students will have to be ready to adopt the AIL strategy in their teaching and learning. This process will save the time and provide a new energy in their classroom. Students have to be very cooperative, active and supportive. Parents also have to appreciate the students and encourage them. AIL is not a product but its' process which affects the students.

Studies related to Art Integrated learning at other level – India

Niranjana, K. P. (2021) studied Effectiveness of Art Integrated Strategy on Achievement in Mathematics among Secondary school students and concluded that AI strategy is useful for mathematics subject at secondary level. The experimental learning provides the learning effective environment for mathematics and science. If AI takes place of the traditional and dull classroom then it will give definitely an unexpected change in performance. AI strategy was not focused only on academic achievement but also affected to learners' psychomotor, cognitive and affective domains. This study had provided the positive results, it also will useful for educators, pre- service and in- service teachers.

Studies related to Art Integrated with English subject – India

Manjula (2015-16) studied the disinterest in English subject in class 5 and concluded that the main reason for students' disinterest in English subject is absence of parents in SMC meeting, indifference of parents towards English subject, Parents' lack of knowledge of English subject, parents' inability to get children's homework done, along with this, minimum use of auxiliary materials in the classroom, lack of innovation in teaching technology has also been found. Praveen, Chandrasekharan (2021) have studied Art Integrated English Language pedagogy- A

minor study and concluded that several lessons were explored for integrating art in the Course Book in English prescribed for study at the Higher Secondary level, not all lessons were found to be suitable for integration. AI will definitely provide the successful and effective result, when AI added with different subjects. It's more useful tool at every level and board of school education.

Studies related to Art Integrated with another subject- India

Gupta. Ram ji (2011-12) did an analytical study of the effect of children's magazines on the reading habits of the students and this study had found the difference between controlled and experimental group in reading habits, compared to urban students of rural schools. Reading habit is found to be high No effect of gender on reading habits is found No difference was found in pre and post-tests in the control group students but difference was found in the experimental group. Correlation between the use of literary and knowledge-related children's magazines was found to be moderate in the reading habit of the students. Efforts should be made to use children's magazines in the classroom and motivate students towards it. Fatma, Mahjabeen (2018) studied Art Integration with different subjects and concluded that AIL can integrate easily with different subjects as science, language, mathematics and social science. Teachers can easily teach about process, work and value of natural sources as sun, water and air. Language can easily teach with the act of role play, drama and story writing etc. Teachers can teach with different forms of arts, culture and styles in social science subject. Mathematics subject is completely covering the arts with different shapes, directions, patterns and formulas. Elementary teachers are using the art in most of the subjects, the results also acceptable but primary and secondary teachers also need to learn the AI.

Singh. Rupali (2019) studied the effect of art integrated learning methods on the academic achievement interest and study habits of upper primary level students in the context of Hindi subject and found in the study that creating interest among students for the study of Hindi subject. Hindi teaching can be made effective by using AIL methods. In learning based on AIL methods, students can acquire knowledge of various rules and activities by doing and listening. Making art the basis of education will make students active learners.

Basu, Mayurakshi &Mohalik, Ramakanta (2020) studied The Effectiveness of Arts Integrated Learning (AIL) in developing conceptual understanding in Geography at Elementary Level and found that AIL is most important tool to change the fixed and dull classroom into an integrated classroom which will full of joy, interest and effective. This integration process will change the

role of teachers also, they will as facilitator, guide, instructor in teaching. AIL fills all the needs of different learners according to their abilities and requirements. AIL plays the different role with the other subjects in different ways as makes easy, joyful and interesting way of teaching and learning. AIL must to adopt in all elementary schools to make the learning effective.

Studies related to slow learner at another level- India

Singh, Sangeeta (2018) studied An Experimental study of Slow Learners and concluded that the both groups of study (EG and CG) had the differences in the learning abilities. The integration methods of learning had given positive impact on slow learner. They had learned two type of learning strategies, one short term and second long term. Researcher had planned the methods for experimental group which also contains the slow learners. This systematic method is very useful specially for slow learner to improve their performance.

Appaji, Korikana (2020) studied Slow learners: A Universal problem & providing educational opportunities and concluded that slow learners had multiple learning disabilities as dyslexia, dysgraphia and dyscalculia. These difficulties were not found in primary or pre- primary classes but also in senior classes. 10th grade students were also fought with learning disabilities. The students of 12th grade also didn't pay the attention in their studies, in mathematics subjects. They were badly addicted to phone, videos and immediate result. They didn't want to the practice with pen and paper. Due to this, their behaviour was arrogant to the parents and teachers. If teachers want to change them then they have to change their teaching strategy. They have to engage the students in the hands-on activities. Slow learners are not as normal students, they need more time from teachers and parents.

Rationale of the study

Art subject has a very important place in primary and upper primary schools, related to which many articles have been presented, but as I could found, research on art subject is mainly available for higher classes and elementary only. In other subjects, the importance of art has not got any special place, nor has any article and research been received on it, while in most of the subjects up to the primary and upper primary level, lessons are made simple and interesting through pictures.In all the class, the slow learners are present. Teachers are sometimes supportive and sometime rude. Their records of achievement and score are not equal to the average students. Untrained teacher can't understand the mental and physical ability of the child. A well-trained teacher can understand their abilities, psychology, problems and try to solve them.

