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FROM THE VICE CHANCELLOR'S DESK

Today the problems of secularization, westernization, acculturation, industrialization and urbanization have led to remarkable changes everywhere. The impact of west is evident enough, but it is accompanied by frantic attempts to rejuvenate ancient Indian values. The increasing complexity of economic problems has had the effect of economic classes leaving indelible marks on the personality of children. The most clear outcome of the interaction of all these tendencies is that the young generation has been presented with a fantastic variety of alternatives and differences of opinion the extent of variety by its very nature rendering extremely difficult and determination of right & wrong the disorganization of values is manifested through such undesirable activities as indiscipline, juvenile delinquency, pessimism, destructive and murderous tendencies etc. In such a situation the first duty of educational organization is to supplement the clear presentation of all possible alternatives before the younger generation. Education is the most powerful means to achieve the above aims.

So, we should concentrate upon the concept of 'Holism' which refers to the idea that all the properties of a given system in any field of study can not be determined or explained by the sum of its component parts. Instead, the system as a whole determines how its parts behave. So there is a need of holistic way of thinking to develop a 'Holistic Child' because , it tries to encompass and integrate multiple layers of meaning and experience rather than defining human possibilities narrowly. We should impart the holistic education to the holistic child. 'Holistic education' is a philosophy of education based on the premise that each person finds identity, meaning and purpose in life through connection to the community, to the natural world, and to humanitarian values such as compassion and peace. Thus, it is clear that the holistic education aims to call forth from people an intrinsic reverence for life and a passionate love of learning. A Holistic education should be based upon values mainly values are normative standard by which human beings are influenced in their choice among the alternative courses of action, which they perceive. A Holistic child should not only have social, cultural, religious, political, economical but also another aspect of development i.e. spiritual. Thus, we can say that a 'Holistic child' should be having not only materialistic but also spiritual values. Materialistic values means those values which direct our social behaviour for eg- Prem (Love), Sahanubhuti (Sympathy), Sahyog (Helping-nature) and Rashtraprem (Nationality). As well as Spiritual values means those values which direct our spiritual thinking and behaviour also. for eg- Dharm (Piety), Arth (Livelihood), Kaam (Sex) and Moksa (Emanicipation).

To achieve these materialistic as well as spiritual values there are some questions arise about what kind of education should be imparted to the holistic child, what is the need to learn the values, which values should be imparted and the last question arises that where and when it should be given ?

To answer all these questions we should emphasize upon the need of 'Value Education', need of values to develop holistic child because day by day degradation of values can be noticed in our society. So, to direct human behaviour according to norms and ideals of society, to make values a part of affective aspect and to make basis of their good character and follow them to control corruption in the society at each and every level, big or small and to control all exploitations mental and physical etc. to conserve our culture and human race also.

The another question what kind of values should be imparted to develop holistic child ? In Indian context, four Ashrams :Gyan (Knowledge), Karma (Action), Bhakti (Devotion) and Yoga, five Mahavrats:Satya (Truth), Ahimsa (Non-Violence), Astey (Non- Stealing), Aparigrah (Non-collection), and Brahmacharya (Celibacy), instead of above there are two acceptances also ie Sanskar pradhan jeevan (16 Sanskars), Atitihi Satkar(Greet to guests) Vasudhaive Kutumbkam(Universal familyhood). We should develop a holistic child with, Religious values (According to his religion), Gandhian values Satya (Truth), Ahimsa (Non-violence), Astey (Non-Stealing), Aparigrah (Non- collection), Brahmacharya (Celibacy), Abhay (Fearlessness), Aspreshyata Nivarana (Eradication of untouchability), Kayik Shram (Physical labour), Sarvadharma Sambhav (Equality for all religions), Vinamrata (Politeness) etc. Moral values : Satyata (Truthness), Emandari (Honesty), Kartvyaparayanta (Dutifulness) , Universal values: Satyam (Truth), Shivam (Beauty), Sundaram (Goodness), Rashtraprem (Nationalism), Rashtrasamarpana (Devotion for nation). In short, we can say that a Holistic Child should have all the above values.

Now the third and last question is that 'How' and 'When' these values can be imparted. As we think about the answer of the above question the sources of formation of values are society, culture, religion, economic order and political order. These sources help in the formation of values. Family and school are the two main components of our society. In family, a child takes birth and learns through out life formally or informally. As somebody has said that "child learns the first lesson of citizenship between the kiss of mother and the care of father". Thus,it is clear that family is the first school of a child. He learns language, methods of conduct and cultural and moral values. Thus, a family is the foundation of values for the child.
Regards,

Mr. Harshad P. Shah
Vice Chancellor
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FROM THE CHIEF EDITOR'S DESK

UNESCO's Commission on Education (1972) declared that education is a lifelong process and its purpose is to establish a learning society, i.e., a society that knows how to learn, to grow and to transform itself to the needs of ever changing world. It is only through learning that one acquires knowledge and this knowledge comes mainly through education. In facilitating the process, education is being shaped and molded by professionalizing the human personality called the teacher, who plays a crucial role in education of a country. In order to meet the demands of globalization the education system of the country should have more efficient, as well as, competent teachers. The quality of teachers mostly depends on the teacher education programme of any nation. Teacher education means programs of education and research which equip an individual to teach at schools. The role of teacher has been changing from being a knowledgeable person on the stage to a facilitator and guide."

There may be many teachers who might not have been aware of such a declaration made by international organizations but the work, commitment and innovations practiced by certain teachers speak volumes by itself, may be to such an extent that these international organizations have to make a note of them and quote such unique examples where ever possible. The purpose of doing so would be simple too, that of merely spreading a message of, "Where there is a will, there is a way". There are teachers working in remote distant locales and face several socio-economic constraints but still they proved to be innovative. They did so while maintaining the culture and traditions of the place and at the same time, encouraging maximum enrolment, girls' participation, cleanliness, personal hygiene, developing school infrastructure, enabling entrepreneurship capabilities in children, and many more.

Innovation is defined as "the process of making changes to something established by introducing something new." It applies to "...radical or incremental changes to products, processes or services. (Kuboni et al, 2013). To innovate means to create something new, to add to the existing knowledge to enhance the already available information by doing or developing something different. Innovation is also defined as: 1) the introduction of something new, 2) a new idea, method, or device: novelty. (Merriam Webster Dictionary). Innovation is observed in almost all the fields: multinational companies, factories, offices, tourism and hotel industries, architecture and buildings, interior decoration, in the field of arts, music and dance but the utmost importance lies when innovations are understood and practiced in Education to get the desired results. The author believes innovation to be of utmost importance in the field of education since it's here that the experiments are

done with children, their knowledge, interest and their future. The future of the entire nation lies in the hands of the school going children and thus the role of a teacher has a major impact, on the outcome. Her job is simplified, and becomes interesting, if the teacher is innovative and tries various new methods and ideas to involve children to their maximum capacity.

Does innovation always means to do something different, unique and new? Does innovation always brings desired results? Can 'innovations' be taught? Can a Teacher Education institute start a syllabus/course on "Innovations in Education"? If something is already existing, if something is already being practiced, and then tried with someone else, at some other location, on some other surrounding, is it still called 'innovations'? Does the concept of "innovation" lies within or can it be learned by training? These and many such questions needs to be answered. Benz (2010) tries to get a clear understanding whether innovations should be different or better or both. He agrees to Elliot Washor and quotes him ,"from our perspective, innovation means first different, then better. That is, innovating is a fundamentally different way of doing things that result in considerably better, and perhaps different, outcomes. Both the 'different' and the 'better' must be significant and substantial. Educators need to think of innovating as those actions that significantly challenge key assumptions about schools and the way they operate. Therefore, to innovate is to question the 'box' in which we operate and to innovate outside of it as well as within."

Innovation is the spark of insight that leads a scientist or inventor to investigate an issue or phenomenon. That insight is usually shaped by an observation of what appears to be true or the creative jolt of a new idea. Innovation is driven by a commitment to excellence and continuous improvement. Innovation is based on curiosity, the willingness to take risks, and experimenting to test assumptions. Innovation is based on questioning and challenging the status quo. It is also based on recognizing opportunity and taking advantage of it.

In the world of education, innovation comes in many forms. There are innovations in the way education systems are organized and managed, exemplified by educational institutes or school accountability systems. There are innovations in instructional techniques or delivery systems, such as the use of new technologies in the classroom. There are innovations in the way teachers are recruited, and prepared, and compensated. The list goes on and on.

Regards,

Dr. Jignesh B. Patel
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A Review on Cyber Crime: Some Educational Suggestions to Overcome

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Abstract

In the modern era, advancement in technology made people's life easy and comfortable as well as make prone to cybercrime. The young generation who frequently entering in to the cyber world, fail to understand the harms of internet, are most susceptible to become the victim of cybercrime or may be indulged in it unknowingly. There can be some motivating factors behind the decline of cybercrimes or such crimes can also happen inadvertently. Cybercrimes are seriously affecting today's younger generation and society in various forms such as: economically, psychologically and educationally. To prevent cybercrimes, it is necessary to analyze each type of cybercrime and understand their impact on different areas of the society. So, the present paper will provide an understanding of awareness of cybercrimes and cybersecurity, its impacts on youth. An attempt has also been made to give some preventive measures to overcome this serious issue.

Keywords: *Cybercrime, Cybersecurity, Awareness, Youth, Educational Suggestions*

Introduction

Due to the technological revolution, human life has changed upto great extent (Gihar, 2006). In the 21st century, Indian youth is living in a smart era where all are influenced by the internet. Students use the internet for various purposes such as academic, social, entertainment, shopping etc. The appearance of prevalent, reasonable and wireless networking has led to the extensive distribution of ICT devices that permit to use of social networking sites and the internet anytime and anywhere. ICT devices have become very important devices that are being used in every field such as education, commerce, entertainment, banking, corporate etc. (Saxena et al., 2019). Online behaviour comprises of the capabilities and skills to converse, generate, collaborate, share and expand the information in the form of text messages, pictures and audio-visuals among users of social networking sites. The usage of the internet and social media bring a change in the way of

communication, interaction, investigation, sharing and socialization among students in educational institutions. In this stage of living, the digital platform has become a means for every young person to interact and stay busy (Saxena& Singh, 2020). Not only youth and employees have been influenced by this era of digitalization, but new technical devices are also being used by senior citizens on a large scale. There has been a great shift in the skills needed for a successful life in the present times. Work from home is being promoted during the Covid-19 pandemic. Cyberspace provided so many opportunities for people working in different organizations which require a cybersecurity culture. But cybersecurity culture can be affected as cybercrime exploits all online opportunities (Georgiadou et al., 2021). The Internet has entered every realm of life facilitated through smartphones and other devices. Technical factors such as 'google it, download, upload, apps, subscribe, like' are used quite frequently by the young generation. Most college students do not like to spend much time with books in the library. Instead of going library, students prefer suitable online resources to complete the projects or assignments given by the teachers, because they trust in time management more   than performance (Mathias et al., 2018). Online availability of study content as per the convenience of the students has cramped their reasoning & logical power and eradicate inventive thoughts. Various inventions in the field of technology have given several benefits to youth but on the other hand, they may be the victim of cybercrime and also due to ignorance or knowingly they may indulge in cybercrime. Cybercrime victimization, online scam or harassment has its concern especially with the younger generation who were active users of the internet (Oksanen&Keipi, 2013). Today's younger generation is mainly victims of cybercrime. All the aspects such as age, economic status, psychological and social status etc. are all related to cybercrime victimization. One of the push factor for a younger generation to get involved in cybercrime is fear of unemployment (Igba et al., 2018). Youth at this innocent age are not aware of cyber offences. The most active segment of the digital population is the youth and also the most susceptible to be attacked through cybercrime as victims. On the other side of the crime, it's again the youth who are in majority as violators and attackers (Khan, 2019). The important thing to note is that cybercrimes are directly free from fear of law enforcement and witnesses. Cyberspace has created an environment where safe and profitable criminal incidents are taking place (Alansari et al., 2019). Cybercrimes take place due to inadvertence and lack of understanding of cybersecurity. In this time of intense and unrestrained digitization of modern lives, it is imperative to be aware of the various threats that one can face. Cybercriminals have taken full advantage of the dreadful economic and social conditions created by the Covid-19 pandemic (Lallie et al., 2020). Platforms offering online space and users of this space both share equal responsibility to protect the digital world.

Cyber Crime

Cybercrime and conventional crime are not much different from each other as both violate the rules of law. Such actions which are against the reliability, privacy and security of computer data or various types of software fall under the category of cybercrimes. In general, cybercrimes are those criminal activities under which ICT devices (computer and digital equipment) are used to commit a crime to damage the corporate sector, government data, business, digital infrastructure and harm the person etc. The Oxford Reference Online defines 'cybercrime' as the crime committed over the Internet. According to Thomas and Loader, (2000) cybercrime is "computer-mediated activities which are either illegal or considered illicit by certain parties and which can be conducted through global electronic networks".

Different types of cybercrime are:

1. **Online Harassment:** When a person is continually and doggedly harassed or stalked by online mail, messaging or different digital platforms by criminals which can have a bad effect on the victim's life, emotional and psychological state.

2. **Cyber Bullying:** when a person is abused and humiliated by online activities using the internet and electronic media.

3. **Online Child Pornography:** Online child pornography is a type of cybercrime by which pedophile using computer devices to share out prohibited media and sexually exploitation of children.

4. **Hacking:** hacking is an act of digital obstruction in which criminal can hack the personal data of a person, institution, government department etc. through illegal access of electronic equipment or their account on social sites such as Facebook, WhatsApp, Instagram, and Twitter etc.

5. **Identity Theft:** It is a type of cybercrime under which criminals misuse a victim's identical information and cause him personal or financial loss.

6. **Credit/Debit Card Fraud:** In this type of cybercrime the criminal fraudulently steals the credit card/debit card numbers through the insecure website or wrong information and damages the victim's property and money.

Awareness of Cyber Crime and Prior Computer Knowledge

Cybercrime is a serious problem in today's digital world. It is essential to understand different types of cybercrimes and be aware of their future safeguard (May &Bhardwa, 2018 as cited in Hamsa et al., 2018). Árpád (2013) conducted a software (not real) installation test to identify the awareness level of students regarding cybercrimes and found that more than 80% of students agreed to install a harmful application on the computer and surprising fact study examined that most of the students related with the field of computer science. In another study it has been observed that even students are proficient in working with computers and fully aware of cybercrimes, it does not mean that they work with attentiveness in the cyber world and can avoid being a victim of cybercrime (Tibi et al., 2019). Lack of awareness is one of the reasons for increasing cyber delinquency in India because most of the youth are unaware that they are violating others' rights for their entertainment e.g. digital piracy or copyright infringement (Kumar and Manhas, 2021). Similarly, Pradeep & Arjun (2018) observed that young internet users have negligence and lack of awareness regarding the security of their laptop, computer or mobile data. Negligence is a feature of human behaviour, so due to negligence and inattention, cybercriminals can hack the computer and pose cyber threats (Kumar &Manhas, 2021).

Influence of Gender, Age and Knowledge on Cyber Crime Awareness

Hasan et al., (2015) reveled that factors such as gender, age and knowledge have a great influence on the awareness level of cybercrimes.Female students have a higher level of awareness about cybercrimes than male students. In addition, the authors also reported that students with an understanding of cyber-crimes were highly aware of cybercrime. Correspondingly, a study proved that the young generation lies between the age group of 15-30, most of the active user of internet and they prefer online services such as; online transaction, online shopping, study material etc. But, most young internet users were felt insecure about their safety while working online (Kumbhar and Gavekar, 2017).

Awareness about Particular Types of Cyber Crime

Most of the students were having an awareness of the specific type of cybercrime rather than other types of cybercrimes. Sreehari et al., (2018) analyzed that college students have no idea about the safety of their information while being online and maximum of them sometimes take delivery of spam messages and calls but hardly anyone tried to report it to the cybercrime police station to prevent it from occurring again. Similarly, in another study, the analysis of data indicated that most of the youth were just aware of what is cybercrime and some of them having awareness of hacking, piracy and phishing but the most dangerous threats like Trojans and Virus attack which can generate wide damage to data including identity disaster as well were not identified much by the students (Khan, 2019). According to Pradeep & Arjun, (2018) "Apart from hacking, many cyber users are not aware of various cybercrimes such as darknet crimes, copyright infringement, cyberbullying, phishing attack, child pornography, spoofing, domain-squatting etc".

Motivational Factors and Indulgence of Youth in Cyber Crime

Along with the awareness of cybercrime, various studies have also found that youth were involved in cybercrime such as online drug trafficking, cyberstalking, online hacking, identity theft, child pornography etc. There are financial and psychological factors that motivated the youth to become a hacker (Árpád, 2013). Okeshola&Adeta,(2013) were of the opinion that the motivational factors that encouraged individuals to involve in cybercrime varies such as financial gain, gratitude, fame, easy to commit, intellectual hunt, frustration, revenge, unsatisfied from what they earn, lack of good moral education from parents and guardians etc. Cybercriminals take advantage of psychological and demographic factors as the terrible Covid-19 pandemic has incited cyber fraud (Monteith et al., 2021). Digital proficiency and ravenousness, unemployment fear, inventiveness, desire to make money and a place to install their technical skill are those factors which motivated the youth to commit the cybercrime. Most of the youth have accepted that unemployment fear acts as a push factor to get involved in cybercrime (Igba et al., 2018).

Impact of Cyber Crime on Youth

As digitalization brought a positive change but it has also a negative impact on youth (Saxena& Chauhan, 2021). There may be some motivating factors behind cybercrime or it can happen without intention, cyber-attacks that are done intentionally are considered as cybercrime and have a profound effect on society such as economic loss, mental stress and fatal to national security etc. (Saini et al., 2012). Cybercrime is an existing trend and most young people reported being victims of cybercrime. Cybercrime victimization deals with offline disturbance or viable psychosocial troubles and it is necessary to understand the possible mental harms of the younger generation which are overlapping with online experiences and approach offline (Oksanen&Keipi,2013). The college student use the Internet for different purposes, mainly classified as e-shopping, web publishing, virtual interaction, and digital downloading. As predictable, these activities were correspondingly related to fear of various types of cybercrime i.e. malware with digital downloading, digital piracy with web publishing, cyberbullying with virtual interaction and, online scam with online shopping (Yu, 2014). Male gender, younger age, urban residence, unemployment and less active offline social life were major predictors for cybercrime victimization (Näsi et al., 2015). The most common risk factors faced by adolescent girls through online media are a violation of body privacy, online sexual harassment, eve-teasing, molestation, cyberstalking, and other harassments like spreading rumours and gossips about the girl child with the help of social media for embarrassing and humiliating her (Johnson &Manickavasagam, 2020).