From all the above researches and the relationship between the variables, it is known that no research work has been done by any researcher on the study of teachers' opinion of the AIL in English fosters academic achievement of slow learner of middle stage. So, the researcher had done research work on this topic, research will do the work of filling the blank space that we have learned from the previous research studies.

Objectives of the study

1. To study the effect of implementation of Art Integration in English in Gujarati medium of schools.

2. To study the English teachers' opinion about art integrated learning boosts academic achievement in English among slow learners at middle stage.

Research Methodology

Quantitative descriptive survey method used by the researcher in the present study. This study aims to know the opinion of the study of AI method in English fosters the academic achievement of the slow learner.

❖ **Research Design:** The study is a descriptive in nature, researcher used descriptive survey design, the opinionnaire tool was used to collect the data, as it is planned to take teachers' opinion about AI method in English for slow learner.

❖ **Population:** All the eighth standards' English teachers of Gujrati medium school of Gujarat state has been taken as population by the researcher.

❖ **Sample:** The sample is ten English teachers of class eighth from ten Gujarati medium schools of Gandhi Nagar.

❖ **Sampling:** Purposive sampling technique were used.

❖ **Research Tools:** The Opinionnaire tool with five-point Likert type scale was prepared validated by the supervisor.

Analysis and Interpretation:

Researcher had kept 19 items in Opinionnaire. In each item, there are five scales- SA, A, N, D, SD there SA stands for Strongly Agree, A for Agree, N for Neutral, D for Disagree and SD for Strongly Disagree. Teachers had filled the opinionnaire according to their opinion.

S. N.	Item	Rating scale (In %)				
		SA	A	N	D	SD
1	I feel students enjoy art integrated content in English learning.	30	70			
2	I feel traditional method and Art Integrated method of teaching are same.		30	30	30	10
3	I know some English teachers used Art Integration in their teaching.	20	80			
4	I feel Art Integration is useful for learning the English subject quickly.	40	60			
5	I prepared the lesson plan with Art Integrated before taking the English class.	10	50	30	10	
6	I think Art Integration is the best way to make the learning topic easy and to solve the problem of understanding.	20	60	20		
7	I am comfortable for Art Integration in English teaching in upper primary classes.	20	50	20	10	
8	I know only some English teachers are able to convert the content into art / picture form.	10	70		10	10
9	I re-explained the topic sometimes if slow learners needed.	30	60	10		
10	I know slow learners' work is completed on time by themselves.	20	10	30	10	30
11	I feel Slow learners are attending the school regularly and willingly.	20	20	30	20	10
12	I use Art Integrated teaching method in English for helping slow learner.	20	20	30	20	10
13	I feel slow learners are facing problems in traditional method of English teaching.	20	70	10		
14	In my class, slow learners prefer to speak in their mother tongue rather than English.	50	30	10	10	
15	I use the Art Integration in English subject to improve the Slow learner's achievement in English.	50	40			10
16	In my school, regularly we will organize English remedial classes	30	70			

	for slow learners.					
17	I feel, Family members, teachers and school administration are not able to pay much attention to the slow learner due to overwork.	20	40	10	20	10
18	The parents of slow learners are aware about their child's need, growth, result and parent- teacher meetings necessities.	30	40		20	10
19	I feel, slow learners are habitual of their poor academic performance in English and it's not affected for themselves.		20		50	30

Findings and discussion

Over all the findings are providing the major role of AIL and unawareness of AIL. Teachers are aware about the art and AI but they mostly use traditional teaching in their classroom in English period. In English classroom, students need the differ teaching methods from traditional according to their different learning capabilities. We can't say that every child can learn everything in the classroom and specially not about slow learners. We can't ignore them because their need is different, they need some more other methods of teaching and maybe they need repetitions. Slow learners are not aware about value of studies and their strength. Researcher found that slow learners are prefer to speak in their mother tongue but if they don't want to try to speak in English then maybe they are not comfortable in English subject period.

Researcher has been working as the Teacher from last 8 years. Researcher realized that most of the teachers doesn't know the use of AI in the teaching. Most of the teachers felt many difficulties to develop the lesson plan for their classes in their specific subject. Teachers have taken the charge of activities as per the order of their authority but they assumed that they are unable to organise that task or activity. Some teachers were good in arts and crats work but they are unable to use the method of integration of art in subjects. The collected data and its analysis also indicate on this major problem of unawareness. There may be the reason of insufficient knowledge and lack of guidance from teacher education. According to the policies and guidelines of NCERT guidelines 2019, NEP 2020 and NEP 2023 draft recommended for learning by doing.

Conclusion:

According to NEP 2020 guidelines, teachers are advised to use the different teaching methods.

Teacher educator, future teacher will learn about AI in education. Teachers will have to change the traditional psychology that art is only added for co-curricular activities in syllabus of each stage of school, it's for only to entertain and refresh the students. Teachers and school management decorates complete school to attract the students and to increase their strength. For example, many pictures, models, statues, crafts and posters occupied the corners or walls in music room, sports room and dance room. Art can provide the standards of school and it can also provide the standards to curriculum. Teachers need to adopt the AI in their classroom.

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A Study of Integration of ICT in Learning-Teaching during Internship in B.Ed. Programme

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ABSTRACT

Teacher plays an important role for the all-round development of the child, for which it is very important that the quality of teacher education is improved from time-to-time. To improve the quality of teacher education, Enhancing Professional Capacities (EPC) courses programme have been included in the two-year B.Ed. curriculum in 2014. One of the EPC Course is 'Critical Understanding of ICT'. This course has been included in the B.Ed. programme to enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners, to integrate ICT into classroom instruction, make optimum use of digital resources, integrate e-learning and ICT with pedagogy, etc. On this premise, in the present paper researcher attempts to examine in what ways ICT tools were integrated in learning-teaching during internship? The objectives of the present study were to analyse the status of the integration of ICT during internship in B.Ed. Programme, the perception of student teachers towards the integration of ICT in their internship and the challenges faced by student teachers in integration of ICT during their internship. The data were collected from the student -teacher by using questionnaire, rating scale and interview schedule. The results of the study showed that ICT tools were used in 80% of the lessons during the internship by the student teachers. The paper also discusses the difficulties faced

by student-teachers in integrating technology with pedagogy and content during the internship programme. The analysis shows that schools need to be equipped with ICT technology.

Key words: ICT, EPC Courses, Technology Integration, Digital platform, Internship.

Introduction

Teacher plays an important role for the all-round development of the child, for which it is very important that the quality of teacher education is improved from time- to -time. The very famous quote of Kothari commission has got its relevance always in the school education system of the country; the classroom is where the future of the nation is being molded. Since teachers are in charge of the classroom, it is essential that they possess all the necessary skills to create engaging lessons for students in the twenty-first century.

The Justice Verma Commission (JVC) submitted its report in 2012, recommending revamping the system of teacher education in the country. The commission recommended setting up of Inter-University Centers of Teacher Education to ensure continuous professional development of teacher educators, re-orienting teacher education curriculum to enhance the quality of teacher preparation. The commission presented a holistic view of teacher education in the country from the point of view of quality as well as regulation. To convert the vision into reality/action plan, NCTE constituted various subcommittees to design the curriculum framework for various teacher education programs. The National Council for Teacher Education (NCTE) revisited its norms and standards for various teacher education programs based on various suggestions. Then NCTE notified revised Regulations, Norms and Standards and Curriculum Framework on November 28, 2014 for various Teacher Education Programmes. It has recommended that the B.Ed. programme should be of two years duration, which is implemented in all teacher training institutes of India from the session 2015-16. To improve the quality of teacher education, EPC (Enhancing Professional Capacities) courses and 20 weeks Internship programs have been included in the two-year B.Ed. curriculum. The EPC course is divided into four parts i.e. EPC-1 (Reading & Reflecting on Texts), EPC-2 (Drama & Art in Education), EPC-3 (Critical Understanding of ICT), and EPC-4 (Understanding the Self). All four EPC courses are helpful in the professional development of the teacher.

According to NCTE Curriculum Framework 2014, the following are the main objectives of EPC course 'Critical Understanding of ICT':

- To improve teachers' understanding of how to use ICT.
- Develop an understanding of the psychological bases of using various support media required for ICT.
- Familiarize student-teachers with contemporary teaching- learning techniques.
- Enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

EPC course 'Critical Understanding of ICT' is moving beyond computer literacy and ICT-aided learning. This course helps student-teachers to learn integrating technology tools for teaching learning, to recognize, appreciate ICT as an effective learning tool for learners during class room instruction, make optimum use of digital resources, integrate e-learning and ICT with pedagogy, material development, developing collaborative networks for sharing and learning etc.

Now a days ICT as an important curricular resource and an integral part of education. In the context of the present, the COVID pandemic has wreaked havoc on the world for the past three years, affecting human beings and all connected sectors, and most of the components of education, which is the cornerstone of national development, have not been spared. At that time ICT became the backbone of education. Students can now complete their classroom teaching-learning process while staying at home, thanks to technology advancements. This led to the development of e-learning programs like Google Meet, Zoom, and Google Classroom, which were all made feasible by the use of ICT. It is well acknowledged that the effective use of ICT in collaboration with teaching can improve student achievement. The need to raise the standard of teacher preparation has become a major concern for the society today, so it is important to provide more information on the teacher training programs of pre-service teachers. Teachers today must be prepared with the necessary knowledge and abilities to effectively use technology in combining with content and pedagogy for a given subject area. In view of the importance of ICT, it has been suggested to create a digital infrastructure in the New Education Policy 2020.

Looking at all this, it can be known that how important ICT is in education. Therefore, emphasis was laid on the use of TPACK model of ICT in teaching-learning. According to Mishra and Koehler (2006), this combination of technology, pedagogy, and content knowledge is known as TPACK (Technological, Pedagogical and Content Knowledge) model. The TPACK framework states that particular technological tools (hardware, software,

applications, related information literacy practices etc.) are best used to instruct and direct students towards a deeper, more thorough understanding of the subject matter.