Cyber Security Awareness & Youth

In this digital age, cybersecurity awareness and protection is very important for youth. The need of the hour is that making individuals aware of cybercrime and cybersecurity and giving them the tools and knowledge that they need to protect themselves. During this struggling era of the Covid-19 pandemic, cybersecurity is also deliberated as a digital pandemic as many people started online working for the very first time (Ramadan et al., 2021). With the development of advanced technology, the field of cybersecurity is facing a variety of challenges. Youth are easily fascinated by this new digital world and cybercriminals tempting them by misusing their personal information and required data (Potgieter, 2019). People must take suitable actions especially in dealing with social media to prevent them from cybercrimes (Reddy & Reddy 2014). Similarly,in another study, it has been examined that most of the students were active users of social media and more unsafe in social networks despite phishing and virus attack because most of the students were aware of virus attack and phishing emails/messages in any form and very few students responded to those E-mails/messages because they are aware of false E-mail/messages (Senthilkumar&Easwaramoorthy, 2017). As students grow older; they were more tending to use the Internet and there is a tendency of how things change in terms of the way students use the Internet and for what; hence, it is essential to educate youth on diverse problems and various usage stages (Zahri et al., 2017). Timing of usage of the internet is increasing among youth and they are constantly revealing their bank details through online money transaction and with negligent behaviour, their susceptibility increased to malware/spyware attack through downloaded content which led to cybercrime victimization and less awareness about cybersecurity (Rathod&Potdar, 2019).

Educational Suggestions to Overcome Cybercrime:

The review made in the paper leads to the conclusion that the cybercrime is a threat for the youths who may be the students or the working persons. These youths may be the victims of cybercrime or the knowingly or unknowingly offenders. To overcome from the cybercrime, the following educational suggestions may be helpful:

➢ It is necessary to understand the behaviour of a person who addicted to committing cybercrime and their impact on society as it will help to show suitable means to reduce cybercrime. Cyberlaw, cyber education and formulating policies related to cybersecurity, by adopting these three methods cybercrimes can be reduced.

➢ Education is the most important weapon for literacy, as such workshops and seminars related to cyber safety should be organized as per time and requirement so that the youth can secure their personal information and stay away from cybercrime.

➢ Awareness of cybersecurity is an incessant process that needs to be supported so that any cybersecurity-related threat can be avoided. It is necessary to carry out a special and planned cybersecurity operation for the younger generation.

➢ Cybercrime is a dangerous problem and our society is falling victim to it day by day. Education should be seriously involved in its anti-fight and all cybersecurity-related courses should be implemented at all educational levels. Manuals should be written or rewritten to present the current and the upcoming generations to effectively take up the fight against cybercrime.

➢ Only educational institutions can give a relevant education to the youth on how to engage in online activities safely and avoid being a victim of cybercrime.

- Educating the students, right from the school level about the dangers of cybercrime has to be given prior importance and regulations that deal with cybercriminals should be strengthened to bring a sense of safety among the internet users.
- Educational institutions should aware of students as well as their parents for the accurate and safe use of online gadgets.
- Along with the basics of ICT, cybersecurity should also be a part of the curriculum from school level to higher-level education.
- Internet facilities provided by the government to educational institutions should be secure.
- Coordination should be established between cyber cells and IT professional companies by cyber law enforcers to trace out the cybercriminals.
- It is the responsibility of Academic institutions to educate youth with interesting and useful education related to cybersecurity on regular basis and adopt a conscious culture in the institutions.

Conclusion

The beginning of the latest technologies always presents an early challenge for society, the education sector and law enforcement agencies. Government and our educational system should take proper strategies and techniques about protecting from cybercrime. Youth and people who are using the internet frequently should be taken preventive measure like work safely and carefully, increase awareness level, develop their mental ability and perception level for protecting this criminality. Responsibilities must be given to the website owners or authorities in shielding their sites by improving security system, using password and establishing a monitoring system. By analyzing various studies, it is found that cybercrime can be protected by increasing awareness level among youth through the education system, developing the policing system by the government and punishment enforced by law.

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Higher Education Implementation Strategies a part of India's National Education Policy 2020, which aims to achieve the policy's goals.

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Abstract

India has designed and intended to introduce a new education policy called Indian National Education Policy over the next decade of the twenty-first century, under the leadership of its current prime minister and an expert team with members from various backgrounds (NEP-2020). The mission, goals, and specifics are communicated to practitioners and the general public. NEP-2020 is a bold and far-reaching initiative with both positive and negative aspects, with the goal of providing everyone with a high-quality secondary and higher education, as well as comprehensive and research-based growth.Based on focus group conversations, this paper begins with an overview of NEP-2020, followed by descriptions of the policy's strengths and shortcomings in higher education and science, an assessment of the policy's implementation guidelines, and identification and analysis of possible generic strategies for implementing NEP-2020 to achieve its goals.The paper covers topics such as Quality University and college growth, institutional change and restructuring, more inclusive and multidisciplinary education, optimal learning environment and student support, changing the regulatory structure of higher education, technological use and integration, and online and interactive education.Finally, despite various limitations, many guidelines are made for implementing the NEP 2020 successfully. This article can be used by policy implementation teams in the Indian government as a reference.

Keywords: *Multidisciplinary Education, Higher Education, NEP-2020, Swayam, Holistic Education, Quality Development, Lifelong Learning*

Introduction:

India's National Educational Policy (NEP-2020), as the first education policy of the twenty-first century, faces a challenge and, as a result, a target of transforming the country into a developed

country by fostering developmental imperatives in line with the UN Sustainable Development Goals' fourth goal (SDGs), In the year 2030,The aim is to "ensure inclusive and affordable quality education for all," as well as "promote opportunities for lifelong learning for all." India anticipates that by introducing the new national education policy in 2020, it will be able to improve its educational outcomes.it will be able to achieve this target by 2040, with equal access to high-quality education for all, regardless of social or economic status. With the aim of establishing a forum to provide quality school and higher education to every citizen of the country while maintaining Indian ethos and values, the country will be transformed into an egalitarian and vibrant information society and global knowledge superpower by improving the quality of education at every level by implementing a new ideal framework. The new legislation NEP-2020 is aimed at revamping the existing educational framework, including laws, rules, and control systems. As a result, the new strategy NEP-2020 is supposed to be a comprehensive revision with less material but more problem-solving skills, imagination for innovation, multidisciplinary and holistic for stability and honesty. The policy envisions a new set of regulations that will make education pedagogy more innovative, inquiry-based, discovery-oriented, learner-centered, analysis-based, flexible, fun, and futuristic, allowing educated output to support countries' economic growth, social justice and equality, scientific advancement, cultural preservation, and national integration.

Based on focus group conversations, we have distinguished the strengths and weaknesses of NEP-2020 at the higher education and study levels, assessing the policy's implementation recommendations, and defining and reviewing potential generic methods for implementing NEP-2020 to meet its objectives. The paper covers topics like developing quality universities and schools, institutional change and restructuring, more inclusive and multidisciplinary education, optimal learning environment and student support, improving the regulatory framework of higher education, technology use and integration, and online and digital education.Finally, facing numerous constraints, we have made some suggestions for successfully implementing the NEP-2020.

Objectives of the study:

The current research identifies different methods for systematically implementing the NEP-2020 by defining various implementation constraints. The following basic goals are included:

- To plan a NEP-2020 summary.
- To propose plans for the creation of high-quality colleges and universities.
- To propose differentstrategies professional education.
- To propose differentstrategies private education.
- To propose different quality development strategies in University and Colleges
- To propose policies to encourage a more comprehensive and multidisciplinary approach to education.

- To propose strategies for technology use and integration.
- To propose strategies for online & digital education.

NEP-2020 HIGHLIGHTS:

The National Education Policy-2020 aims to turn India into an inclusive, prosperous, and vibrant information society by integrating its history, culture, values, and ethos into its educational system.The NEP-2020 is focused on the country's rich and varied historical heritage, as well as the contributions of many academics to various fields, as the framework for high-quality multi-disciplinary liberal education at both the secondary and higher education levels. With the goal of growing the gross enrollment ratio (GER) of school education and higher and technical education enrollment from 28% and 5%, respectively, to 50% and 20% by 2030, through radical changes in current education policies and governance frameworks that foster openness across all stakeholders.According to NEP 2020, various educational phases will be introduced.

Sr no	Stages in the Educational Life Cycle	Characteristics
1	The Beginning Stage (Five-year duration)	The foundation stage seeks to provide children aged 3 to 8 years old with a basic education that involves play-based and activity-based learning for cognitive, behavioral, and emotional development.
2	Preparatory Stage (Three-year duration)	The preparatory stage aims to educate children aged 9 to 11 years old through activity-based and discovery-based learning by incorporating various subjects in a systematic classroom setting, as well as textbooks to promote deeper understanding.
3	Stage of education in middle school (Three-year duration)	Middle school curriculum strives to incorporate a more abstract concept of various subjects through a liberal education paradigm with a focus on experimental learning. There will be two class level exams every year (semester-based system).
4	Stage of secondary education (Four-year duration)	Secondary school curriculum focuses on multidisciplinary topics and versatile exit choices to prepare students for advanced undergraduate programmers at the next stage. The pedagogy of courses in this stage will be more in-depth and versatile, based on student preferences. Although providing subject groups, emphasis will be placed on life goals. In this point, the semester system will be used, with 5 to 6 subjects per semester, and traditional board exams will be held at the end of the 10th and 12th grades.
5	Stage of Undergraduate Education (Three to four-year duration)	With majors, minors, and research projects as options, the undergraduate higher education stage has four exit options: a certificate after one year, a diploma after two years, a bachelor's degree after three years, and an honours degree after four years.
6	Stage of Post-Graduation Education (One to two-year duration)	The Masters degree is now split into three categories: I a one-year programme for students with a four-year honours bachelor's degree, (ii) a two-year programme for students with a

		three-year bachelor's degree, and (iii) a five-year integrated degree programme for students who have reached the 12th grade. The Masters degree will prioritise research in order to gain technical skills, with a focus on high-quality research in the final year to prepare students for the next research degree.
7	Step of investigation (Three to Four-year duration)	Despite the fact that study is an integral part of the final year undergraduate and postgraduate levels, research scholars at the research degree level can conduct high-quality research leading to a Ph.D. in either fundamental, multidisciplinary, or interdisciplinary fields for a minimum of three years full-time or four years part-time.During their Ph.D., they should take at least 8 credits of teaching, education, or pedagogy coursework relevant to their Ph.D. subject. No M.Philprogramme will be available as a research degree.
8	Lifelong learning (Learning continues throughout one's life.)	Since lifelong learning is essential for every human being in society, the NEP 2020 proposes lifelong learning and research to keep people from becoming redundant in terms of information, skills, and experience, resulting in a safe and comfortable existence.Education and science are thought to be more mature in terms of life satisfaction and enlightenment at all stages of life.

Higher Education:

The following are the highlights of the NEP-2020 higher education section:

- Higher education (HE) monitoring and control institutions such as the UGC, AICTE, MCI, DCI, INC, and others will be integrated into the Higher Education Commission of India (HECI) to form a single HEI regulator.
- A comprehensive National Accreditation Council will replace existing accreditation institutions such as NAAC and NAB (NAC).
- The development of a National Research Foundation (NRF) to support university and college research.
- Unification of existing fragmented HEIs into two types: Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC) with more than 3,000 students on campus. By 2030, the campus must have expanded to more than 3,000 students, and by 2040, it must be multidisciplinary.
- There will be two types of multidisciplinary universities: (1) research-intensive universities and (2) teaching-intensive universities.
- Any current College can grow into either a degree-granting autonomous College or a Constituent College of the University, becoming a completely integrated part of the University.

- By 2035, the Total Enrolment Ratio in Higher Education, including Technical Education, will have increased from 26.3 percent in 2018 to 50 percent.
- Through enhancing and securing the prescribed accreditation standard, all existing affiliated colleges will gradually expand into autonomous degree-granting colleges with the mentoring help of affiliated universities.
- On meeting the norms, the nomenclature of HEIs in the region, such as 'deemed to be university,' 'affiliating university,' 'affiliating technical university,' and 'unitary university,' will be replaced simply by 'University.'
- Research will be taught at the undergraduate and graduate levels, with a systematic and multidisciplinary approach to education.
- Communication, dialogue, debate, study, and opportunities for cross-disciplinary and interdisciplinary thought will be prioritized in HEI pedagogy.
- An Academic Bank of Credit (ABC) will be created, which will digitally store academic credits earned from various recognised HEIs (SWAYAM & ODL mode), enabling HEI degrees to be awarded based on credits earned.
- A four-year Bachelor's degree with several exit opportunities, a one- or two-year Master's degree depending on the amount of years spent in the Bachelor's degree as four or three, respectively, and the opportunity to obtain a Ph.D. for a four-year Bachelor's degree with study .
- • Post-secondary education will be reshaped to include a two-year Master's degree with full study in the second year, a one-year Master's degree for four-year Bachelor's degree holders, and a five-year blended Bachelor's/ Master's degree.
- All HEIs will concentrate on research and innovation by establishing (1) Start-up incubation centres, (2) Technology creation centres, (3) Centers in frontier areas of research, (4) Centers for Industry Academic Linkage, and (5) Interdisciplinary Research Centres, which will include humanities and social science research.
- An innovative and versatile Competency Based Credit System replaces the Choice Based Credit System.
- The assessment system will move away from high-stakes tests (Semester End system) and toward a more continuous and rigorous evaluation system.
- All HEIs will have accredited academic and career counselling centres with counsellors available to all students to ensure physical, social, and emotional well-being.
- In the areas of science, mathematics, poetry, language, literature, debate, music, sports, and other subjects, all HEIs will create, endorse, and finance topic-centered clubs and activities organised by students with the aid of faculty and other experts as required.
- Online Distance Learning (ODL) courses as part of degree programmes would be encouraged to use the credit system.
- To attract more international students, HE quality will be raised to a global standard, and credits received at foreign universities will be counted against a degree.

- The National Scholarship Portal will be improved and extended to support merit-based students with their financial needs. Private higher education institutions would be encouraged to provide more free ships and scholarships to their students.

Professional Education:

The following are the highlights of NEP-2020 for the higher education technical education section:

- By 2030, all single-field institutions must strive to become multidisciplinary institutions that provide comprehensive and multidisciplinary education.
- HEIs would be encouraged to incorporate agriculture and veterinary science programmes into their general education programmes in order to train specialists in these fields. Institutions that provide agricultural education must specifically address the needs of the local community, and will be given assistance in developing Agricultural Technology Parks to facilitate technology incubation and dissemination.
- The healthcare education system must be incorporated so that all allopathic medical students have a basic understanding of Ayurveda, Yoga, Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa. In all aspects of healthcare education, a greater focus on preventive healthcare and community medicine is needed.
- • Technical education should be provided in multidisciplinary educational institutions and should emphasise opportunities for deep interaction with other disciplines. Artificial Intelligence (AI), 3-D machining, big data processing, and machine learning, as well as genomic research, biotechnology, nanotechnology, and neuroscience, with applications in health, the environment, and sustainable living, should be the subject.

Private Institutions:

The following are the highlights of NEP-2020 for private higher education institutions:

- Based on their accreditation status, all private universities are eligible for graded autonomy.
- All private universities/autonomous colleges must be transparent about their financial transactions, and the Board of Governors is responsible for any accounting system violations. To direct the rapid development of HEIs, the BoG should include eminent people who are well-known in their fields.
- All higher education institutions have control in assessing their fee structure, and any surplus should be reinvested in growth programmes using a consistent accounting framework.
- In any course that they deliver during a given academic year, all private HEIs should offer 20% free-ship and 30% scholarship in the course fee for deserving students, and this should be tested and validated by the accreditation process.

- When it comes to granting research funds, the National Research Foundation would consider all private HEIs on an equal footing with public HEIs, based solely on the merits of their proposals.
- With fewer than 3,000 students, private institutions that cannot grow and emerge as multidisciplinary institutions will inevitably

Quality Development Strategies in Universities and colleges:

The following strategies are useful while ensuring quality in higher education :

- Role models as leaders will inspire all other stakeholders to perform better because they show that super-performance is possible. Vice-chancellors, Directors, Principals, Deans, Heads of Departments, and Professors should inspire and encourage others through their excellent research efforts, both as individuals and as members of research teams.
- Every year, the curriculum of the programmes undergoes major changes in response to changes in the related industry.
- Concentrate on the rapid growth of six essential infrastructures to become a world-class university: physical infrastructure, digital infrastructure, innovative academic infrastructure, intelligent property infrastructure, emotional infrastructure, and networking infrastructure to become a world-class university.
- Integration of universities and industries for the transition of intellectual property to industries for large-scale development and supply to society at a low cost.
- Holding politicians and bureaucrats out of the academic affairs of universities and autonomous institutions.
- Professors at all levels, regardless of other administrative duties, should be involved in teaching and science.
- Academic and research contributions will be audited and held accountable every year before the faculty retires.
- Faculty enrichment and obsolescence elimination by making two FDP certifications in appropriate and futuristic subjects mandatory per year, with no annual increment for those who do not complete them.
- The university negotiated a zero-interest student education loan by terminating all fellowships and scholarships based on gender, religion, or financial circumstances.
- To eradicate corruption, concentrate on a low-cost approach with high quality through digitization of facilities, online video lectures, and automation of review and evaluation.
- Convert a preference-driven credit system to one that is based on choice, innovation, and competency.

Strategies for more holistic & multidisciplinary education:

In terms of value-based and multidisciplinary education, the following methods will help current colleges and universities become more holistic:

- By designing and implementing the STEAM model of instruction instead of the STEM model, equal priority is given to multidisciplinary and super-specialty education.
- Adding an experimental learning component and a skill-oriented learning component to undergraduate education as a strategy to improve employability and entrepreneurship.
- Adding two 50-point ESEP (Employability Capability Enhancement Papers) papers to a semester as a prerequisite for internal evaluation-based marks would certainly be a differentiation strategy for HEIs.
- A particular differentiation approach is to identify institutional core values and work to instill them in all HEI stakeholders.
- A branding strategy involves preparing, executing, and recording the organization's innovations and best practises, as well as publicising these innovations and best practises widely.