It has been shown from the results of various research that the use of ICT in learning-teaching increases the performance of children like technology has a positive effect on students learning expectations and outcome Costley (2014); teachers' personal characteristics have a significant impact on how they use technology in the classroom (Jimoyiannis& Komis, 2008) etc. This can be possible only when the teacher is aware of its use, therefore special attention has been given to ICT in pre-service and in-service teacher training programs.

Considering the importance of ICT in learning-teaching through this paper the researcher wants to know in what ways pre-service student-teachers integrate ICT in learning-teaching during their internship, which is an important component of EPC (Enhancing Professional Capacities) courses.

Review of Related Literature

Sharma (2020) conducted research on "Technology pedagogy integration by pre-service teachers during internship programme: an analysis with special focus on Science Teaching" and the findings suggest that pre-service teachers are able to integrate technology with only 30 percent of the content, which is attributed to student teachers not being clear on how to integrate ICT into pedagogy, content and technology. Chakraborty (2021) studied the effects of enhancing professional capacities (EPC) in developing the teaching skills of student teachers. The findings of the study show that EPC is positively effective in developing the teaching skills of student teachers. Azmi (2020) conducted the study "A critical analysis of B.Ed. curriculum to enhance professional capacities and engagement with the field among teacher education institution". The finding reveals that the two-year B.Ed. programme is effective in enhancing professional competencies and engagement with the field among student teachers and EPC courses are helpful in developing the professional abilities of student teachers. Koksal (2013) conducted research on competencies in teacher education, focusing on Pre-service Teachers' attitude and perceptions of these concepts. Whose findings demonstrated a favorable and significant correlation between perceptions of general teaching competency and attitudes toward the field engagement. Sharma (2021) conducted the study "Impact of ICT on Teaching Practices in India" and the results show that technology has influenced teaching practices by using technological resources such as tablets, smartphones and social sites, etc., and teachers' perception about the use of technology in the classroom is

positive. Patel (2018) conducted the study on Critical Understanding of ICT as an Enhancing Professional Capabilities Course and the findings revealed perception of student teachers about the use of technology in the classroom is positive. Parveen (2012) conducted the study on Internship Program in Education: Effectiveness, Problems and Prospects. The result of it explores the internship program is of crucial importance and has a positive impact on the performance of student-teachers.

Reviewing various research studies conducted in the area has helped researcher to zero down to the research questions and objectives of the present study. An overall view of the review of previous studies revealed that a lot of researches have been conducted in the area of integration of ICT in teaching-learning. A few studies were done on the effectiveness of EPC courses and internship in B.Ed. programme. The research gap is that though there are quite a good number of studies in this area, only a few studies related to ICT integration in pre-service teachers training program. This is the reason that the researcher has chosen this problem for the study a. This study analyzes the current status of ICT integration in Learning-Teaching during internship programs and its associated challenges.

Research Questions

i)   What is the status of the integration of ICT in learning-teaching during internship in B.Ed. programme?

ii)   Are there any differences in the perception of student teachers towards the integration of ICT in learning-teaching in their internship?

iii)   What are the challenges faced by student teachers in integration of ICT in learning-teaching during their internship.

Statement of the Problem

"A Study of Integration of ICT in Learning-Teaching during Internship in B.Ed.Programme"

Objectives

i)   To explore the status of the integration of ICT in learning-teaching during the internship in B.Ed. Programme.

ii)   To analyse student teachers' perception towards the integration of ICT in their internshipin B.Ed. Programme.

iii)   To identify the challenges faced by student teachers in integration of ICT during their internshipin B.Ed. Programme.

Operational Definitions of the Terms

The following terms are defined for use in this study in order to maintain clarity and consistency:

Information and Communications Technology (ICT): ICT refers to the technological tools used by the student-teachers to communicate and provide access to information during their internship.

Internship: Internships are a crucial component of the two-year B.Ed. curriculum's field engagement. Internship as used in the study refers to four months teaching practices of B.Ed. programme, which develops teaching skills in student teachers.

Learning-Teaching: Learning and Teaching refer to the teaching activities and interaction done by the student teachers in the classroom during the internship.

Perception: In the study, perception refers to how student teachers perceive integration of ICT into teaching during their internship.