Technology usage and integration strategies:

The following are some examples of application incorporation and usage strategies:

- With the slogan "One country—one online platform," the creation and use of indigenous technology platforms for online teaching and training is underway.
- Prepare faculty members to use Artificial Intelligence and Robotics technology, as well as Virtual Reality and Augmented Reality technologies, in teaching and training methods, by using national training portals such as SWAYAM.
- Put a focus on integrating 21st-century emerging technologies like ICCT underlying technologies and Nanotechnology into engineering, pharmaceutics, and health sciences technical education and research because they are innovative technologies with the potential to address basic human needs, advanced issues related to comfortability, and more and issues with dreamy desire relating to human fantasy in culture
- The central government should provide general research facilities for university and autonomous institution researchers in important technology areas such as agri-technologies, water-technologies, energy-technologies, space-technologies, biotechnology, genetic-technologies, ICCT underlying technologies, nanotechnology, and basic sciences.The best possible use of these shared facilities should be ensured. This would also remove the duplication of research equipment in many university laboratories that are underutilised due to a lack of maintenance.
- Free and high-speed internet for all citizens: The central government should build technology infrastructure to provide both urban and rural communities with free and high-speed internet access.This will contribute to the realisation of the modern India

dream by creating a platform for digital education, digital economy, digital governance, and digital services in the primary, secondary, tertiary, and quaternary sectors..

Strategies for online & digital education:

The use of a digitization approach allows for the efficient creation and exchange of information tools in the following ways:

- Developing an online education network and teaching-learning frameworks for institutions.
- Training faculty and students about how to use online digital resources effectively.
- Creating interactive content for the classroom that incorporates a variety of multimedia simulation effects
- Artificial intelligence and augmented reality strategies for effectively teaching both theoretical and realistic subjects online. To provide quality teaching and preparation for generation Z and generation A students, artificial intelligence, virtual and augmented reality, and simulation approaches can be effectively used in both online and classroom-based education.
- Creating an institutional digital archive with global networking so that all stakeholders can access any information at any time.

Research and innovation strategies needed:

The primary goal of NEP-2020 is to increase citizen contributions to science by enhancing and stimulating their innovativeness and competitiveness. Students' research culture can be strengthened in a number of ways at the higher education level:

- Applying research elements to undergraduate and graduate programmes.
- Make obligatory publications/patents in the final year of undergraduate and graduate school.
- Annual Study Metrics are based on the ABC productivity model and are connected to annual increments and promotions to improve faculty teamwork.
- Organizing conferences and workshops in order to build a strong research network.
- Establishing institutional journals to facilitate academic communications and scholarly publications.
- Making copyright or patent obligatory for academic study in the name of the researcher and the institution/university from the Indian Patent Office and the Copyright Office, respectively.

Conclusion

India is planning to introduce the National Education Policy 2020 guidelines across the country in order to reform and make fundamental changes in school education and higher education, with the goal of developing a modern education system that will empower young people and boost economic growth their faith in their ability to generate new knowledge, new skills, and human values in order to resolve current and future problems and challenges in civilised society through enhanced creative ability and tech-savvy. It is well recognised that technology, as an application of scientific thought, has the ability to enhance the quality of life of everyone in the world, and that quality education is the basis for this.With the aim of providing everyone in the country with a value-based, knowledge-based, and skill-based higher education, the new education policy has many intrinsic propositions to enhance the standard of school and higher education, as well as to create interest in their chosen field and to find challenges and turning them into opportunities by inventing new ways to make life more enjoyable and prosperous, with the expectation of happiness.The aim of high-quality higher education is to create human beings who are responsible for building a better society through enhanced human value-based discipline and shared respect for growth and prosperity.Quality higher education also allows all to engage in the discovery, implementation, and promotion of emerging technologies that can help in society's advancement.It is expected that the new research-based education policy would hasten the achievement of the above goals and turn every stakeholder into an innovator.The systematic implementation of proposed policies by establishing multidisciplinary, degree-granting, autonomous higher education institutions with students from various disciplines at the undergraduate, graduate, and research as the intellectual property, levels led by highly focused and dedicated teachers can build an environment of creative and lateral thought. A top-down approach among stakeholders is recommended for successful implementation.Clean but knowledgeable members of implementation committees, light but tight rules, transparency from top to bottom, publish or perish, and annual performance-based increments are some of the power mantrasFaculty-focused and student-centered national education policy 2020 can be enforced effectively within the specified timeline of 10-15 years, with periodic auditing of organisational performance through NAC, punishing for unacceptable behaviour through a harsh penalty, and faculty-focused and student-centered national education policy 2020.

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A Study of Elementary School Teachers' Attitude towards Inclusive Education

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Abstract

Teachers' attitude to education is an essential pre-requisite for the success of education. A teacher needs to be professionally qualified to perform his duty as a teacher. Professional qualification shall ensure teachers' competencies in pedagogy, subject matter, and professional attitude. Inclusive education that assumes education of all types of students in the same classroom. It therefore needs not only empathy for special children but understanding their needs and organizing the school activities in such a manner that facilitates development of all children. A teacher needs to understand the provision of education of special children, enroll them, and teach them along with all other children. The child shall take part in all educational activities in class and school. Teacher shall have to co-ordinate with parents, counsellors, administrators, and local community. The teacher has to have positive attitude to carry out all such responsibilities competently. The present research attempts to measure the teachers' attitude towards inclusive education and find out as to how educational qualifications and demographic factors have a bearing on teachers' attitude towards inclusive education. It was found that teachers have moderate attitude and educational qualifications, training, and demographic factors does not have a bearing on **teachers' attitude towards inclusive education.**
Key words: *Inclusive education, Special children, Teachers' attitude, and Demographic variables.*

Introduction

Education is the building block of individual, social, and national development. Therefore education of each one in the world is penecia of development. Bringing all into the fold of education and then imparting quality education at all level depends to a great extent on teachers. Teachers are the designers, implementors, evaluators, and rapporteurs of educational programs. It is imperative therefore that teacher at our schools shall be professionally competent to carry out their roles as teachers. As a teacher, it is essential that one is professionally qualified i.e., having pedagogical competencies, subject knowledge competencies, and positive attitude towards children's education. Positive attitude towards children's education is having the notion that all children have the equal right to education, they have the potential to receive education, and that they can be educated irrespective of their physical, mental, social and financial positions. It is not only realizing that education is a constitutional right but also it is humane and their rights to get quality education. It is researched and understood that inclusive education not only enhance children's cognitive

development but also promotes emotional, social, and language development among the normal as well as the non-normal (challenged) children. Further, researches proved that it is economical and promotes access to school by children in their neighborhood. However, it is also observed that many of the schools do not like to admit children with certain special needs in their schools, teachers do not like and cannot teach children with diversified needs; normal and special needs children. Although few units can be found in teacher education curriculum across the country, teachers are not professionally competent and many of them lack professional attitude towards the education of children with special needs (EADSNE, 2003). As teachers' attityude towards inclusive education play an important role for the meanigful education of children with special needs (CWSNs), here in this study an attempt has been made to study the attitude of practicing teachers at elementary schools and that will work as an eye-opener for the planners and policy makers to design professional programs for practicing teachers to develop positive attitudes towards inclusive education.

Concept of Inclusive education

The basic idea of inclusive education is to educate all children in the same class irrespective of their disabilities along with the normal children. Towards the end of 20th century, it is increasingly seen more broadly as a principle that supports and welcomes diversity amongst all learners. It presumes that the aim is to eliminate social exclusion that is a consequence of attitudes and responses to diversity in race, social class, ethnicity, religion, gender and ability. As such, it starts from the belief that education is a basic human right and the foundation for a more just society. Hence, the emphasis on equity, which implies a concern with fairness (Ainscow M.,2018). So, fairness to all in education is the basic idea. UNESCO Institute of Statistics (2018) revealed that 263 million children in the world are out of school. These children are female, from poor family, mentally or physically disabled or HIV/AIDS diseases. Among these children, 9% of children in 6-11 age group i.e., 61 million at lower primary school, 25% of children of 12- 14 age group i.e., 63 million of upper primary school, and 33% of children of 15-17 age group i.e., 139 million of senior secondary school are out of school. It is a major challenge before the world to educate these children. Therefore, efforts are on at international and national levels to bring these children to the fold of education and making them an important part in social and national development. Any society cannot be developed if a large mass of its population is not educated, and are not contributing towards its development. The onus of this task is on teachers. Therefore, teachers are to be professionally trained to do the needful for making education inclusive. In this direction positive attitudes of teachers towards inclusive education counts much.

Need and Importance of Inclusive Education

As per the European Agency for Development of Special Needs Education (2012) segregated education is still practiced and inclusive education has not yet got the momentum. In India also we have many such efforts since independence in terms of national policies and recommendations to make education accessible to all and making it inclusive. Our first effort in this direction was to make education compulsory for all and accessible to all children in the age group of 6-14 year age immediately after independence in terms of article 42 of our Constitution. The policy of making education integrated was a movement started in 1980s but the essence of inclusion was missing in that concept and making education inclusive was felt essential. As a result,the Rehabilitation Act of India, 1992, PWD Act, 1996 (Person with disability Act, 1996) was brought in by the Parliament. As school education is a state subject in the federal structure of India, lot of efforts were made by all the state governments to bring all children into the fold of education and enhance the quality of education. In this direction, The District Primary Education Project, 1994 and the SarvashikshaAbhijan, 2002 were implemented with all seriousness and India made a remarkable progress in primary education. Further, in 2016, the PWD Act was passed as a result of the UNCWD Act, 2012.It

was realized that inclusive education is beneficial for the children with special needs and the normal children as well. It is stated by Westwoods (2018) that inclusive education has the potential for accruing the following benefits for the special children; opportunities for socialization and friendship, development of communication skills, enhancing one's independence in different areas of functioning, enhance self-esteem and self-efficacy, access to the same mainstream curriculum, enhance academic achievement, enhance expectations for social behaviour and school work, and preparation for adult life in an inclusive society.

It has also certain potential benefits for the normal children when the classroom has special children studying in the same class. The benefits for the normal children are; appreciate the individual differences, recognize, understand, respect, and accept diversity, aware that CWSN can also contribute substantially, develop positive attitude and helping skills, and with the use of extra resources and adaptive teaching methods, all students can learn.

It is also observed that when inclusive education is practiced, it is economical, collaborative, community is involved, and communication is established with community, resource persons, counsellors, and management authority. So, with the serious and integrated efforts of all the concerned people, inclusive education is proved to be beneficial for CWSNs, normal children, and the education system as a whole.

Teachers'attitude towards inclusive education

Teachers at school level are the primary factor that is responsible to make education a success and that too for inclusive education. But about 10 percent teachers are untrained and those who are trained, they have no competencies and the needed attitude to make education inclusive. Our classrooms are multigrade, overcrowded, and curriculum seldom linked to real life and interests of children. As teachers are not having the needed competency and attitude, it is time to deliberate as to how the training programme can be tuned to meet the challenge. Teachers' attitude towards inclusive education can be developed only when teachers have the knowledge of the difficulties and strategies to teach such children. Only after having training inputs and teaching in the classroom having CWSNs, working with peers, parents, and counsellors, a teacher may encounter the problems of inclusion and develop positive attitude towards inclusion. If teachers have positive attitude towards inclusive education, they may create a congenial school and classroom where children with special needs feel comfortable and learn. Therefore teachers attitude towards inclusive education can be comprised of teachers' knowledge of the constitutional provisions, adaptative pedagogies, different methods of evaluation, needs of CWSNs, and the liking of teachers for certain approaches towards inclusive education. Past researches revealed that teachers are not having the positive attitude towards inclusive education and that acts as a stumbling block for the success of inclusive education.

Review of Related Literature

The researcher could locate seventeen studies that have studied the attitude of teachers' attitude towards inclusive education in India and abord. The studies are presented briefly and the implications are derived for the present study.

De Bettencourt (1999) surveyed teachers' beliefs about inclusion (n = 71). The five-point Likert scale included items such as 'I support mainstreaming …', in which a higher score indicates a more positive belief. The results of the study showed that 29.9% held negative beliefs towards inclusion (Response numbers 1 and 2), whereas 40.8% held positive beliefs (Response numbers 4 and 5). The other 29.5% of the teachers showed neutral attitudes. According to the rule of thumb this means that teachers held neutral attitudes towards inclusive education.

Patrica, B. (1997) focused on the attitudes of primary school teachers towards inclusive education. The results concluded that the primary school teachers demonstrated mostly negative attitudes towards inclusion.

Ferris (1996) compared the attitudes of general and special secondary educators towards inclusion practices. Results showed that special educators were having significantly more positive about including students with disabilities in general classes.

Sharma (2001) conducted a study to find out the concern of school teachers about inclusive education. He selected a sample of 310 primary school principals and 484 teachers of government schools in Delhi. He found that both principals and teachers were concerned about the lack of resources like special education teachers, and instructional facilities. There was lack of sufficient funds and trained personnel to implement the inclusive education programme.

European Agency for Development in Special Needs Education (2003) stated that "inclusion largely depends on teachers' attitudes towards learners with SEN, their view of differences in classrooms and their willingness to respond positively and effectively to those differences". The importance of teacher attitudes actually may seem self-evident. If a teacher does not want a particular child in her classroom, it is difficult to see how any amount of extra resources or training could save the placement from being a failure. The mere existence of resources, such as knowledge or assistance, alone cannot determine the outcome. It is also necessary for the teacher to use these resources to attain a determined goal.

Parasuram (2006) reported a mean item score of 3.3 on the 'Attitude towards Inclusive Education Scale' (developed by Wilczenski 1992). By means of a six-point Likert scale, teachers (n = 300) indicated their extent of agreement (ranging from 6 ('strongly agree') to 1 ('strongly disagree'), in which a high score indicated more favourable attitudes towards inclusive education. The mean item score of 3.3 indicated that teachers' attitudes leaned towards Response number 3, namely 'disagree somewhat'. Using 'Mainstream Attitude Survey' (MAS, developed by Bender, Vail, and Scott 1995)

Bhatnagar (2006) conducted a survey to study the concerns of school teachers in Delhi about inclusive education. A total of 470 teachers were taken as sample for the study. He found that teachers had moderate level of concern about inclusive education. Teachers were concerned about poor infrastructure facilities, financial problems, and large classroom size. It was found that teachers had negative attitude for inclusive education.

Sharma, Moore, and Sonawane (2009) conducted a study to study the concern of school teachers about inclusive education. They took a sample of 478 pre-service teachers for the study. It was found that teachers had moderate level of concern about inclusive education. They were having reservation to allow the special needs children to be seated in along with normal children in the same classroom. The teachers were more concern about the lack of trained personnel. Funds, and lack of infrastructure facilities.

DonghuaGu (2009). Studied the attitude of teachers towards the inclusion of disabled children at Kindergarten level in Bejing, China. It was a survey of 70 teachers who participated in the study. It found that kindergarten teachers had moderate level of attitude towards inclusive education. It was also found that age of teachers, teaching experience and number of children in the class has nothing to do with teachers' attitude.

Khochen and Radford (2010) studied the attitude of teachers towards the education of CWSN and found that teachers had positive attitude towards the education of children with disabilities.

Smitha and Acharya (2010) found that teachers have unfavourable attitude towards inclusive education. They studied the attitude of teachers towards inclusive education for the disabled. The stratified random sample that consisted of 300 teachers from Kerala district was categorized into different variables as male/female teachers having above 10 years experience/ below 10 years of experience. It has been concluded that the overall attitude of the teachers towards inclusive education for the disabled was unfavorable. Significant difference in the attitude of teachers towards inclusive education in term of gender was

found. Male possessed more unfavorable attitude than the female teachers towards inclusive education for the disabled. Additionally, no significant difference in the attitude of teachers towards inclusive education having different years of professional experience (below 10 years and above 10) was found.

Hsieh W.Y. and Hsieh C.M. (2011) studied the attitude of teachers in Urban Childhood education in China by surveying 130 pre-school teachers. It was found that teachers had moderate attitude towards inclusive education. The lead teachers had more favorable attitude towards children education than the assistant teachers.

Galatereau, J. and Alexander, S.A. (2017) studied the attitude of 208 primary and secondary school teachers towards inclusive education in Greece. It was found that male and female teachers were having the same level of attitude. Job-stress is related to attitude towards inclusive education, and the younger teachers were having more positive attitude towards the education of disabled.

Siloviita, T. (2018) conducted a study on teachers' attitude towards inclusion by taking a sample 1764 elementary school teachers from Finland. It was found that 20% teachers were against the system of inclusive education and only 8% were in favor of making education inclusive. It was further found that the Special teachers and subject teachers more positive attitude than the classroom teachers. Teachers work orientation and self-efficacy had low correlation with attitude towards attitude. It recommends policy change in education to make education inclusive.

Bansal S., (2018) in a study on "Attitude of teachers towards inclusive education in relation to professional commitment" studied the attitude of a randomly selected 100 teachers from five urban and five rural school of Chandigarh. The study was a descriptive survey study to find the teachers' attitude and commitment. It was found that teachers differ with respect to types of schools, educational qualifications, and experiences.

Sharma, M. (2019) studied the effect of professional training, age and experience, gender, and types of teachers on attitude of secondary school teachers and headmasters towards inclusive education. A sample of 160 teachers and 40 headmasters were selected as sample for the study. An attitude scale developed by the researcher was administered on the sample from Himachal Pradesh Government secondary school teachers. To analyse the data, t-test was used. It was found that teachers and head masters did not differ in their attitude towards inclusive education. Teachers and headmasters also did not differ in their attitude towards inclusive education as per their qualifications, experience, and gender. However, it was found that young teachers had more positive attitude than the aged teachers. It was found that teachers and headmasters had moderate level of attitude towards inclusive education.

National Education Policy (2020) has stated that teachers shall be trained professionally and be certified. Generalist teachers/subject teachers shall be trained in short term courses to have specialization to teach special children. It is essential that NCTE and RCI be endowed with the responsibility of designing such courses. It also recommended that all B.Ed. programmes shall have training program to train preservice teachers to teach the disabled children.

Implications from Literature

It can be derived from the related literature that teachers' attitude is very important for the education and development of children (EADSNE, 2012 and MHRD, 2020). Most of the studies in the area of teachers' attitude towards inclusive education revealed that school teachers across globe had moderate level of attitude towards inclusive education (Parasuraman, 2006; Bhatnagar, 2006; Hsieh and Hsieh, 2011; Galaterau et al, 2011 and Sharma, 2019). However, few other studies revealed that teachers had positive attitude towards inclusive education (De Bitten Court, 1999; Ferries, 1997). Silovita (2018) also found that 20% teachers and positive attitude and the subject teachers and special education teachers of schools had positive attitude towards inclusive education than the other teachers.

But some other studies revealed that teachers of schools had negative attitude towards inclusive education (Petrica, 1997; Smitha and Achrya, 2010 and Sharma, More, and Sonawane (2009). The implication about the methodology was that all the studies were survey type of studies and attitude of teachers can be studied suitably by using survey method.

Rational for the study

As teachers' attitude is essential for the success of inclusive education, it is essential to study as to what is the level of attitude possess by our teachers. Further as the reviewed studies have not enabled to conclude as to whether teachers have positive or negative attitude, it is essential to understand the attitude of our teachers form further studies. How teachers with different demographic features have developed attitude towards inclusive education is also worth investigating as few studies have been conducted and the results are inconclusive.

Research Questions

The following research questions are attempted to be studied in this research.
   a. What is the level of attitude of primary school teachers towards inclusive education?
   b. How the demographic characteristics and professional training have a bearing on teachers' attitude towards inclusive education?

Objectives of the study

The present study is conducted with the following objectives.
   a. To study the attitude of elementary school teachers towards inclusive education
   b. To find out as to how demographic characteristics and professional training have a bearing on teachers' attitude towards inclusive education.

Hypotheses of the Study

The study is conducted with the following Null hypotheses to be tested.
   a. There exists no difference in the attitude of male and female school teachers towards inclusive education.
   b. There exists no difference in the attitude of Private and Government school teachers towards inclusive education
   c. There exists no difference in the attitude of Trained and Untrained school teachers towards inclusive education
   d. There exists no difference in the attitude of rural and urban school teachers towards inclusive education
   e. There exists no difference in the attitude of Experienced and novice school teachers towards inclusive education

Methodology of the Study

This study was conducted by using survey method. To achieve the objectives and test the stated null hypotheses, the researchers developed a Likert scale to measure attitude of teachers towards inclusive education at elementary level. The scale was developed by developing statements on attitude towards inclusive education. Such statements were about Constitutional provisions, facilities at school, education of disabled, SCs and STs, economically backwards, physically challenged and the pedagogical strategies for inclusive education. The items were validated by taking into consideration experts' judgement. The final scale has 26 items and the reliability of the scale was estimated by testing and retesting it on a sample of elementary school teachers and the correlation was found to be 0.78 which is significant at 0.01 level. The validated scale was personally administered on a randomly selected sample of 40 elementary school teachers from Baroda district. The scores obtained by the teachers on the attitude scale was calculated.The scores obtained in the scale was analysed by calculating Means and SDs, and t-test to find out the level of teachers' attitude and the bearing of demographic variables and professional training on attitude of teacher. The details of the analysis and interpretation are presented below.

Analysis and Interpretation of data

The data collected have been presented here below about the attitude of teachers and as per the demographic variables bearing on teachers' attitude towards inclusive education.

a. Teachers' attitude towards inclusive education

To find out the teachers' attitude towards inclusive education, Mean and standard deviation was calculated from the data that is presented below.

Table 1: Frequency distribution of the Attitude scores obtained by teachers towards Inclusive Education

Class Interval	Frequency
80-84	2
85-89	1
90-94	10
95-99	9
100-104	10
105-109	7
110-111	1
N	40
Mean	98.125
SD	6.9

In the attitude scale having 26 items, the minimum to maximum score can be 1 to 130. As score 3 presents the neutral point, the scale is divided in to three sections. The first section is from 1 to 65 represents negative attitude, 66 to 91 as moderate attitude, and 92 to 130 as positive attitude. As the calculated Mean value from the obtained scores is 98.125, it can be said that elementary school teachers possess positive attitude towards inclusive education. But it can be observed that it is not very highly positive. The Sd value of 6.9 represents that the teachers are very much heterogenous interms of their attitude that is all teachers are not having positive attitude.

An item-wise analysis revealed that teachers were having negative attitude towards the education of hyper active/attention deficit children, disabled, STs and SCs children. They feel that their workload is increased by these children. The teachers at the same time are positive about the inclusive education as they viewed that inclusive education is viable, all types of children can be taught in the same class, and it benefits all children. They feel that it is not a political agenda rather it is a social responsibility.

b. Bearing on teachers' attitude towards inclusive education

To study the bearing of certain variables; gender, school types, Professional training, demography, and experience of teaching on attitude of teachers towards inclusive education, the data were categorized and t-values were calculated. The five Null hypotheses were tested and the details are presented in table below.

Table 2: t-tests for Demographic variables and Professional training to see their bearing on attitude

Sr. No.	Variables	Sample size	Mean	SD	SED_M	t-value
1. Gender	Male	20	96.70	7.5	1.8	1.58
	Female	20	99.55	6.34		
2. Types of School	Private	15	96.87	6.2	4.1	0.49
	Government	25	98.88	7.20		
3. Professional training	Professionally Trained	30	98.94	7.24	1.96	1.70

	Professionally untrained	10	95.60	4.33		
4. Experience	Experienced	31	97.10	6.19	3.04	1.50
	Un-experienced	9	101.67	8.2		
5. Demography	Rural	10	94.1	6.65	2.53	2.11*
	Urban	20	99.46	6.6		

Note: Table value at 0.05 level= 2.04, and at 0.01 = 2.70 with df=38
*Denotes significant at 0.05 level of significance

The calculated t-values in the last column of the table present the fact that there exists no difference in the teachers' attitude towards inclusive education in terms of gender, types of school, Professional training, and years of teaching experience. However, the last row entry in the last column reveals that the t-value 2.11 is found to be significant at 0.05 level of significance and it can be concluded that the rural school teachers have low attitude towards inclusive education than the urban school teachers. It can be stated that the H_o; a,b, c, and e are accepted and the H_o-d is rejected at 0.05 level of significance.

Conclusion

Teachers' attitude plays an important role in the education of children and to make any programme a success. The present study reveals that teachers of elementary schools have positive attitude towards inclusive education. However, it was also found that teachers view the education of disabled, SCs, and STs, and hyper active as a burden to them as education of the Special children is a social responsibility and not a political agenda. It was further found that teachers do not differ in their attitude level in terms of gender, professional training, teaching experience, and types of schools. But the rural teachers were found to have low attitude towards inclusive education. It can be implied that teachers mostly have positive attitude towards inclusive education and they need to be taken care of for their workload, support and facilities.

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A Review on Relationship between Literacy and Empowerment of *Women* in India

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Abstract

India in its Globalisation era boasting about its Nuclear Power and Information technology.Higher education is continuing to be a luxury even for the middle class. The dual status for men and woman is continuing.In 2001, Indian male literacy rate was 75.96% whereas the female literacy was just 54.28%. This rate is a poor state of affair for any country. It is a well known fact that education is the foundation stone for the future economic and social development of any country. The female literacy rate in India is lower than the male literacy rate. Compared to boy, far fewer girls are enrolled in the schools and many of them drop out. In process of development, the contribution of women towards the growth of the country is ever increasing. Aim: The present review aims to find relationship betweenliteracy and Empowerment of women in India. Materials and Methods: Collection, compilation of data from different literatures. Informationfromreview article to relate the relationship between female literacy and through women empowerment was used for the completion of the study. Conclusion: If you educate woman, you are educate a family. In such a case, if we educate the female population, the whole country will be educated. The lower status of women in the society does not give them confidence to come out of their shells. Women constitute nearly half of India's population. When women are empowered, an emancipated and enlightened (liberal/open-minded) society is created. Hence, women need to be empowered both in their personal lives and as members of society. So it is necessary to identify and solve the factors responsible for this serious issue. It is concluded that good social environment promote by government to empower women of India through education. Empowerment is a light, which has to be lit in every heart and only then will it become a mass movement.

Key Words: *Women, Literacy, Empowerment*

Introduction

'If you educate a women you are educating a family. If you are educating all women, you are educating the world'.
Oxford Dictionary defines the word education as 'training a person mentally and morally'.
UNESCO defines a literate as one' who can with understanding both read and write a short simple statement on his everyday life' considering the definition, this rate is a poor state of affair for any country. It is well known fact that education is the foundation stone for the

future economic and social development of any country. It is also a fact that 'If you educate the female population, the whole country will be educated. p.38(Nelasco, 2010)

India in its Globalisation era boasting about its Nuclear Power and Information technology, cannot deny the harsh realities of poverty, unemployment, over population, hunger, illiteracy, etc. Food, water & shelter- the basic necessities are dreams alone for many. Higher education is continuing to be a luxury even for the middle class. The dual status for men and woman is continuing. The literacy gap among male and female is continuing to exist. Women's education in India plays a very important role in the overall development of half of the human resources but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. Moreover, educated women can also help in the reduction of infant mortality rate and growth of the population p.36.37 (Nelasco, 2010).

The history of female education in India has its roots in the British Regime. Women's employment and education was acknowledged in 1854by the East India Company's Programme: Wood's Dispatch. Slowly, after that, there was progress in female education, but it initially tended to be focused on the primary school level and was related to the richer sections of society. The overall literacy rate for women increased from 0.2 % in 1882 to 6% in 1947. India attained independence in1947; the University Grants Commission was created to recommend suggestions to improve the quality of education, referring to it as: "Women's present education is entirely irrelevant to the life they have to lead. It is not only a waste but often a definite disability"p.79 (Bhatt, 2016).

A changing society and a developing economy cannot make any headway if education, which is one of the important agents affecting the norms of morality and culture, remains in the hand of traditionalist who subscribe to a fragmented view of the country's and the world's heritage. The differences between the positions of men and women in society will not lessen; let alone disappear, as long as there are differences between the education is the most important factor contributing to the backwardness of our masses, especially our womenfolk. It is the low literacy among women which brings national literacy figure so low. This gap which exists between the literacy rate of the two sexes also exist between the enrolment of girls and boys at all levels of education. Right from the primary school to the university, we find that the number of girl students is considerable lower than the number of boy students. It is unfortunately true of our society that children are sent to school not according to their sex. Although the disparity between the enrolments of girl ad boys had been lessening in the urban areas, the gap between their enrolments is still very wide inrural areas. The reasons for this are both economic and social. The economic structure of rural areas is such that children, especially girls, are required to help in house hold work and perform their chores. Young girls have t P.9,10(Selvam, 2011).

According to Cambridge English dictionary empowerment means "to authorize". In the context of the people they have to be authorized to have control over their lives.   When applied in the context of development the particular segment of population, the poor, the women, the vulnerable, the week, the oppressed and the discriminated have to be "empowered" to have control over their lives to better their socioeconomic and political conditions p.166(Rao, 2011)

In recent years, empowerment of women has been recognized as a central issue in determining the status of women. Empowerment covers aspects such as women's control over material and intellectual resources. Empowerment is a process, not an event, which challenges traditional power equations and relations. Abolition of gender-bases discrimination in all institutions and structures of the society and participation at domestic and public levels are few dimensions of women empowermentp.156(Rao, 2011)

The women empowerment and gender development is very much indispensable for economic development of country. In the world the women participation and contribution to production activity is very high but it is disheartening to note that the property of woman is less. In India social, political, financial exclusion has been taking place particularly in the case of deprived class women. The education levels and work force participation rates are improving at considerable level when compared to the corresponding previous decades. The work force participation rates (WRP) for female in rural areas has increased from 27.2% in 1991 to 31.0% in 2001 an increased by 3.8% but in the case of urban areas, WRP increased from 9.7 % to in 1991 to 11.6 % in 2001. Life expectance at birth of female in 1999 was 63.3 years, but for males it was 62.4 years, the gap is very small, but in other gender-related development indicators this gap is very wide. The adult literacy of female was barely 44.5 % as against 67.8 % of males. Likewise estimation of earned income of female was $1,195 as compared with that of male to be $3,236 in 1999. P.167(Rao, 2011)

Empowerment of women is mainly related to their participation in decision-making with regard to raising and distribution of resources i.e. income, investments and expenditures at all levels. Empowering the poor women in rural areas to sustain their surrounding ecology is a necessity to obly to toop the ecological degradation but also for the physical survival of poor people

The empowerment of women refers to providing the necessary rights and responsibilities to women in order to make them self-reliant. Empowerment is the process of building capacities of women, creating an atmosphere which will enable people to fully utilize their creative potentials. Empowerment gives women, the capacity to influence decision making process, planning, implementation and evaluation. The status of women empowerment in India using various indicators like women's household decision making power, financial autonomy, freedom of movement, political participation, acceptance of unequal gender role, exposure to media, access to education, experience of domestic violence etc based on data from different sources. Gender gap exists regarding access to education and employment. Empowerment strategies are varied and refer to those strategies which enable women to realize their full potentials.

Objectives
1. To analyze the literacy level of Women and man
2. To find out work participation rates both in rural and urban areas of women and man

Materials and Methods
Today' gender gap in education often focuses on the advantage males have over females in science and math, but fails to recognize the failing behind of male to females in literacy. In fact, the latest national test scores collected by the NAEP assessment show that girls have met or exceeded threading performance of boys at all age levels. The literacy gap in fourth grade is equivalent to males being developmentally two years behind the average girl in reading and writing. At the middle school level, statistics from the Educational Testing Service show that the gap between eight-grade males and female is more than six times greater than the differences in mathematical reasoning, mathematical reasoning, favoring males. These findings have spanned across the globe as the International Association for Evaluation of Educational Achievement (IEA) found gender to be the most powerful predicator of performance in a study of 14 countries. Studies have attributed these disparities to several main factors. First of these is an innate difference in the brain function of males and females. Females have the advantage in their left hemisphere with speaking, reading and writing. Their right hemisphere allows females to feel empathy and to better understand and reflect on their feelings and the feelings of others. Both hemispheres are actively contributing to necessary literacy practices. On the other hand boys use their left hemisphere to recall facts and rules and to categorize, while their right-hemisphere is used with visual-spatial and

visual-motor skills, which enables them to excel in topics lie geography, science, and math p.87,88(Bhatt, 2016).

However, women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. As a result, women's literacy rate has grown over the three decades and the growth of female literacy has in fact been higher than that of male literacy rate. While in 1971 only 22 % of Indian women were literate, by the end of 2001 54.16 % female were literate. The growth of female literacy rate is 14.87 % as compared to 11.72 % of that of male literacy rate. In 2001, Indian male literacy rate was 75.96 % whereas the female literacy was just 54.28 %p.37(Nelasco, 2010)

The 2001 Census recorded a significant increase in literacy rates (from 52.21% in 1991 to 65.38 %in 2001) particularly female literacy rates which increased to 54.16 % (Table-1). The increase in female literacy rates was 14.87 % in 1991-2001 compared to 9.53 % between1981-1991. For the first time, the absolute numbers of illiterate women declined from 200.7 million in 1991 to 190 million in 2001. Similarly, the Gross Enrolment Ratio (GER) for girls in Classes I-VIII has increased to 89.87%, compared to 96.91 % for Boys (Table-1).

Table-1
Literacy Rates by Sex (1981-2001)
(in percent)

Census Year	Females	Males	Persons	Male-female gap in literacy rate
1981	29.76	56.38	43.57	26.62
1991	39.29	64.13	52.21	24.84
2001	54.16	75.85	65.38	21.70
2001(SC)	41.90	66.64	54.69	24.74
2001(ST)	34.76	59.17	47.10	24.41

Source: Census of India, 2001

Drop-out rates have also followed the same encouraging trends and have reduced at all levels of education. Drop-out rates remain high and the increase dramatically with level of education. Drop-out rates for girls was 25.4 % at the primary level in 2004-05, they are as high as 63.88 % at the secondary level. Drop-out rates are substantially higher for categories like SC and ST girls at 75.5 % and 81.2 %.p.39 (Nelasco, 2010).

The number of women in higher education has also increased from 13.6 lakhs or 33% of students in 1990-91 to 34.4 lakhs or 40 % of students in 2004-05. Disparities are most apparent in professional and higher education. For example of the total students from general category enrolled for B.A. degree in 2004-05, 41.2 % were women category. Similarly, only 36.4 % of the SC students and 34.4 % ST students enrolled in B.A. were women during the same year.

It needs to be recognized as given the report of Dr.Sukhadeo Thorat (2008),that although the enrolment ratios are generally lower for the female compared to the male, the female belonging to the lower caste and some religious groups suffer more in access to higher education than others. For instance in 2000, as against the overall average of 9.4 % for the female, the GER (Gross Enrolment Ratio) was 2.4 % for ST female and 17.2 % for other female. Thus the GER for ST female was seven times less compare to the higher caste female. Similarly, the GER of the SC female was lower by about four times compared with higher caste female. In the case of religious group, the Muslim women suffer the most. The GER of Muslim female was 6.3 % compared to 10.8 % for Hindu female, 12.7 % for

Sikh/Buddhist female, 20 % for Christian and 48 % for Jain female. In the case of Enrolment Ratio for Eligible (EER) the inter caste disparities in the female are particularly significant. The EER for SC/OBC female was the lowest with about 50 % compared to 57 % for ST/other high caste female. Similarly, the EER was the lowest for the Muslim female compared to the female belonging to other religion. The EER was 48 % for Muslim female-about 54 % for Hindu/Buddhist female, 56 % for Sikh and about 69 % for Jain/Christian femalep.39.40(Nelasco, 2010).

The gender gap between male (75.85 %) and female (54.1 %) literacy rates remains high at 21.70 as per 2001Census (Table-1). The gender gap is even more than 24for SCs and STs. There is a marked rural-urban divide as the female literacy rate is higher in urban areas at 73 % compared to 46 % in rural areas. There are 253 districts in India where female literacy rate is below 50 %. Interstate variations also persist-Kerala continues to have the heist female literacy rate of 87.7 % whereas Bihar has the lowest at 33.1 %.

As revealed by Sachar Committee Report (Social, Economic and Educational Status of the Muslim Community of India - Report- November 2006), the educational status of Muslim and SC/ST women in particular is a major cause of concern. The literacy rate figures for Muslim, SC/ST women in rural areas whose literacy also be noted that disparities increase with the level of 11 % worse off than non-Muslims. However, the difference widened to 19 % at the middle school level,35 % at Class-X, 45 % at Class-12, and 63 % for graduates and above as per Census 2001P.172,173(Rao, 2011)

Work and employment:

There has been a slight increase in the female work participation rate both in rural and urban area that can be seen in Table-2. In rural areas, the female work participation rate has increased from 28.7 in 2000-01 to 32.7 in 2004-05, whereas in urban areas it has increased from 14 in 2000-01 to16.6 in 2004-05. However, the work participation rate remains significantly lower for women than for men in both rural and urban areas.

Table-2
Work Participation Rates by Sex (1972-2005)
(in percent)

Year	Rural Female	Male	Urban Female	Male
1972-73	31.8	54.5	13.4	50.1
1987-88	32.3	53.9	15.2	50.6
1996-97	29.1	55.0	13.1	52.1
2000-01	28.7	54.4	14.0	53.1
2004-05	32.7	54.6	16.6	54.9

Source: National Sample Survey Organization

Government sector:

Women's participation in government and decision making bodies has also been on the rise. Women's representation in the government sector has improved from 11% in1981to 18.5 % in 2004 (Table-2). At the grassroots level, women are playing a more active role in Panchayati Raj bodies. In 1995, only 33.5 % of Panchayati Raj members were women where as in 2005, women made up 50.8 % Panchayati Raj members. However, women's presence is limited in the higher echelons Women's representation in Parliament has only increased slightly from 6.1 % in 1989 to 9.1 % in 2004. In 2004, there were only 6 female Ministers of State and one female Cabinet Minister in the Union Council of Ministers.