Methodology

This study has been designed in mixed (quantitative &qualitative) paradigm. This research study is descriptive survey type in nature. A graphical presentation of methodology of the study is given in the figure 1:
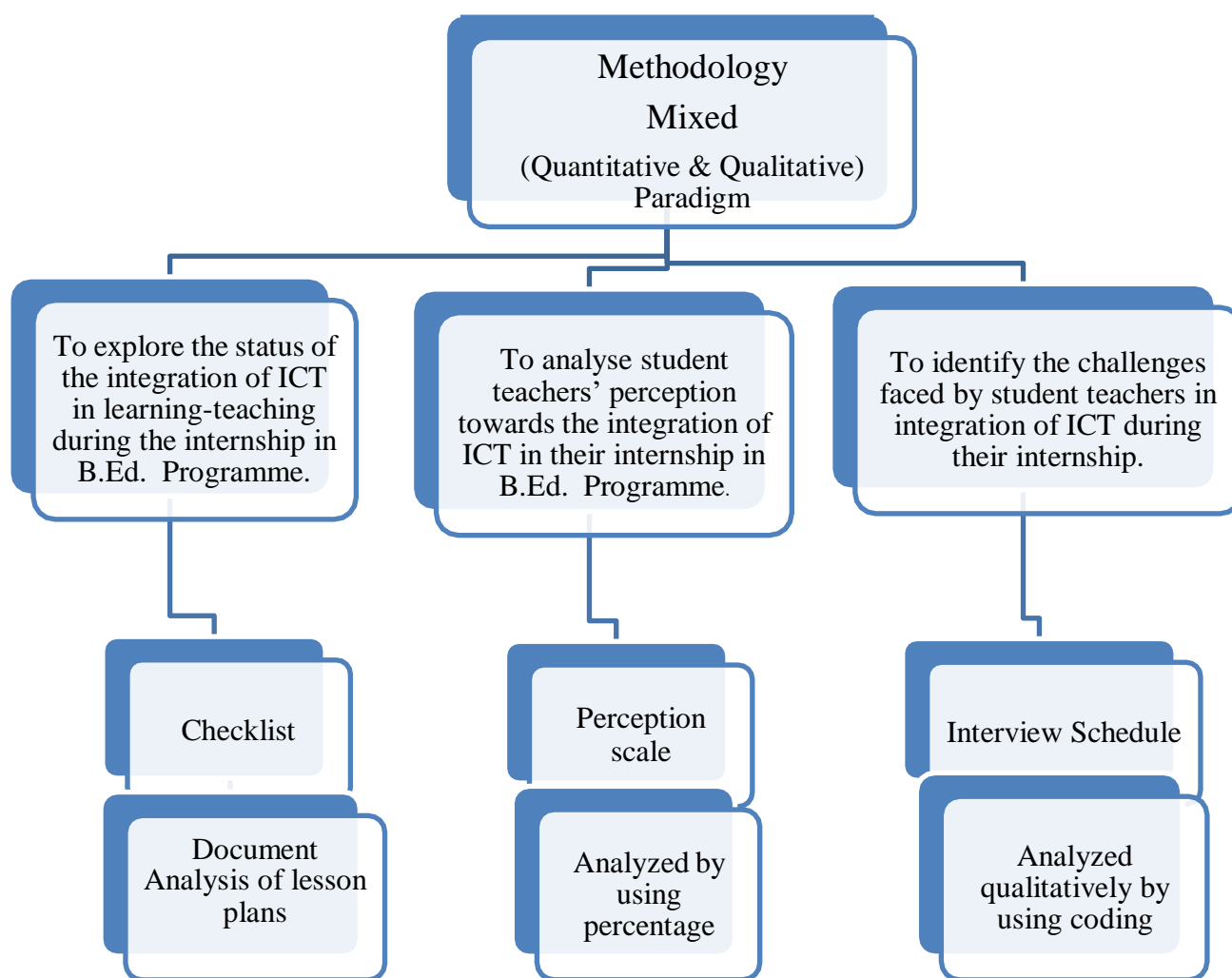
Figure 1: Methodology of Study

Sample

The target population for the study consisted of the student teachers studying in Hemwati Nandan Bahuguna Garhwal University, Uttarakhand. Stratified random sampling was used for the study and a private Teacher Training Institute affiliated to a central university (Hemwati Nandan Bahuguna Garhwal University, Uttarakhand) was selected through lottery method. Out of total 200 student teachers of the institute, 106 are student teachers of science stream and 94 student teachers are of Art stream. Out of which the researcher randomly selected 20 student teachers, out of which 10 student teachers of science stream and 10 student teachers of Arts stream. From the above selected student teachers, forty lesson plans of individual pedagogy of each student teacher were analyzed by the researcher during the internship. A graphical presentation of sample is given in the figure 2:
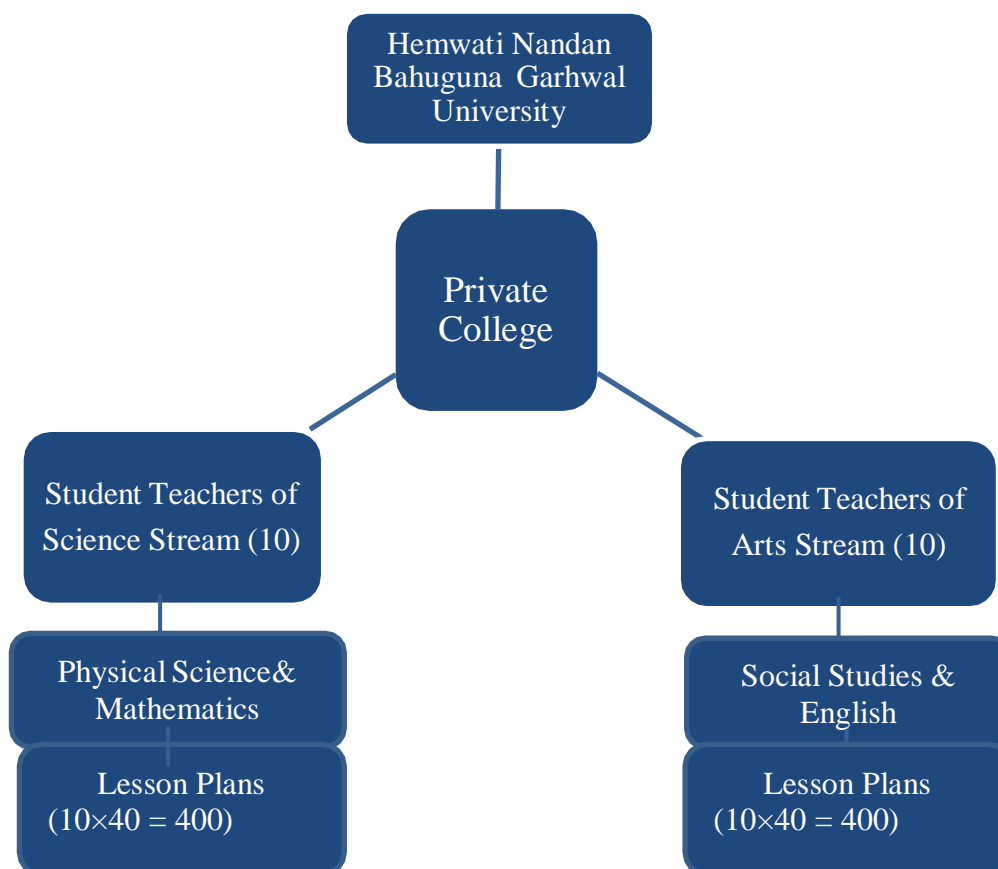
Figure 2: Stream wise Sample Distribution