Table-3
Woman in the Government Sector(1981,1991, 2004 Year (as on 31st March))
(in percent)

Employment in Central Government, State Government and Local bodies												
Year	Central government		State government				Local Bodies			Total (Figures in million)		
	Female	Total	Female	Female	Total	Female	Female	Total	Female	Female	Total	Female
		per cent				per cent			per cent			per cent
1981	0.14	3.19	4.3	0.65	5.67	11.4	0.41	2.04	20.4	1.2	10.91	11
2004	0.25	3.03	8.25	146	7.22	20.22	0.58	2.13	27.23	2.29	12.38	18.5

Source: Directorate General of Employment and training, Ministry of Labour, New Delhi

Women's levels and types of employment also differ across communities. The Sachar Committee Report shows that while about 44 % of women overall in India participate in the workforce, the work participation rate among Muslim women is 25 %, and as low as 18 % in urban areas. A larger proportion of Muslim women, around 73 %, are also self employed compared to about 55 % of Hindus. While a much smaller proportion of SC/ST women are self-employed, a far greater share of them are casual workers. 45 % of SC/ST women are casual workers compare to around 20 % of Muslim women and 15 % of upper caste Hindu womenp.175, 176 (Rao, 2011)
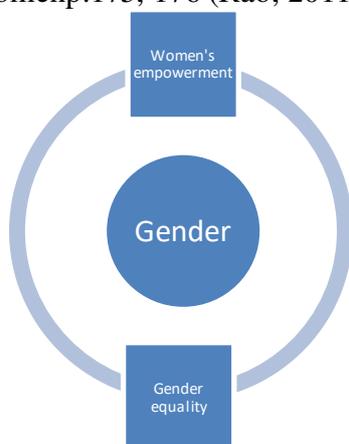
The pairing of the two concepts of women's empowerment and gender equality rcongnize that gender equality and women's empowerment are two sides of the same coin:progress toward gender equality requires women's empowerment and women's empowerment requires increases in gender equality as shown p.69.70(Kumar, 2011).

Literacy rate of female has gone up from 8.9 % in 1951 to 54.2 % in 2001. Both, rise in income and increase in the age at marriage are responsible of compulsory universal primary education and non-formal education programs like National Elementary Education Mission, Operation Black Board, and Sarva Shiksha Abhiyan and innumerable NGOs initiatives. Contribution of NGOs in imparting literacy to adult women and drop out girls is of significant. Disparities between male and female education still exist p.35,36(Kumar, 2011).

Table-2

Number of Girls per 100 boys in Primary and Secondary Schools 1950-1997

Year	Primary Classes	Secondary Classes
1950-51	39	16
1960-61	48	23
1970-71	60	35
1980-81	63	44
1991-92	71	50
2001-2002	90	Na

Source: Census of India, 2001

Female Dropouts from Education: It is estimated that 45 % of girl drop out of schools between classes 1 and 5. Of the literate women in India, 59 % have only a primary education or less. Only 41 % of the literate population, or 13 % of all Indian women, have more than a primary education. Although literacy levels are low, there has been progress in improving educational attainment in India over the last several decades. In 1971, only 22 % of women and 46 % of men were literate. By 1991, 39 % of women and 64 % of men were literate. Thus there has been a large increase in the proportion of women who are literate in just 20 years. Despite the improvements in literacy, there continues to be a large gap between the literacy levels of men and of women. In 1991, the urban female literacy rate was more than twice that of the rural rate, 64 and 31 %, respectively.

Area-wise Male-Female Literacy Gap: the following table shows the percentage of literacy among men and women among various types of areas. In villages, the literacy gender gap is very high, whereas in cities it is not so. In tribal areas the literacy gap is extremely wider among men and women. The bar diagram and the table shows clearly that Indian literacy rate is going on increasing. But the female literacy rate is the lowest in all the period. P. 40 (Nelasco, 2010)

Table:
Area-wise Male-female Literacy gap in 1991

Place/Status	Men	Women
Cities	81.09%	64.05 %
Villages	57.87 %	30.62%
Scheduled	49.91 %	23.76 %
Tribal	40.67 %	18.19 %

Source: Women's links, Cyril & Co., Human Rights Education, Vaigaraj Publishing.

Table:
Literacy Gap between 1950-51 to 2000-01

Year	Male Literacy	Female Literacy	Total Literacy
1950-51	27.16	8.86	18.33
1960-61	40.40	15.35	28.3
1970-71	45.96	21.97	34.45
1980-81	56.38	29.76	43.57
1990-91	64.1	39.3	52.2
2000-01	75.85	54.16	65.38

Source:www.indiabudget.nic.in

Chart: 1
Male-FemaleLiteracy Gap in India
From 1950-51to 2000-01
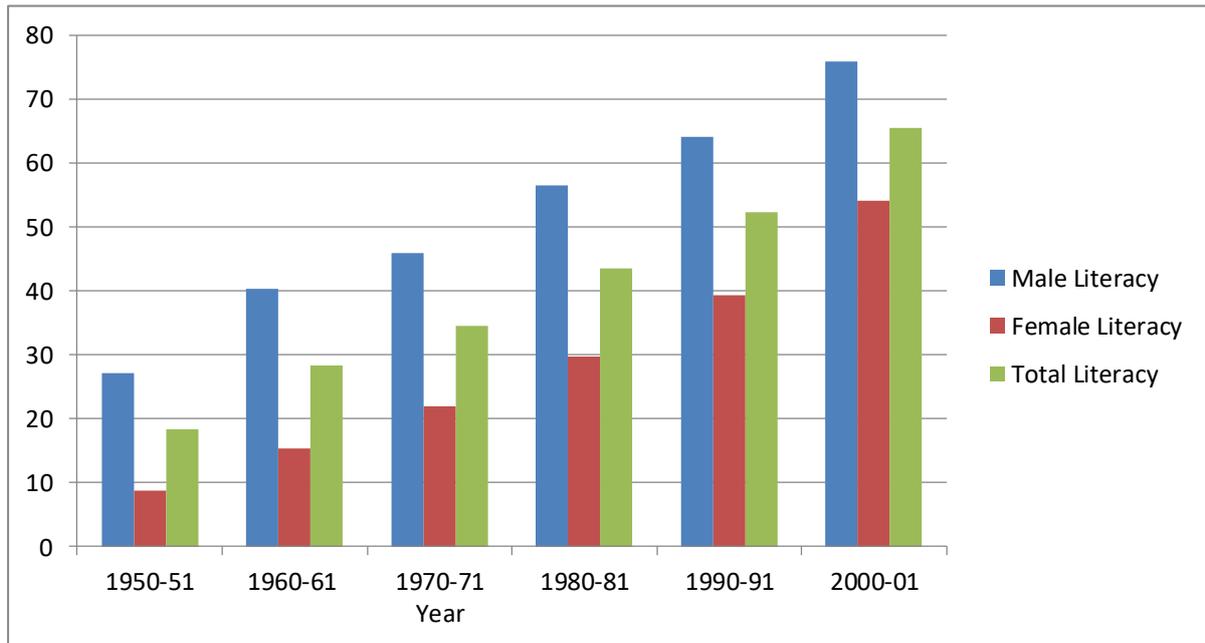
Relationship between Literacy and other factors Deciding women Empowerment:Nelasco, 2010 had done an analysis to relate the female literacy with few other indicators of women empowerment. Female literacy, female sex ratio, female work participation and female enrolment at university level are considered as the index of women's positive growth position. The percentage of women suffering from anaemia, female drop outs and crimes against women are the indicators of women oppression. The variables in the table were correlated with the literacy rate to find out the degree in which literacy affect these factors and to prove that literacy could only be the targeted solution for women empowerment. The results are as follows:

Table
Correlation between Literacy and other Factors Deciding Women Empowerment in India

Relationship between Literacy and other factors	Correlation
Literacy & Female Sex ratio	0.401
Literacy & Female Work participation	0.113
Literacy & Female enrolment at University	0.743*
Literacy & Percentage of women with Anaemia	-0.565**
Literacy & Female dropout rate	-0.537**
Literacy & Crime rate against women	0.093

* Significant at 5 percent level.
** Significant at one percent level.

Female sex ratio in the population is correlated with female literacy at a co-efficient of 0.401. The literacy and female work participation rate are correlated at a co-efficient of 0.113. The literacy and female enrolment at university level are correlated positively with a co-efficient of 0.743**. And hence female literacy surely improves the female work participation, female sex ratio and female enrolment at university level. In other words the states having more literacy are having better female work participation, female sex ratio and female enrolment at university level. And it is also proved that literacy and percentage of women with anaemia are correlated at a rate of -0.565 with 1 % level of significance and literacy and Female dropout rate are correlated a rate of -0.537 and is significant at 1 % level. Therefore, female

dropouts though not much of crime rates. It is paradoxical to see that, the crime rate against women does not have any relation with literacy. The correlation between literacy and crime rate against women is nearing zero that is 0.093. So whether the women are educated or not, they are exploited by the society. Educated women suffer in a reason could also be that the women become more aware of their rights and hence their suffering are brought to any platform for discussion P. 42,43(Nelasco, 2010).

The literate states have proved themselves with more female population ratio, more female population ratio, more female work participation, and more enrolment for higher education, good health records and less female drop outs. And hence the literacy could only be the solution for women empowerment.

Factors responsible for the slow growth of woman and woman literacy: In the process of development, the contribution of women towards the growth of the country is ever increasing. But their social status educational status, economic status and political status continue to remain below their counterparts. The lower status of women in the society does not give them confidence to come out of their shells. Hence it is necessary to identify the factors responsible for this serious issue P. 43 (Nelasco, 2010)

Construction of women empowerment index:

Women empowerment index has been calculated with the following variable broadly categorized as social and economic.

Social variables:

1. *Small family norms:* In a family size, where the members are less than 4 is considered as small family and given a score value of '1' and '0' to those whose size of the family having more than 4 members.

2. *Health status:* Here the respondent status has been considered on the basis of their inclination to consult doctor during working days without going to the office when it is necessary and shall be given a score of 1' and '0' for otherwise.

3. *Decision making index:*The data has been calculated for 28 indicators from each respondent, such as, Household purchases, Food preparation, Buying of clothes, House maintenance, Education of the children, Personal hobbies, Children hobbies, Buying of jewellery, Buying of household equipment, Selection of furniture, Furnishing of the house, Selection and arrangements of Accessories, Decorating of the house, Savings for the family, Family investments, Borrowing of loans, Marriage of children, Career guidance for children, Family trips/Recreations, Movies, Picnics, Visiting of friends, Tours, Visiting of parents, Visiting of In-law's, Festival celebration, Organizing functions and Attending of functions. Those respondents who says 'Yes' for more than 14 out of 28 are given a score value of'1' and for less than 14 are given '0' value.

4. *Nuclear or Joint family:* Nuclear family is defined as one consisting of wife, husband and children who are staying separately. If they stay along with the In-law's or parents it is treated as joint family. Here the Nuclear family is a given a score value '1' and '0' to the Joint family.

5. *Education:* The education status of respondents has been broadly categorized into those who possess Graduation and below are given '0' score and those who possess post graduation and above are give score value '1'.

Economic variables:

6. *Public and Private:*The respondents, who work in the educational institutions, are classified into the two sectors such as public and private. Those who work as teachers under Gov't and Quasi gov't are treated as public sector employment and the others

are treated as private sector employment. Accordingly, those who work under public sector are given a score value of '1' and '0' for those working i private sector.

7. *Income:* The respondents salary package has been considered as her income, where in those whose income is more than Rs.5001 per month shall be given a score value of '1' and those income which is less than Rs. 5000 per month shall be given a score value of '0'.

8. *Savings:*The respondents who could save an amount of the more than Rs. 500 per month irrespective of the employment is given a score of '1' and to those who could save less than Rs. 500 per month shall be given '0'p.254.255(Rao, 2011)

Result and Discussion

Compared to boys, far fewer girls are enrolledin the schools, and many of them drop out. In rural India girls continue to be less educated than the boys. According to the National Sample Survey Data0f1997, only the state of Kerala and Mizoram have approached universal female literacy rates. According to a 1998report by U.S.Department of Commerce, the chief barrier to female education in India are inadequate school facilities (such as sanitary facilities), shortage of female teachers and gender bias in curriculum (majority of female characters being depicted as week and helpless) P. 37,38(Nelasco, 2010)

Starting from Seargent plan of 1944, many efforts are taken by the government and other statutory organisations like UGC and NCERT to promote female literacy. Article 45 of the constitution emphasise compulsory universal education up to the age of 14 years. All five year plans are emphasising on education. In 1996, the Kothari Commission recommended that 6 % of the GDP be allocated for education. But, this has not materialised even today p.39 (Nelasco, 2010).

Women empowerment index is significantly explained by the following three variables

1) Husband's salary

2) Size of the family

3) No. Of parents visit per year.

The regression results have been estimated by using 13.0 SPSS-Statistical Package for Social Sciences. The study is confined to 120 observations in private sector. The regression results indicates that the coefficient of determination is found significant for all the variables put together (R^2).It shows 52.3 percent of the change in the women empowerment of the sample respondents. The regression results under private sector estimated by taking six independent variables, it is found that the three of them are significant. The variable husband's salary (X2) is significant at 5 % level with an expected positive sign indicating that one percent change in husband salary reflected an increase of 9.7 % in the women empowerment. The variable size of the family (X3) is significant at 1 % level with an expected negative sign leaving an explanation that one percent change in the family size results in a decrease of 45.7 % of women empowerment. Other variable of the model, parents visit (X4) is also significant 5 % level with an expected positive sign, which reveals that a one percent change in parents visit lead to an increase of 18 % of.

The above variables are highly justifiable to explaining the empowerment of women for the reason that the income of the spouse in addition to her own shall be sufficiently enough to ensure the economic securities which in turn bring the overall development to the respondents. In addition, the grater size of the family and frequent visits by the parents makes the respondents more empowered as they are strengthened physically, morally and psychologically. Therefore, one may safely conclude that empowerment of women demands for the frequent visits of the parents when they stay separately and grater size of the family in the form of kith and kin. Therefore, it demands an eye open to the policy maker to formulate strong policy for the institutionalization of the joint family concept for further strengthening

of the family tie-ups, kinship relation etc., to ensure the social, economic and political empowerment of the women p. 261,262 (Rao, 2011).

The above analysis shows women status in India lagged behind when compare to menin the areas of literacy levels, health, and workforce participation levels; hence it is responsibilityof the government and NGOs to uplift the women status in India.

Conclusion

Education must continue to fulfil its age-old role; to build character; to combine and balance scientific and technological knowledge and training, and humanistic, ethical and cultural values; to help the student achieve an idea of purpose, a sense of underlying unity and permanence in the midst of extremities and accelerating change p.39 (Nelasco, 2010).

It may be concluded that women have to shift from traditional assumptions about their roles and capabilities. There has been a marked change, and it has been for the better. Many of its benefits however have yet to touch the majority and all of us continue to experience various forms of gender discrimination. If laws designed to address the concerns of women are to have a dramatic and positive impact on women's lives, they must be sensitive to the social, economic and political disempowerment of women throughout the world. The most important measure of their success should be the extent to which they enable woman to, apply and enforce laws of their own making, incorporating their own voices, values and concerns p. 365 (Rao, 2011)

Suggestions to augment the female human potential:

- ✓ *Self Development of women:* Trainings, workshops and courses may be organized, so as to raise the self-esteem of the women, irrespective of their literacy.
- ✓ *Personality Development of women*: The various dimensions of women personality has to be developed so that their confidence is raised to face any situation.
- ✓ Uniqueness of every gender has to be taught to women so as to make them accept the realities. The awareness of their uniqueness will be their weapons to defend themselves from various social evils.
- ✓ Women should have a separate curriculum for their development. They should not try to imitate men.
- ✓ *Focus on Women role Models*: Women experts from academic or non-academic background should be projected as role models. The elite among the women also should come forward voluntarily to help the fellow women to come up. Professional jealousy and unhealthy competition among women should be discouraged.
- ✓ *Women Education*: Women education should be promoted and emphasises. So as to achieve this target and to reduce the women drop-outs, following efforts may be taken:
  - ❖ Girls schools and girls' colleges should be promoted.
  - ❖ In every schools and colleges, especially which are in rural area, toilet with proper facilities for ladies' should be provided.
  - ❖ In lieu of the household responsibilities flexible timings may be fixed
  - ❖ For the security of girl students, ladies special buses should ply from all villages to various schools according to the school timings.
- ✓ *Pattern of Education*: The educational pattern followed should promote the women students originality. Overall personality development should be the target of education. Individual science project and exhibitions should be made a part of curriculum.
- ✓ *Training of Teacher*: All school and College teachers should be trained to be effective guides and counsellors. Emotional expressions of teachers and improper handling of students like beating will demotivate them. And hence teachers should be trained by the government to be effective communicators.

- ✓ Women themselves should take few steps to elevate themselves in the society. They should be aware of their status and they should take risks visibility at work force. They should focus on continuous self-development. They should also be ready to market their skills.
- ✓ Compulsory education has to be accompanied by legislative and social action.
- ✓ Provision of Services: Service like crèches, door delivery of food, mobile health care, etc. should be promoted so as to enable women to be free to devote time to educate themselves to grow in their field to research.
- ✓ *Gender Sensitivity Camps*: camps should be organized in backward and remote areas to develop the right attitude towards women.
- ✓ *Distance Education*: Extension education, and distance education should be promoted for women in a user friendly manner with a high scope for their overall development.
- ✓ *Economic Development*: The overall economic development of the country will help the women to prosper.
- ✓ *Improvement in Global Trade*: Oostendorp (2004) investigated the pact of trade liberalisation on the gender wage gap in 158 countries both developed and developing. Regression analysis shows a negative relationship between trade integration (i.e. ratio of trade to G.D.P) and occupational wage gaps. And hence the labour market gender discrimination falls with increasing trade. And therefore increase in trade will reduce gender gap.
- ✓ Creating legal awareness among women and equipping them with the knowledge of their legal rights and with a capacity to use these rights.
- ✓ Assisting women in redressal of their grievances through Pre-litigation services.
- ✓ Facilitating speedy delivery of justice to women by organizing LokAdalats in different parts of the country.
- ✓ Organizing promotional activities to mobilize women.
- ✓ Investigate and examine the existing provisions of the Constitution and all matters relating to the safeguards provided for women under the Constitution and other laws.
- ✓ Special studies, researches of investigations into specific problem or situations arising out of discrimination and atrocities against women p.75,76,77(Nelasco, 2010).

Higher education has become a global market commodity. Globalization or internationalization of education will bring about a bright future for women. In olden days when the male was a breadwinner of the family and woman was the homemaker, there was no question of bias. But of late, when women are educated and employed in economic activities, there arise the problems of ego boundaries of male and female and women's role conflict. As a result, lot of debates are going on-most of them supporting women. Target of every family is love, friendship and happiness, not a war between male and female. Constitutionally and legally women in India have equal status with women. Men and women play different roles in society with their gender differences shaped by biological, ideological, historical, religious, ethnic, economic and cultural determinant. To conclude each gender is unique. When one accepts his/her own uniqueness, his/her self-esteem goes up and he/she feels confident to face the society, in turn they will respect each other.P.78(Nelasco, 2010).

To conclude, a good social environment has to be enabled by the government to promote women to participate in various fields. More efforts should be taken to bring about good self development among women right from their childhood.

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Creating Compassionate Classrooms Using Universal Design for Learning

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Abstract

The word *inclusion* does not refer to a child with special needs rather it embraces and celebrates differences in each child as this is what makes each one unique and like a multi flowered bouquet adds colour and variety to an otherwise drab classroom setting. One of the most interesting frameworks for teaching a diverse class has come from the Universal Design movement in architecture and product development which propagates that products and environments should be utilized by all people without the need for special designs or adaptations. This is the basic idea that is applied to learning in this framework called the *Universal Design for Learning* or UDL. It calls for the curriculum to be so designed as to accommodate all kinds of learners in the class, thus, it is not about providing special education but full education in the real sense of the term.

The UDL framework is built on three principles which emphasize

- Multiple means of representation – that is provide learners opportunities to acquire knowledge in a variety of ways.
- Multiple means of expression – that is provide learners options for expressing what they have learnt
- Multiple means of engagement – that is motivate learners constantly to raise the bar by offering appropriate challenges that increases their level of interest and participation.

Keywords: *Universal, design, learning, learners, classrooms, educators, compassion*

Introduction

Diversity is about all of us, and about us having to figure out how to walk through this world together. ~Jacqueline Woodson

When educators create classrooms that allow children to feel safe, respected and valued for what they have to contribute, learning happens automatically. A diverse classroom is one that embraces all the children unconditionally- their diverse personalities, backgrounds, languages, religions, family structures and learning styles to name only a few. The human mind cannot function and learn when it is overcome with fear, alienation, stress or a sense of

anxiety. Therefore, it is imperative that educators build a compassionate community and bring in compassion- that much-needed element into education. A compassionate heart irrigated by a caring teacher can go a long way in moulding students into responsible citizenry.

The word *inclusion* does not refer to a child with special needs rather it embraces and celebrates differences in each child as this is what makes each one unique and like a multi-flowered bouquet adds colour and variety to an otherwise drab classroom setting. Children need to understand from the time they step into the hallowed portals of a school that this world is made up of all kinds of people, with each one having his/her own set of beliefs, likes, dislikes, abilities, skills, interests and backgrounds. The aim of the educators should be to guide and inspire the students to celebrate and leverage this uniqueness to mutual advantage. Education is not for eking out a living, it is for life. Therefore, a shift in the paradigm is certainly called for as society now realizes that education is more than mere instruction in academic subjects.

The UDL Framework

One of the most interesting frameworks for teaching a diverse class has come from the Universal Design movement in architecture and product development which propagates that products and environments should be utilized by all people without the need for special designs or adaptations. This is the basic idea that is applied to learning in this framework called the *Universal Design for Learning* or UDL. It calls for the curriculum to be so designed as to accommodate all kinds of learners in the class, thus, it is not about providing special education but full education in the real sense of the term. UDL is based on evidence-based education practices and is hence a practical and useful design that can be used in the classes as it recognizes the fact that some children may have unusual strengths in areas that may not be emphasized in regular school curricula and that they may be made to feel like failures in a rigid school context while these very same qualities and talents may be recognized and valued in the real world. The UDL framework is built on three principles that emphasize

- Multiple means of representation – that is provide learners opportunities to acquire knowledge in a variety of ways.
- Multiple means of expression – that is provide learners options for expressing what they have learnt
- Multiple means of engagement – that is motivate learners constantly to raise the bar by offering appropriate challenges that increase their level of interest and participation.

UDL is aimed at removing barriers to learning and make the whole process flexible which can be adjusted according to the strengths and needs of the students. It thus provides equal opportunities for all students in the class catering to different learning styles. *Reach everyone, teach everyone* is the underlying principle of this framework. Can such a framework succeed in classrooms with a large number of students as is seen in the context of our country? The answer is a resounding yes, if educators are willing to walk that extra mile and do what is best for students in the class, then students are bound to benefit by this type of instruction than in a traditional classroom

Multimodal Instruction

Instruction and assessment are the two main areas where UDL can be used to bring about a qualitative transformation as compared to a traditional classroom. In a traditional classroom, a teacher's focus is on what to teach as she concentrates on the content and not the learner. The UDL classroom forces a teacher to shift gears as s/he focuses on how best the content can be transacted in such a manner so as to benefit all types of learners in the class. Thus it will not be a *one size fits all* type of lecturing that the teacher adopts. Instead, there can be a

short film on the concept that can serve as an attention grabber, a springboard to a healthy discussion after which the teacher can include activities veering around the concept followed by a presentation by the students. Here students learn through interaction with their peers. Students can be divided into small groups and each group is given a topic from the lesson, asked to prepare and then present. This itself serves as a kind of assessment as teachers are able to gauge how much the students have understood, where does the gap in learning lie and what else can be done to remedy the situation to enable students to gain a wholesome understanding of the topic. This kind of multimodal type of instruction caters to learners who may be auditory, visual or kinesthetic and ensures that all learners benefit in the class. An added advantage is that students enjoy and participate wholeheartedly in the learning process and no child is left behind.

Most teachers have gained a reasonable felicity in using digital aids in the post-covid times and a teacher can continue using the blended learning approach in the class and bring back the joy of learning that is woefully absent in a traditional classroom. When students take responsibility for their learning, they tend to remember what they learn and rote learning, the hallmark of the Indian education system can slowly be banished from the scene.

Flexible seating

Another important feature in a UDL classroom is that students work in groups and peer learning is leveraged to help students achieve outcomes. There is no teacher who stands and delivers a lecture to students who are all seated in fixed rows in a UDL setup. Instead, students are seated in groups and work according to their interests as the assignments are flexible and related to the students' interests. Thus if the topic is the lifecycle of a butterfly, one group can produce a cartoon strip to depict the different stages in a butterfly's life while another produces an essay while yet another group creates a powerpoint presentation. The goal is learning, the means to achieve the goal may be different.

It requires a paradigm shift in a teacher's thinking to accept and experiment with this style of learning but once teachers are open and willing to try it out in their classes, they will begin to see the results and actually enjoy teaching in such a setup.

Assessments

Assessments are abane of the present-day education system and when there is a disruption to accepted norms as we have seen during these stressful times, schools and teachers scramble to find means and methods to move students to the next grade without going through examinations and tests. In a UDL classroom, assessment is continuous and not an end but a means to an end, to reinforce the goals of learning and to reflect where there is a lacuna and how that can be plugged. This cuts out the competition and the stress is on knowledge gained and not mere performance that is measured. Assessments use multiple tools and methods and specific feedback is given to students on a regular basis. A wise teacher can provide valuable insights to students and help them improve performance and achieve success.

A young boy had lost his left arm in a devastating accident. But he was interested in learning judo and approached many masters asking them to accept him as their disciple. No one was ready except an old Grand Master who took him in as his student. The boy was an eager learner and was doing very well in his training. The only problem was that even after three months of hard training, the grand master had taught him just one move. The boy was not able to understand why.

"Sensei," he asked finally, "should I not be learning more like the other boys?"

"This is all that you need to know," the master replied kindly.

The boy believed in his teacher and kept training.

A few months later, the master took him to his first tournament. He played the first two matches The boy won against his opponent easily. The third and the bigger match was quite difficult. After a few moves, his opponent became impatient and started moving menacingly.

The spectators wondered at the uneven match between an armless young lad and an experienced powerful opponent. The match referee asked the Sensei if he wanted to call off the match. But the master smiled and asked them to continue. The opponent was overconfident. He sneered and dropped his guard. The alert boy used the only move that he had mastered to pin him down. The boy won the tournament.
"How did I win the tournament with only one move?" asked the boy in amazement. The master replied calmly. You have mastered one of the most difficult throws in judo. The only defence for that move is for your opponent to grasp your left arm."

The boy's biggest weakness had become his biggest strength. And only his teacher knew how to convert the student's weakness into his greatest strength.

Way Ahead

UDL is a great framework as it helps in creating accommodations for all kinds of learners and helps build stronger and caring classroom communities across schools. Students experience a sense of belonging in the classroom as they feel that their voices are heard and their preferences also matter in the teaching-learning process. However, teachers should be adequately trained to use the framework with confidence. The best way would be to start off in small chunks before adopting it for the entire textbook. This way there would be scope to experiment, enjoy, learn and then adapt it in their classes. For example, teachers can choose a lesson and consider ways of representing the content in multiple ways to reduce barriers thereby increasing student comprehension. Online resources are available in plenty and it requires a small effort on the part of the teacher to look out for resources to support the lesson at hand. Next teachers can choose yet another lesson and ask students to demonstrate their understanding in multiple ways.

Schools, where both teachers and students spend a large part of their waking hours, should be a place that promotes qualities like love, compassion and empathy and a classroom should be the ideal starting point for practicing these values. As the world undergoes many changes, it is not what degrees that we have acquired which matter but how we use these to build a caring society that will make this nation stand out for years to come.

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Outcome-Based Learning through Apprenticeship Embedded Degree Programme to Meets the Gap of Employability

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Abstract

In the 21st-century era,skillsare very important to solve any problems, problems solving skills should be developed to solve the situationalproblem in our daily life. In the present degree programme, the curriculum which ispracticed in schools,colleges, and universities are only develops the learners' knowledge not focused on skills. So problem-solving skills must be nurture through curriculum not only theoretical but its hands-on experience through the training programme.Which makes the learners Apprenticeship and matkes them capable to make the employable person. UGC has formulated these Guidelines for Higher Education Institutions to offer Apprenticeship/Internship embedded Degree Programme for embedding apprenticeship/internship in generaldegree programmes offered by the different kind of Universities. In the degree course curriculum should be such that can able to create the benefit of employment for the learner also government should to take the responsibilities to create the job opportunity of the learners. Objectives of this paper to proposed outcome-based learning through apprenticeship embedded degree programme (AEDP). Secondary data-based paper, Researcher collected data from different sources there are e-books reports, policies, Apprenticeship/ Internship Act's, websites, observation of various organization, journal articles, national and international articles published in local papers, etc. Apprenticeship programme enhance problem-solving skills and outcome-based learning for a new generation of learners.

Introduction

"If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime educate people".

Chinese Proverb

In higher education (HE) curriculum should be more concentrated regarding liking to create skills base which directly helps for employability. An apprenticeship degree programme that is unique opportunities for all higher education learners to work-based degree and strategies

on embed employability too collaboratively."We are wasting talent and this country's resources," according to Grimwood. "As employers, we complain about the skills gap but we do not give people access to desirable jobs and careers." in the recent era modernization of education rapidly changes the entire world. We are trying to enhance skills digitally as well as practically through internship and apprenticeship programme. A huge population in our country (India) already facing lots of problems due to lack of proper employability. If we want to resolve this problem we should be focused on an out-come-based skill-oriented degree programme. Outcome-based learning is that what we learning during the period of the course and its usability in the real ground. In the case of Switzerland apprenticeship programme is highly emphasis the education system, more than 70 percent student is participating various kind of apprenticeship programme, this country has a unique model in education, compulsory education on vocational / apprenticeship included. After training opportunities to apply workplace for the job. An apprenticeship programme is well established in Switzerland and Germany. Now India will be trying to established apprenticeship degrees for all students atthe university level.Accordingly, UGC making the fresh graduates employment-ready with the necessary knowledge, competencies, and attitude, UGC has formulated these "**Guidelines for Higher Education Institutions to offer Apprenticeship/Internship embedded Degree Programme** for embedding apprenticeship/internship in generaldegree programmes offered by the different kind of Universities".

Need and Significance of the Study:
Apprenticeship/internship has a great role in creating a link between higher education and the requirement process. This is the only way to develop skills and outcome-based learning for every learner. So UGC developed for UG degree programme for apprenticeship training atthe university level. NEP-2020 already started to create opportunities for all universities.The teacher is a key element or aspect in the process of the education system and elevating the quality of education at a higher level of any organization. Before implementing any guidelines, rules and regulations must be necessary to check the suitability of every learner and how to work on outcome-based learning, and what will implementing a process in Indian societies. Large numbers of students are enrolment in a general degree programme in our India but after completing his or her study not getting a job this is the reality of unemployment. So that UGC trying to create links to various industries, NGOs, other sectors to reducingthe gap of unemployment. AEDP (Apprenticeship Embedded Degree Programme) scheme will be provided outcome-based learning for every general degree course.Our great teachers monitoring the all-time teaching-learning process and achieve the objectives and goals of the education system. In the point of the career-building process, it will be a big emphasis on any educational guidelines. AEPD guideline stated that 20 credits for the UG course. Duration of Apprenticeship or internship will be followed one semester (six months) and provided 20 credits and this credit will be added to the final total credits. So the researcher studied the significance of this programme in the real ground.

The objective of the Study
   i) To study Outcome-based learning through an Apprenticeship embedded degree programme to meets the gap of employability.

Methodology of the Study
This present study is based on secondary data. Maximum relevant data has taken from different sources there are websites, census data 2001 and 2011 census report, journal articles, e-books reports, district statistical handbook and also National & international journal has taken as a source of data. That paper will give a brief description to study Outcome-based learning through an Apprenticeship embedded degree programme to meets the gap of employability.

Importance of Outcome-based learning

In recent digitalize decades, we need to understand SOL (Student learning outcomes)very much crucial for measurement in various ways. Here we concern about equality of teaching-learning process and apprenticeship of internship tanning programme. Here also student's teacher's attitudes and perceptions towards this apprenticeship embedded degree programme need to measurable understanding point of view.The General degree programme should be focused more on outcome learning for the linking opportunities of various job organizations. In higher education, learners are consideredto enhance his or her performance depends on Institutional regulatory bodies.

Methods of application on OBL (Outcome Based Learning)

Different types of direct and indirect application methods will important for performance measurement of OBL, and it should be qualitative and quantitative parameters.

Direct methods
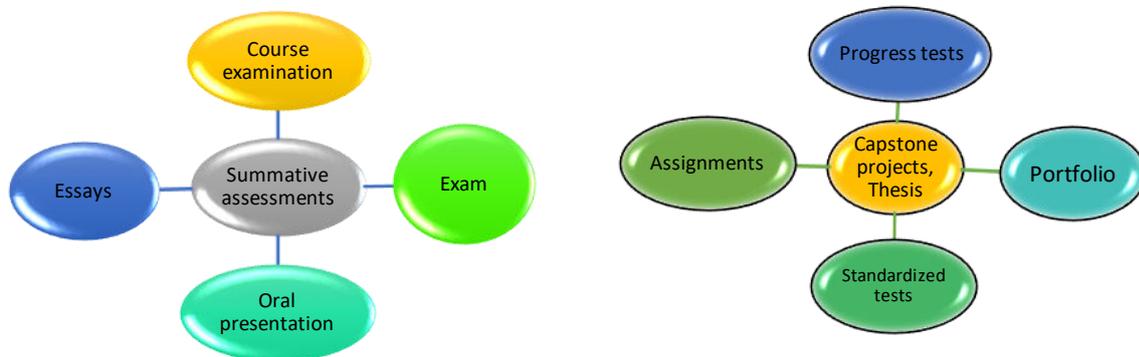
Indirect Methods
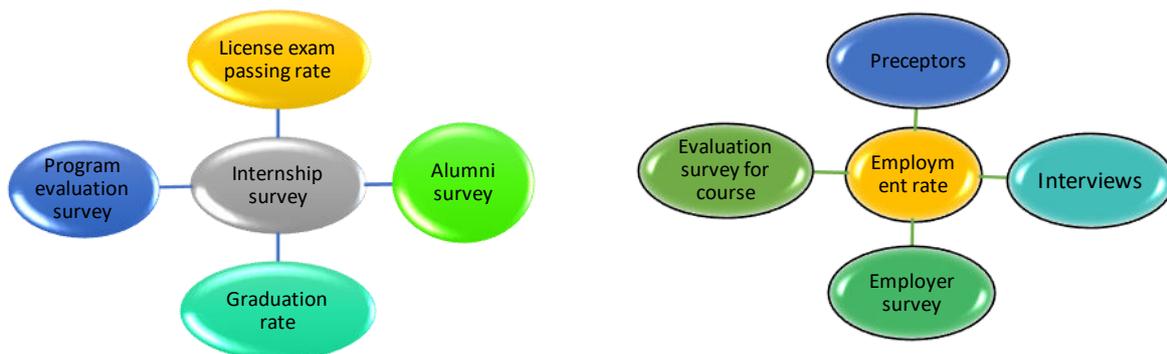
Here two application methods create play a great role for performance-based towards skill-based learners. Job-based education will be more necessary in curriculum and it's should be linked with various job sectors. Now in our India facing a lack of job or employment security after completing his or her graduate degree. So new policy tries to reduce the gap of employability through the apprenticeship programme. A successful Apprenticeship embedded degree programme creating a bridge between education and job or employment.

Definition of Employability

Need to understand the meaning of 'Employability' this word hasthe various definition given by different researchers, authors, educationist, etc. Employability includesa personal image, attitude, required skills, and aptitude.

"Employability is the capability to move self-sufficiently within the labor market to realize potential through sustainable employment" (Hillage& Pollard, 1998).

"Employability is the ability of the graduate to get a satisfying job" (Harvey, 2001).

Education and employment there are two separate things but it's interrelated deeply. In the process of education as an input and output as employment. Our policies and government havethe responsibility to, directly and indirectly, linking to enhance the economic growth of a nation.The government of any country has an emphasis on passing out of employable graduates to join a good job.

Needs of Employability

After completinga graduate degree from higher educational institutions, then everyone wants to join as an employer in any sector. Here the expectation is important to word for every job aspirant, not fulfilling expectation according to lack of opportunities. But the question is arise how completed he or graduates canfulfill theirexpectations? In a recent study 2016 by ASSOCHAM more or less 95 percent of graduates not getting a job according to their needs.

Input Educationand Output Employment

Most challenging work for lots of economies to create a bridge between education and employment. A good policy can find out the main reason behind it and proper implementation in the real ground. According to ILO estimated that 80 million people are jobless and mostly belong to the young generation. In our India large number of students are doing general degree course like different language courses (Bengali, Panjabi, Santali, Gujrati, Karnnar, Odiya, Tamil, Assamese, etc.), different Social Science courses (History, Geography, Philosophy, Sociology, Psychology, Political Science, etc.) different Commerce courses(BBA, B.Com, CA,CS,LLB, etc.). After completing this type of course students are not getting a suitable job according to his or her needs and create unemployment. We are show data table bellow to proper understanding-

Table Data. 1.