Tools of the Study

Due to specific nature of the study to analyze the status of integration of ICT in learning-teaching during Internship in B.Ed. Programme and perception and the practical problems encountered by student teachers while integration of ICT in classroom teaching, following three tools were used to collect the data:

- **Checklist:** Lesson plans were analysed with the help of self-made checklist. The checklist was prepared by researcher on the bases of objectives of 'EPC- Critical Understanding of ICT' set by NCTE Curriculum Framework – 2014. Through checklist researcher wants to identify status of ICT integration in learning-teaching during internship. The following three parameters were set in the checklist to ascertain the integration of ICT in 800 lesson plans, which are as follows -
  - ➢ Integration of ICT in teaching and learning
  - ➢ Subject wise ICT integration during internship
  - ➢ Types of ICT tools used in teaching-learning during internship

- **Perception Scale:** Three points Likert scale (Agree, Neutral and Disagree) with 15 items (positive and negative) was developed to know the perception of student teachers towards integration of ICT during internship. There were three sections in the perception scale i.e. A, B and C. Section A had five questions (1- 4 & 6) related to planning of teaching-learning. Section B had four questions (5, 8, 10 & 14) related to assessment. Section C had six questions (7, 9,11,12,13 & 15) related to teaching-learning approach.

- **Interview Schedule:** An interview schedule consisting of two open-ended questions was developed to find out the opinion of the student teachers towards the integration of ICT during the internship.

Analysis and Interpretation

The analysis is based on the lesson plans of twenty randomly selected student teachers (Internship program during January-April 2023), who were involved in teaching at the secondary level of school education. Lesson plans were analyzed with the help of self-made checklist during internship where teacher trainees had integrated ICT.

At the Central University of Uttarakhand, pre-service teacher training programme includes an internship as a key component. The pre-service teachers received all necessary theoretical inputs for actual classroom instruction in the second semester. In their second semester (first year), student teachers are required by the curriculum to design 10 lesson plans that will create learning situations in the designated schools. In addition, during their third semester (second year), they must design a total of 45 lesson plans for the designated schools.

Students go through rigorous training to teach in actual classroom settings by microteaching in their second semester. Before going to the schools for their internships, students participate in a pre-internship training programme during Semester II (their first year). Students are required to keep two lesson plan diaries as part of the course requirements, and they are required to create 45 lesson plans for each of their two chosen academic subjects during internship. 800 lesson plans of the randomly chosen of student teachers were examined. After the completion of data collection, the researcher analyzed the data on the basis of objectives.

Objective 1:

The first objective of the study is **"to explore the status of the integration of ICT in learning-teaching during the internship in B.Ed. Programme.".**

Total 800 lesson plans were analyzed through checklist on the basis of following three criteria:

➢ Overall Integration of ICT in learning and teaching

➢ Subject wise ICT integration during internship

➢ Types of ICT tools used in learning-teaching during internship

Data were presented in table 1, 2 and 3 on the above-mentioned criteria.

Table 1: Integration of ICT in Learning -Teaching

Criteria	Frequency	
	Yes	No
Integration of ICT in Learning -Teaching	640 (80%)	160(20%)

On the basis of table 1 it can be concluded that student teachers used ICT tools in 80 percent of their lesson plans. Additionally, these tools were not used in 20% of the lesson plans may be due to lack of ICT resources or tools in the schools or they lacked laptops or tablets of their own.

Table 2: Subject wise ICT Integration during the Internship

Criteria	Frequency								Total
	Science Stream				Arts Stream				
	Science Pedagogy		Mathematics Pedagogy		Social Science Pedagogy		Language Pedagogy		Total
	Yes	No	Yes	No	Yes	No	Yes	No	
Subject wise Integration of ICT in Learning - Teaching	184 (23 %)	16 (2%)	180 (22.5 %)	20 (2.5 %)	146 (18.25 %)	54 (6.75 %)	130 (16.25 %)	70 (8.75 %)	800

Table-2shows that student teachers of science stream used maximum ICT tools in their learning- teaching, of which 23% were in science pedagogy and 22.5% were in Mathematics pedagogy. Student teachers in Arts stream used 18.25% of ICT tools in Social Science pedagogy and 16.25% in Language pedagogy in their lesson plans. Student teachers of science stream did not use ICT tools in 2% of science pedagogy and 2.5% of Mathematics pedagogy in their lesson plans. Student teachers in Arts stream did not use these tools in

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6.75% of lesson plans in the social science pedagogy and 8.75% in the Language pedagogy,

S. No.	ICT Tools	Integration of ICT Tools in Pedagogical Subjects				Total
		Science	Mathematics	Social Science	English	
1.	Smart boards	3.1 %	4.4 %	2.6 %	2.5 %	12.6%
2.	Animated Pictures	12.8%	11.4 %	9.85 %	9 %	43.05%
3.	Videos	4.3%	4.4 %	4.4 %	3.5 %	16.6%
4.	PPT	2.8%	2.3 %	1.4 %	1.25%	7.75%
	Total	**23%**	**22.5 %**	**18.25 %**	**16.25 %**	**80 %**

Maximum integration of ICT in science stream may also be the reason that very limited number of videos and animated pictures related to teaching material in language pedagogy and social sciences pedagogy were available online to student teachers. Or maybe it could also be the reason that most of the ICT tools related to the teaching content of science stream were available online.

Table 3: Details of ICT Tools used in Learning-Teaching during Internship

Table No. 3 shows the analyzed data related to ICT tools used in learning-teaching during the internship, from which it is found that 12.6 % smart boards, 43.05 % animated pictures, 16.6% videos and 7.75 % PPTs were used by the student teachers in their teaching. And on the basis of the analyzed data, it can be said that most of the animated pictures were used by the student teachers during the internship.

On the basis of above tables, it can be concluded that, 80percent of the student teachers used the TPACK model as an integration of ICT in their internship. Through which the content was taught through technology by relating it with pedagogy, in which they used different types of ICT tools such as smart boards, animated pictures, videos and slide show presentations during his classroom teaching.

Objective 2:

The second objective of the study is **"To analyse student teachers' perception towards the integration of ICT in their internship in B.Ed. Programme".** The input gathered perception scale are consolidated and projected in table 4 for easier understanding. Table 4 shows frequency and percentage wise distribution of responses of student-teachers.

Table 4: Student-Teachers Perception on Integration of ICT during Internship Programme

S. No.	Item Statement	Agree N= 20	%	Neutral N= 20	%	Disagree N= 20	%
1.	Use of ICT helps planning instruction.	19	95	0	0	1	5
2.*	Integration of ICT can facilitate teacher-centered learning.	0	0	5	25	15	75
3.	Use of ICT as instructional tools can increase the interest of learners towards learning.	19	95	1	5	0	0
4.	ICT helps in making teaching-learning effective and interesting.	20	100	0	0	0	0
5.	Integration of ICTin instructional processes enhances academic performance of learner.	18	90	0	0	2	10
6.	Technology assisted learning enables a learner to acquire supportive learning materials easily.	17	85	0	0	3	15
7.	Technology integration helps in knowledge construction.	19	95	0	0	1	5
8.	ICT helps in assessment for learning.	17	85	0	0	3	15
9.	ICT plays a big role in solving content related problems.	17	85	0	0	3	15
10.*	Using ICT tools make teachers less productive.	0	0	1	5	19	95
11.	Integration of ICTin classroom teaching improve my teaching performance.	18	90	2	10	0	0
12.	ICT helps to create learning activities in interesting way.	19	95	0	0	1	5
13.	The use of ICT provides convenience in communication.	15	75	0	0	5	25
14.*	Integration of ICT in learning-teaching enables learners to become inactive learners.	0	0	1	5	19	95
15.	Identification and selection of appropriate ICT tool make learning-teaching more effective.	19	95	0	0	1	5

As indicated in Table 4, 100% of student-teachers stated that it helps in making teaching-learning effective and interesting. As well as,95% of participants agreed that the integration of ICT during the Internship program helps in planning instruction; use of ICT as an instructional tool can increase the interest of learners towards learning; technology integration helps in knowledge construction; ICT helps to create learning activities in interesting way; and identification and selection of appropriate ICT tool make learning-

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teaching more effective. Moreover, 90% of student-teachers stated that the use of ICT in instructional processes enhances academic performance but 10% disagreed with this statement. 85% of student-teachers agreed that technology-assisted learning enables a learner to acquire supportive learning materials easily, and ICT helps in the assessment of learning with plays a big role in solving content-related problems.95% of student teachers are not agreeing that using ICT tools makes teachers less productive and that the use of ICT will enable learners to become inactive learners.75% student-teachers disagree that integration of ICT can facilitate teacher-centered learning but 25% are neutral towards this statement.