State	Rate	State	Rate
Puducherry	75.5	Karnataka	43.2
Tamil Nadu	49.8	Odisha	41.2
Jharkhand	48.8	Uttar pradesh	23.8
Bihar	49.5	Maharashtra	21.5
Haryana	47.1	Andhara Pradesh	20.9
Tripura	46.6	Gujarat	20.5
West Bengal	17.4	Rajasthan	18.7
karala	17	Delhi	16.7
Goa	13.3	Madhya Pradesh	12.3
Assam	11	Uttarakhand	6.5
Meghalya	10	Telangana	6.2
Chhattisgarh	3.4	Panjab	2.9
Skkim	2.3	Himachal Pradesh	2.2

Data source: Internet (April 2020)
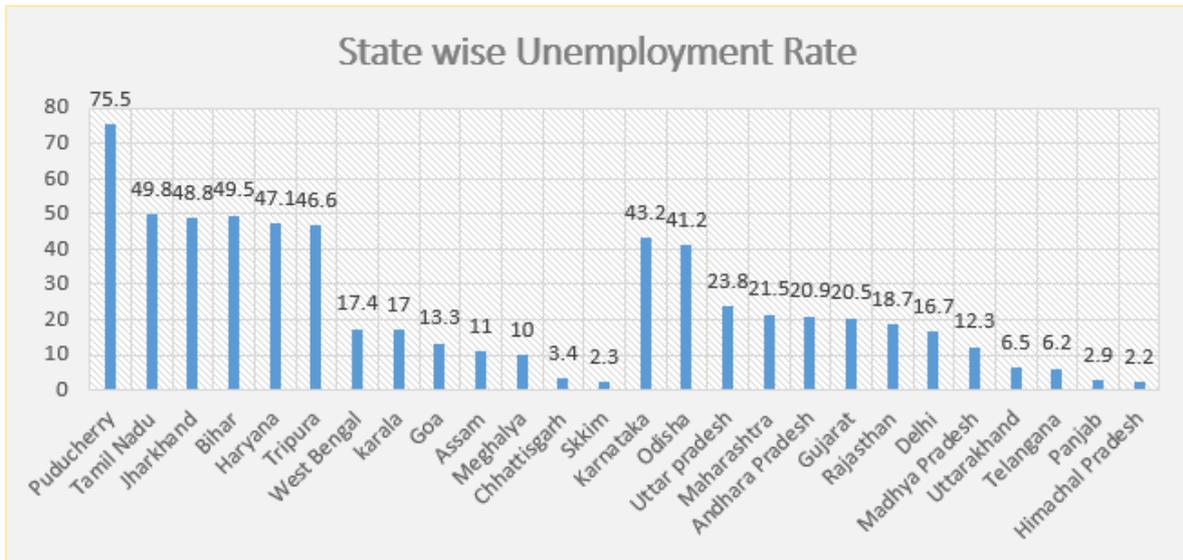
Pic-1. The unemployment rate of India

Discussion

According to data and diagram show that aunemployment rate is very bad in India. Sikkim, Panjab, Himachal Pradesh Uttarakhand, Telangana are unemplyment rate average 3 percent and high unemployment rate Puducherry is 75.5 %. Also Tamil Nadu, Jharkhand, Bihar, Hariyana, Karnatak are belong average unemployment rate. In recent employment rate droped to 37.7 % in fabruary compare to 39.4 % in 2019-2020. Here need to this study for the positive groth of employment rate. Out-come based learning through apprenticeship programme help to reduce gap of unemploymentbility.

Table 2. Data source: Internet (April 2020)

Table Picture. 2
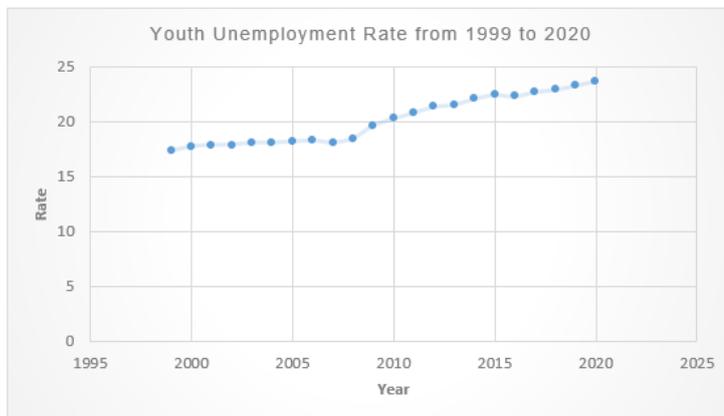
State	Rate
1999	17.75
2000	17.89
2001	17.91
2002	18.1
2003	18.11
2004	18.2
2005	18.3
2006	18.5
2007	18.11
2008	18.5
2009	19.67
2010	20.3
2011	20.84
2012	21.39
2013	21.59
2014	22.1
2015	22.34
2016	22.5
2017	22.72
2018	22.95
2019	23.34
2020	23.75

Discussion

Hare we mention year 1999 to 2020 Unemplyment rate in India. In the year 1999 was 17.75 % and year 2020is 23.75 %. In total 20 year only rate increase approx. 6 %. Lack of various cause this was happened. But our government policies trying to more increase various way. Employability is an outcome of the higher education system it belongs from any steams technical or general. Higher education curriculum should be more focused on ground-level job requirement skills as well as satisfaction labels of employers. Acquisition of outcome-based learning, soft skills increase through apprenticeship degree program programme. Another previous skills programme launched by HRD minister Shri Prakash Javedekar provided an apprenticeship programme (SHREYAS) in the industrial field for the general degree graduates in 2019 through NAPS. This scheme enhances the employment rate for young graduate students during the apprenticeship training stipend provided.

Scheme for Higher Education Youth in Apprenticeship and Skills programme also provided opportunities for general degree courses or non-technical students promote integral education and direct liked towards industrial sector jobs. In July 2020 UGC also another guideline for the general degree embedded apprenticeship programme to reduce and create link various industrial sectors, NGOs, and other sectors.

Outcome-based learning for Developing Employability

Higher education is the main path for developing nations through enhancing skills for employment. Whether students can enroll in any academic discipline needs to develop job-oriented scope according to expectation.The 12th five-year plan more emphasizes skills-based education and outcome-based learning in higher education. Apprenticeship training should be integrated learning opportunities for every learner. Outcome-based learning for Developing Employability through

Enhance the Positive Image

Through Apprenticeship embedded degree training programme learners create his or her image accordingly societies need then its works for self as well as economic growth.

Practice Behaviorin Ethical ways

The apprenticeship programme for a general degree should be developed self-behavioral practices on depending on the ethical way. Understand the main context of a relationship between skills and employability.

Effectively Communication skills

Communication skills are most important for every job sector, proper commutation skills enlarge your ability to work, enhance your perfection as well as your security of job satisfaction. This training will develop your ability to speak about your work.

Work Attitudes

Ability to learn can be developed positive attitudes of work and apprenticeship embedded degree programme will help towards work positive attitudes effectively.

Learn to Cooperation

Here cooperation is another important word for any organization, healthy cooperation, healthy cooperation playsa vital role in lifetime learning, and through the training, process learners can enrich that skills.

Responsibility

Any kind of Responsibility is a big issue for a particular job. Responsibility enhances our proficiency of skills so that outcome of learning learns to proper handy responsibility skills.

Apprenticeship embedded degree programme has taken Initiatives in HigherEducation in India as link employability

OBL is one objective in this guideline to maintain the usability of the programme. A general degree program unable to direct link without apprenticeship training. Universities can build

your infrastructure and create a cooperation link between institutions and job organizations.This training more emphasis on

a)Skill-based education in higher education it's more focused on career-oriented education will clear direction.

b) Ready to join general degree courses.

c) Get feedback response frequently.

d) Propercredit system during semester

e) More focused on Demonstration and practices.

f) Develop yourself skills-based.

g) Develop habit towardsthe requirement of Job.

h) Promote engagement towards a traditional degree programme.

i) Enhance more subject-specific knowledge.

Conclusion

The expected outcome of higher education in employability for the overall development of societies. Apprenticeship degree programme training is a very great initiative for the general degree programme learners, through this kind of apprenticeship learners should be developed and enhance subjective knowledge with practical experience. Learners can understand hand on knowledge as well as experiences through many opportunities from the various Industries, NGOs, and others sectors. But remember other things proper Implementation is most required for the all Universities to carry out this programme. After gained this training learners can develop self-discipline, knowledge to work with teamwork, and enthusiasm.The gap of the link between a general degree programme and employment should be reduced vies versa learners can also understand the different working opportunities for their.

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A Study School Readiness among the Preschoolers of Gosavi Community

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Abstract

An Every individual has a right to enhance and enrich capabilities and potential to the optimum or the utmost. Education plays a key role to identify and refine Capabilities of an individual already exist in them. The bases of education initiate from the family and community at initial stage as an individual get socialised an individual. The preschool readiness is very important in the marginalised communities as the readiness helps and individual to sustain in the school and get along with other Preschoolers in the school. The family, community and school capabilities comprised school readiness. The school readiness essential for the marginalised and first generation learner as they do not have conducive environment for well round development. In the present paper researcher had made an attempt to study the School readiness in terms of preschool capabilities among the Preschoolers of Gosavi community and it was found that the Preschoolers between the age group of 3 and 6 of Gosavi community are not up to the mark in family, community and school capabilities. The capabilities with reference to family are not up to the mark as do not to give respect by not and obeying and not following elders instruction. Preschoolers have issues related to Motor skills as they are unable to do the work or task with both the hands, struggles while walking, and with reference to language skills Preschoolersbumble during interaction, unable to state full name, and for Mathematical skills Preschoolers could not identify the basic shape and colours, unable to count the numbers between 1 and 10. In case of Phonemic awareness skills, Preschoolers could not identify the animal and their sounds, and are unable to sing a nursery song. Thus the Preschoolers of Gosavi Community are not up to mark for family capabilities, school capabilities, and community capabilities and hence are lack behind in school readiness.

Keywords: *School readiness, Preschooler, Gosavi Community, Family Capabilities, School Capabilities, Community Capabilities*

Introduction

Development of Pre-School capability is important for the better foundation of their life. Parent especially mother is the first teachers but care should be taken that should not get afraid of school or studies. School is the basic foundation for empowering and to become a successful

person in life or to build a good carrier in their life. These parents often become leader when their get to elementary school.

School readiness described the capabilities of families, school & community. Each component as, families, schools & communities plays an essential role in developing school readiness that is pre-school capabilities due to this are prepared personally, physically and intellectually to meet language, literacy, mathematics, science and developmental standards.

Govinda, R. (2005), address that effective research is based upon the part knowledge and concluded on the reviews of expert's researches can be fruitful in a number of ways the review of related literature is a crucial aspect step in any research.

Although the present investigator discussed about the readiness in number of 'live in economic and social environment which impede their physical and mental development.In term of psycho-social variables related to school readiness research in the area of ECCE has consistently shown that a very large percentage of entering primary school are first generation learner.

The study concludes that who came directly to primary school from their homes do not exhibit the desired level of readiness.

Researches undertaken in Abroad

Mary,C.(1995),addresses that school readiness multidimensional concept converges important to who enter schools with early skills. Such as a basic knowledge of maths and reading are more likely than their peers to experience later academic success attains higher levels of education and secure employment. Absence of these and other skills may contribute to even gather disparities down the read. e.g. on study found that gaps in maths, reading, and vocabulary skills evident at elementary school entry explained at least half of the social gap in high school achievement scores.

Janette, P & Carl, C (2000), addresses that the study describes the design implementation and outcomes of a schools based readiness program for prekindergarten (4-5 year old) and their families, The program with designed on the bases of collaborative mode of university school/partnership and the program itself featured relationship building between families and so the research examined the implementation of the readiness program across sites and examined potential outcome by following the into kindergarten. Result on implementations showed that parent's goals differed according to whether families spoke English as a first and second language and that teachers goals evolved over time to emphasize partnership rather than direct instruction. Result also suggested that directly assessed outcomes were tied to the quality of interaction among teacher's parents and child as well as to other aspects of program quality that record across sites. Direct outcomes measures also revealed differences between child participants and at a comparison group who did not participate in school based readiness program and between families who English as a first and second language.

Kreider,H.(2002), finding shows the early childhood programs may help set the stage for strong partnerships across families and between families and schools. Information provides parents with knowledge in how to assist their child. The trusting relationship develops the meaningful relationship that assists parents in developing communication skills with educations and educational systems.

Thus, reports states entry status the nations kindergarteners can inform educational policy and practices and especially those policies and practices that are targeted to meeting the need of a diverse population of entering kindergarten for the first time. The findings of research is shown as

1. Performance in reading, mathematics and general knowledge increases with the level of their mother education.
2. The incidence of problem behaviour is relatively infrequent in first time kindergarteners, but 's who exhibit aggressive or antisocial behaviours have a more difficult time adjusting to schools and
3. More girls than boys score in the higher portion the distribution for both fine and gross motor skills.

Pianta,R.C.,&Cox,M. (2002), concluded that national centre for early development and learning provides a synthesis of current issues affecting best practices in transitioning to kindergarten. The critical issues are discussed in the contest of what constitutes school readiness in young. This is based on the premise that clear developmental differences exist between preschool, age and secondary school age, and that these differences need to be addressed through effective transition practices. Common transition practices are discussed as well as barriers to effective transition and the policy changes that are needed to penetrate those barriers.

Maxwell and Chirffort (2004), states that school readiness involves more than just, School readiness in broadest sense is about , families, early environment, schools and community. are not innately ready or not ready for school. Their skills and development are strongly influenced by their families and through their interaction with other people and environment before coming to schools.

Boethel,M.(2004),concluded Young enter kindergarten with a large of cognitive and social skills that appear to make a difference in their achievement during the kindergarten year. Thus seems to be long term importance, which get off to a good start in kindergarten tends to, maintain that advantages as they progress through school.

Guidance for Preschool Learning Experiences,(2005), has established a completing link between physical development and cognitive, language, personal and social development. The body movement like up down, in, out these processes is developed through motor development and are critical to mathematical thinking as well as beginning reading and writing. Gauss & fine motor movement experiences provided at the preschool level need to be structured to encourage a brain to use the movement experience as building block for future learning. Outdoor an indoor physical activity should be an integral part of the curriculum and should be viewed as an opportunity for learning if are provided with positive movement experiences at an early age they may later choose to participate in physical activities and stay active from lifetime. All of physical development learn by moving through their environment and should be provided with opportunities to participate in pre-school motor learning activities with appropriate modification.

O'Donnell,K.(2008), result should be are of 58% of ages 3-6 year & not yet in kindergarten were reported to be attending preschool or a day care centre. In 2007, 89% of had parents who planned to enrol then in kindergarten on time, given school division guidelines for admission based on birth date. 7% had parents who planned to delay their entrance into kindergarten, 3% had parents who did not plan to enroll them or who had not yet made a decision about enrolment and only one present had parents who planned to enroll early.

In this research regarding 's school readiness skills, as reported by parents 93% had speech that was understandable to a stranger, 87% could hold a pencil with their fingers, 63% could count to 20, 60% could write their first name, 32% could recognize all letters of the alphabet, and 8% could read written words in books.

School Readiness

The School Readiness flow chart can be given as
School Readiness

```
                    School Readiness
                           |
        +------------------+------------------+
        |                  |                  |
  +-----------+    +---------------+    +-----------+
  | Family    |    | School        |    | Community |
  | Capabilities|  | Capabilities  |    | Capabilities|
  +-----------+    +---------------+    +-----------+
                           |
     +----------+----------+----------+----------+
     |          |                     |          |
     v          v                     v          v
+----------+ +------------+   +------------+ +-------------+
| Language | | Mathematical|  | Motor skills| | Phonemic   |
| skills   | | skills      |  |            | | awareness   |
+----------+ +------------+   +------------+ | skills      |
                                            +-------------+
```
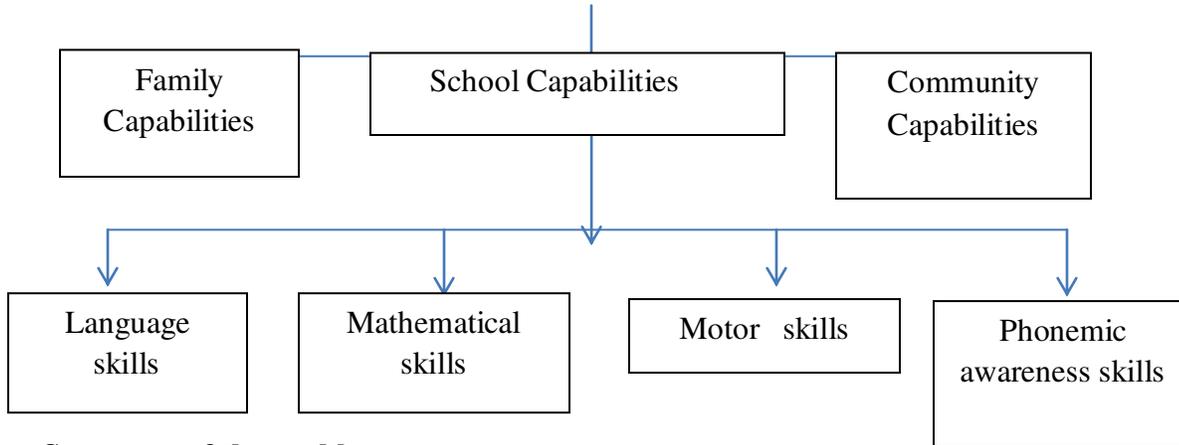
Statement of the problem

   A Study School Readiness among the Preschoolers of Gosavi Community

Objectives of the Study

1. To measure the school readiness in terms of Family capabilities, School Capabilities and Community Capabilities among of Gosavi community.
2. To find the understanding of School Readiness perceived by the parents of Gosavi Community.
3. To find the understanding of School Readiness perceived by the Gosavi community people.
4. To suggest appropriate measure based on the finding of result.

Important Terms and Terminologies

School Readiness

Nominal Definition

School readiness describe the capabilities of is their family, schools and community that will best promote students successes in kindergarten.

-www.Childtrends.org

Conceptual definition

I. School readiness describes the family capabilities which are as follows.
   i. Tying the shoes.
   ii. Can use bathroom independently.
   iii. State full name.
   iv. Able to dress self.
II. School readiness describes the pre-school capabilities which are.

 A. Language Skills
   i. Express needs & wants.
   ii. Speak in complete sentences.
   iii. Use words not physical action to express emotions such as anger, happiness.
   iv. Generally understood by adults.