This overall analysis shows that student teachers have highly positive perception regarding integration of ICT in learning-teaching.

Objective 3:

The third objective of the study is **To identify the challenges faced by student teachers in integration of ICT during their internship.** To validate the data, the researcher used an interview schedule to identify the challenges faced by student teachers in the integration of ICT during their internship. Information collected through interview schedule is categorized into different areas that are given in table 5.

Table 5: Challenges Faced by Student-Teachers in Integration of ICT in Learning - Teaching during Internship

S .No.	Challenges faced by Student Teachers	Percentage
1.	Appropriate ICT tools was not used due to workload	80%
2.	Lack of ICT resources in the schools/ Poor digital infrastructure in schools	50%
3.	Lack knowledge about how to integrate technology with content	35%
4.	Lack of knowledge to link pedagogy with the technology	35%
5.	In-ability to find existing ICT tool related to teaching content	30%
6.	Lack of knowledge of internet usage	25%
7.	Lack of knowledge about how to identify and select appropriate ICT tools	35%
8.	Don't know how to use ICT in teaching - learning process	25%
9.	Don't have laptops and tablets	20%
10.	Poor Internet connectivity	10%

A conversation with the prospective student-teachers brings up their challenges. The details of the data obtained from the interview are given in Table 5. The discussion revealed that the main challenge the student teachers has faced during the internship programme was workload. Maximum of them (80%) told that due to the over workload they didn't have time to explore appropriate ICT resources that's why animated pictures was used as ICT tool.50% of student teachers reported that they could not use ICT tools in their teaching due to lack of ICT resources in the school or due poor digital infrastructure in the schools.35% of student teachers faced problems due to lack of knowledge how to integrate technology with content and technology with pedagogy during learning-teaching. Some of student teachers (30%) reported that they have no idea about identification and selection of appropriate ICT tools. Some student teachers (25 %) do not know how to use ICT in the teaching-learning process and lack knowledge about the use of the Internet. Another barrier was the lack of internet connectivity and availability of laptop or tablet.

Most of the student teachers said that when they teach in the classroom with the help of ICT tools, mostly they do not need to draw pictures on the board. They make maximum use of already existing material (Videos, Ppts, Pictures), which saves time for student teachers during teaching, and more knowledge is given in less time. And in this remaining time, they are able to focus on the needs of the students and their learning problems and thus students take an interest in learning and their understanding develops. Some student teachers are of the opinion that their knowledge has also increased with the use of ICT. And they have also learned new techniques of teaching

20 % student teachers who did not use ICT tools at the time of their teaching they said that ICT tools have helped them in different ways in planning their lessons, which are as follows -

- With the help of internet, they created models (working and non-working), charts and flashcards for demonstration in classroom teaching, through which knowledge was easily imparted to the students. And students were able to learn the content. Took interest, as a result of which teaching work also became effective.

- When students were taught by self-made teaching -learning material, most of the students gave more and more feedback during teaching, which made them active learners and more attracted to the subject and always eager to learn new things. Also, they have good retention capacity which helps in preventing irrelevant activities at the time of learning.

Conclusions and Suggestions

The results of the study revealed that student teachers used ICT tools in 80 percent of their lesson plans. This means that most of the student-teachers want to integrate ICT in their teaching learning. It can be said that student-teachers have received training for integration of ICT in classroom teaching. Result of the study also revealed that student-teachers of language and social science discipline used less ICT tools in their teaching learning as compared to the student-teachers of science and mathematics disciplines so specific training are required to make them aware about how to integrate ICT in language and social science teaching-learning process.

It is also found that various types of ICT tools like images from smart boards, PowerPoint presentations, animated pictures and videos have been used in teaching but there was no indication anywhere in the lesson plans whether the PPT or videos they used in their lesson plans were made by themself or taken from the internet. If taken from internet then is it OERs?This means that they are not aware of all these issues. It can be said that training was given for integration of ICT but needs improvement in it.

Research results also show that student teachers have highly positive perception regarding integration of ICT in learning-teaching. Most of the student teachers agreed that integration of ICT during the internship program helps in planning instruction and can increase learners' interest in learning as an instructional tool. And enhances academic performance and helps in knowledge construction. So, it can be concluded that they know importance of integration of ICT and have willingness for integration of ICT in teaching-learning.

Research results also show that lack of ICT resources in the schools/ poor digital infrastructure in schools; lack knowledge about how to integrate technology with content and pedagogy were the main reason for not proper integration of ICT in teaching-learning during internship.

It can be suggested that in pre-service teacher training program, student teachers should be given proper training and practical experience related to integrating technology using ICT tools so that they do not face obstacles in teaching work. Student-teacher must know when, where and how to integrate technology with content and pedagogy. and what precautions need to be taken when ICT tools were used in teaching-learning. Digital infrastructure of school is needed and ICT equipment should be arranged properly in classrooms of schools so that each student teacher can use it during their internship.

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