B. Fine Motor Skills

    i.   Hold pencil.

    ii.   Identified basic shapes.

    iii.   Copies basic figures such as a circular, square, and straight line.

C. Gross Motor Skills

    i.   Run & skip.

    ii.   Back walk.

    iii.   Attempts two handed catch of a ball.

    iv.   Jump with feet together and hops while balancing on own feet.

D. Mathematical Skills

    i.   Count from 1-10.

    ii.   Recognizes/ points to basic shapes e.g. square, circle etc.

    iii.   Beginning to count with 1 to 1 correspondence.

    iv.   Identifies either verbally or by pointing to the colours of crayons in eight count bore.

E. Phonemic awareness skills

    i.   Enjoy listing to stories.

    ii.   Know how to handle books.

    iii.   Identifies some sound they make.

    iv.   Tries to write own name.

    v.   Can draw a picture to express idea.

III . School readiness describes the community capabilities these are.

    vi.   Play/share with other 's.

    vii.   Wants his turn.

    viii.   Attends to an adults described task for at least five minutes.

    ix.   Recognises and responds to other people feeling.

    x.   Use please and thank you.

-www.seal.org/learning

Operational definitions

School Readiness

In the present study school readiness is referred as capabilities of, their families, school and communities before entering the primary schools.

    I.   Family Capabilities

    II.   School Capabilities

        i. Language skill

        ii. Mathematical skills

        iii. Motor skills

        iv. Phonemic awareness skills

    III.   Community Capabilities

Preschooler

In the present study the Preschooler refers to the children between 3 and 6 age group of Gosavi Community.

Gosavi Community

Word Gosavi means 'the owner of Cows' or 'one who can win the senses, preacher, Vaas, Gautum are the great Gosamies. Gosavi community has been categorized in NT-B category in scheduled list of Maharashtra state belonging to Kolhapur south region.

The Gosavi community men residing at Phule wadi, Kolhapur work as ragpickers. women sale balloon in the city and nearby villages.

Research Design

For the present study Descriptive survey method was found appropriate. And Observational case study was adopted.

In KMC (Kolhapur Municipal Corporation) there are three ghettos of Gosavi communities. Among them the community residing at Phulewadi was chosen. The samples were the age group between 3 and 6 years.

The sample comprise of 18 Preschooler, 18 parents and 18 Community people.

Tools/ Techniques Used for the Present Study

i.Checklist for School Readiness among the of Gosavi Community

ii. Semi Structured interview of parents and community for School Readiness

Convergent Parallel Design

The purpose of a convergent mixed method design is to simultaneously collect both quantitative and qualitative data merge the data and use the result to understand a research problem. Researchers found Convergent mixed method most appropriate to achieve the objectives of the study. Hence Quantitative approach i.e. checklist and Qualitative approach i.e. interview were used to interpret the data of a research.
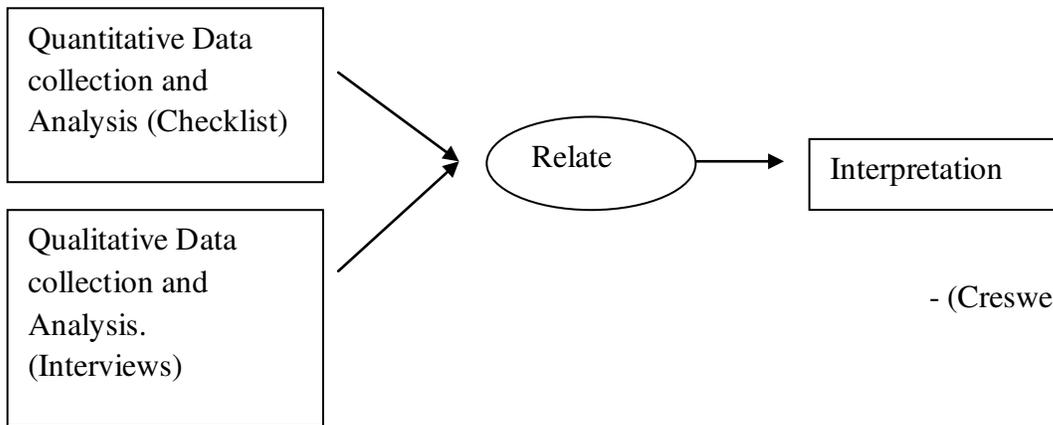
- (Creswell, J.2011)

Quantitative Analysis and Interpretation of Data.

Table No-1

Family Capabilities among the Preschoolers of Gosavi community

Sr. No.	Component of family capabilities	Number of Respondents	Response		Percentage	
			yes	No	Yes	No
i.	listen mothers instruction	18	15	3	83.33	16.67
ii.	listen elders instruction		15	3	83.33	16.67
iii.	put their shirts buttons		05	13	27.78	72.22
iv.	Able to dress self		04	14	22.22	77.78

v.	Able to tell the name of family members		06	12	33.33	66.67

Interpretation

From the table No.1 it can be interpreted that majority of the Preschoolers of Gosavi Community listens to the mother instructions and elders work, while few of them were able to put their shirts button and able to dress self and name the family members.

Table No. 2
Language skills among the Preschoolers of Gosavi community

Sr. No.	Component of language skills	Number of Respondents	Response		Percentage	
			Yes	No	Yes	No
i.	States full Name		12	6	66.67	33.33
ii.	Tells Name of Friends		12	6	66.67	33.33
iii.	Tells name of schools	18	7	11	38.89	61.11
iv.	Pronounce words correctly		2	16	11.11	88.89
v.	Bumble during talk		17	1	94.44	5.56

From the above table No. 2 it can be interpreted that majority of Preschoolers bumbled during talk, majority of Preschoolers could state full name and the names of their friends ,while few number of Preschoolers could able to state name of school and very few number of Preschoolers pronounce words correctly.

Table No. 3
Motor skills among the Preschoolers of Gosavi Community

Sr. No.	Component of Motor skills	Number of Respondents	Response		Percentage	
			Yes	No	Yes	No
i.	Struggle while walking		12	6	66.67	33.33
ii.	able to jumped high		7	11	66.67	61.11
iii.	write the name	18	6	12	38.89	66.67
iv.	use both hands during works		11	7	11.11	38.89

v.	listen elder's works		14	4	77.78	22.22

Interpretation

From the above table No. 3, it can be interpreted that majority of Preschoolers were listening elders works while very few Preschoolers could jump high and write their name.

Table No. 4.
Mathematical skills in Preschoolers among Gosavi community

Sr. No.	Component of Mathematical skills	Number of Respondents	Response		Percentage	
			Yes	No	Yes	No
i.	Identify the colour		4	14	22.22	77.78
ii.	Identify the shape		10	8	55.56	44.44
iii.	Tells 1-10 numbers	18	5	13	27.78	72.22
iv.	Identify the animal sound		8	10	44.44	56.56
v.	find out difference between height		7	11	38.89	61.11

Interpretation

From the above table No. 4 it can be interpreted that 50% of Preschoolers identifies the basic shapes and animal sound while majority of Preschoolers could not identify the coloursand do not find out the difference between size of picture and were unable to tell the number between 1and 10 number fluently.

Table No. 5
Phonemic Awareness skills among the Preschoolers of Gosavi Community

Sr. No.	Component of Mathematical skills	Number of Respondents	Response		Percentage	
			Yes	No	Yes	No
i.	Identify animal sounds		8	10	44.44	56.56
ii.	Identified animals		8	10	44.44	56.56
iii.	To let out animal sound	18	9	9	50.00	50.00
iv.	To sing nursery rhyme		5	13	27.78	72.22

v.	Listening stories carefully		8	10	44.44	56.56

Interpretations

From the above table No.5 it can be interpreted that halfnumber ofthe Preschoolerscould let out animal sounds and few numbers of Preschoolerscould identify animals and there sound and were listening stories carefully.

Table No.6
Community Capabilities among the Preschooler sof Gosavi community

Sr. No.	Component of Community Capabilities	Number of Respondents	Response		Percentage	
			Yes	No	Yes	No
i.	Words for elder brother & sister		14	4	77.78	22.22
ii.	Quarrel with other		14	4	77.78	22.22
iii.	Go to nursery school	18	7	11	38.89	61.11
iv.	Use bad words		14	4	77.78	22.22
v.	Use of Thank you and sorry		2	16	11.11	88.89

Interpretations

From the above table No.6 it can be interpreted that majority of Preschoolersuses respective words to their elder brother or sister. Majority of Preschoolers uses bad words and do quarrels to other and few of Preschoolers go to nursery schools &say thank you & sorry to others as manners and etiquettes.

Qualitative Analysis and Interpretation of Data
Family capabilities perceived by the parents of the Preschoolers
Parents told that the Preschoolers listen to the instruction given by the mother rather than others. The mother instructions like keep silence, Give the dish / plate to me. The simple work of mother is early done by the child. They also listens the domestic work of elders. E.g. bring the household material from shop i.e the elder's told the child bring the soap from shop then he/she bring it form the shop. e.g. tell the 1-10 numbers correctly. These all instruction was followed by kid and found any query or problem asked to elder one.
Most of the Preschoolers were unable to buttons their shirts and many of time they wear the t-shirts also unable to wore dress by themselves. The bathing of the child was done by the mother or elder sister or grandmother and they also make the child ready
Most of them stated name of family members as Mummy, Thatya, Dada, Bhaiya, Tai but they could not tell their real name.
Observations
During the interviews it was noted and observed that the development of family skills is poor among the Preschoolers of Gosavi community. Most of the Preschoolers follow the orders of

mother and elder ones and gain dialect (language) and vocabulary skill by talking as well as by listening to adults and peers.

The child developed the listening and speaking skills by communicating experience and ideas through oral expression.

Most of the Preschoolers were unable to do certain skills like putting the shirts button, dressing self.

It might be because many a time the elder sister or mother will be make ready to the Preschoolers. Thus, are away from these skills. The family skills are developed according to their particular age group.

School Capabilities Perceived by the parents about the Preschoolers

1. Language Skills

During the interactions with parent they told that their ward states the full name. He/she interact with adult and peers in their own language. i.e. mother tongue. Preschoolers have good oral language experiences including communication activity Preschoolers recognizes the relationship between their peers group. Preschoolers told the name of their friends and also stated the name of schools but are unable to tell the e full name of school.

Parents said that their ward fumbles during interaction and does the word pronunciation wrongly e.g. they pronounce the word mixer as mixcher, Gosavi pronounces as Ghosavi. During Pronunciations they fumbled or pronounce wrongly.

2. Motor Skills

Parent told that their Preschoolers faces difficulty during walking child was unable to control their body during running. That means they struggle while walking but number of is doing the high jump during playing in summer season most of girls main game is skipping most of Preschoolers were write their initial name only and very few of them were able to write their full name. The child faces the difficulty in learning to write or performing many of the other critical tasks. The have ability to move both hands simultaneously in different direction to complete a single task and are follows the instruction of elders many of time is depends on their mood.

3. Mathematical Skills

Parents told that the Preschoolers identify few colours which are in daily uses. Like blue, black, white, red, Yellow, and pink. Other than these colour are not identified by also they identify the basic shapes like round, square and rectangular, other than these shape are not identified by .

According to the parent's information when they asked to count the number between 1and 10. He / she may forget the number. But if when he/she given the some toys to count them he/she will likes to count to apply one to one correspondence and accurately count all 10 toys or items. Very few could count the number accurately should be able to find out the animal sound. Majority of them are able to identify the sounds of pet animals. They could not find out other animal sounds. Preschoolers could easily found the differences between tall and small. They identify the difference depending on height.

4. Phonemic awareness skills

Parents told that the Preschoolers identify animal and the sound made by the animal. They identify the pictures of pet animal and wild animal but confused between birds and animal. They make sound of dogs and cats.

None of the child goes to nursery school and could not sing the nursery rhyme. But sometimes they sing a film song. Most of the Preschoolers are interested to listen story during night and also, they demand to tell the story from their grandmother or elder brother or sister.

Observations

From the above interviews it was noted that the interactions of the Preschoolers with their parents are as usual. If they pronounce any of the word wrongly parent could not rectify and suggest the right words .v. If parents give the appropriate instructions then it could help to enrich the language, thinking and nurture the ideas and explorations.

The motor skill of the Preschoolers is not developed as per their age group.

The Mathematical skills among the Preschoolers is not good very few of them are able to tell the numbers between 1 and 10 and identify the basic shape and colours. Many of them identified the colour which is in daily uses like red, black, white, and pink colours. Other colours are not known. They identified only three shape circle, triangle and square.

According to the observation only two Preschoolers were able to tell the numbers between 1 and 10 correctly other few complete their task with taking other help most of them are unable to tell the number in sequence.

The Skills of phonemic awareness among the child are developed. They could early identify the animal and also their sound. The phonological awareness activity can involve work with rhymes and identify the sounds in spoken words 's and have ability to manipulate sound in spoken words and learning to read are connected through rhyming, common initial sound the phonemic awareness show that, how quickly learn to read often depends on how much phonological awareness Preschoolers have when they enter kindergarten. e.g. Discriminate similarities and differences in sound.

Above these school capabilities are good in phonemic awareness skills and better in motor skills and language skills but of mathematical skills are very poor.

Community capabilities perceived by the parents of the Preschoolers.

Parent told that the Preschoolers state Dada, Tai bhaiya, Didi to their elder brother sister. When there is argument or fight they take the real name. This incidence occurs during play or watching TV. There are no reasons for the fight among them but soon they forgive each other and play again.

Few of the Preschoolers are goes in nursery schools. But they cannot attend the schools. In whole day child are busy in playing and wandering. In a day half of time, they argue/ fights with each other's and use bad words and nobody say sorry and thank you.

Observations

The community skills are developed in some forms. Based on their behaviour it was observe that the child give the respect to elder ones. But in peers group their behaviour was not good they were not following the manners and etiquettes during the interaction.

Family Capabilities perceived by the community about the Preschoolers

Community people told that Preschoolers state the full name but many of time it is depends upon their mood. If the mood of child is not good then he/she will not speak a single word. Most of time child bumbled during interaction and also later they forget what they want to speak. He/she only does a…a….a… and complete the sentence and child could not pronounce correct word during the interaction. All most all Preschoolers able to tell their friends name. Majority of Preschoolers follows the instruction given by the elders but they do not follow the instruction of elder brother/sister. He/she can follow order of elders other than family members.

People told that most of time the Preschoolers bumbled because they forget the words or actual pronunciation. The word mixture is pronounced as mixcher. They could not remember the word but when he /she talk with his /her part of interest then he/she does not fumble or complete the sentence with fumbling.

Observation

From the above interviews it was observed and noted that the Majority of Preschoolers bumbles or pronounce words incorrectly that means they lack in ability of standard language. which is essential in the school.

The child develops listening and specking skills by communicating experiences and ideas through oral expression. The Preschoolers will develop understanding of words and their meaning through the use of appropriate language and vocabulary. Parents play important role in development of their child.

Community Capabilities perceived by the community about the Preschoolers

Community people told that Preschoolers have good interaction with their peer group. They are enthusiastic during the play. Most of time the quarrelling with each other but after some time they forget it and come together for play. They follow the instruction given by elders but interesting part is he/she follows the instruction of person who is other than family member. Most of time Preschoolers quarrel with each other and during the quarrelling they uses the bad words easily. He/she had learnt bad words more easily and uses it during quarrelling.

Gosavi community people told that nobody uses sorry or thank you. Community people told that the child observe and behave like their elder's. In Gosavi community, community elder people them selves do not uses words like Sorry or thank you. Then how will use it? The cultural practices with reference to behaviour and mannerism are adopted by their Preschoolers. The short temper of the elders and work culture in the community effect on the Preschoolers and hence they lack in education as well.

Observation

From the interviews it can be interpret that the most of the fellow from Gosavi community uses the bad words routinely and unknowingly and does not follow mannerism this lack the Preschoolers in soft skills. The communities have their own pattern of behaviour and system which affects the Preschoolers retention in education at school higher level. The school requires standard language to get socialise along with other students but the environment of the community does not complement schooling of the Preschoolers. The language is powerful tool and the Preschoolers lack in it as they do get conducive environment. The Preschoolers admire and learn the behaviour and roles in their community which becomes limitation in their future.

Findings of the Study

Finding based on the checklist (Quantitative Analysis) for school readiness.

In the family capabilities it was found that Preschoolers do not respect by obeying to others, does not to follows the elders instruction. In terms of school capabilities the Preschoolers have issues related to Motor skills as they are unable to do the work or task with both the hands, struggles while walking, and with reference to language skills Preschoolers bumble during interaction, unable to state full name, and for Mathematical skills Preschoolers could not identify the basic shape and colours, unable to count the numbers between 1 and 10. For the Phonemic awareness skills, Preschoolers could not identify the animal and their sounds, and are unable to sing a nursery song. Thus, the Preschoolers of Gosavi Community are not up to mark for family capabilities, school capabilities, and community capabilities and hence are lack behind in school readiness.

Finding based on the interviews (Qualitative Analysis) for school readiness.

Gosavi Community Preschoolers have developed family capabilities as they listens and obeys elder's instructions and work. They were able to state the name of their family members. Preschoolers have developed the community capabilities, as have good adjustment skills with other community peoples, sometime they quarrel and argue with other community Preschoolers

but after some time they forgive each other and play together. The family and community capabilities have developed in the Preschoolers of Gosavi community but school capabilities are poorly developed. In terms of school capabilities Preschoolers could not identify the numbers between from 1 and 10, not able to identify the basic shape and colour, they also not pronounce the words during interaction

The interview responses from the family and Community are that Preschoolers do not follows the instruction of elder one, they did not give respect to other elders, many of time they quarrel with other community and use bad words during argument and does not say sorry and thank you to other thus the both family capabilities and community capabilities are inadequate and need develop.

School readiness regarding to three capabilities can be discussed as follows. In checklist it was found that Gosavi Community was good in family and community capabilities other than school capabilities. Whereas while interviews it was concluded that they were not good in community and school capabilities other than family capabilities.

It might be because of parents them self are unaware of capabilities regarding to School readiness as most of them are uneducated or unaware about skills regarding to School readiness.

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Horizons of Holistic Education (HHE)

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Content of article: 12 points

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Takeuchi, H., Osono, E., & Shimizu, N. (2008). The contradictions that drive Toyota's success. Harvard Business Review, 86(6), 96-104. Retrieved from http://www.hbr.org

Book

Marzano, R. J., & Marzano, J. S. (1988). A cluster approach to elementary vocabulary instruction. Newark, DE: International Reading Association.

Sander, M. R., Downer, J. L., Quist, A. L., Platmann, L., Lucas, C. L., Cline, J. K., & Campbell, D. R. (2004). Doing research in the university library. Chicago, IL: Corbin Press.

Book Chapter

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