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**Editorial,
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A warm welcome of the 'Educational Resurgence Journal' it is a multi-disciplinary electronic open access Journal of newer ideas. The purpose of this peer-reviewed journal is to provide national as well an international forum for making, meaning all educational problems that arise in the developed and better citizenship for a democratic and equitable society for all sections of good and civilized society.

The Educational Resurgence journal is intended to contribute both empirical and theoretical research and would also reach out to educationists and scholars of different disciplines. The dictionary meaning of the word "Resurgence" is "a new increase of activity or interest in a particular subject or idea that had been forgotten for some time." By considering above meaning, this journal is also intended to put light on emerging trends and ideas in various areas/ aspects including Sociology, Philosophy, Psychology, Commerce, Media Studies as well as Education and Cultural Studies.

Teachers and students are promoting research work and we have created 'Research cell'. Every human being has a unique idea. We would like to develop a platform for all learners. So, 'Educational Resurgence Journal' is the new age of Journal for building a research-based consensus which prefers to receive articles. It will be published two times per year. Each issue includes articles around specific themes.

I would like to show my sincere gratitude to all the authors by providing their research papers on this special issue in an open medium. I would like to explicitly acknowledge the authors for choosing their diverse topic. Our editorial team spared their time and ensured to maintain diligence of the publication. I also sincerely thank reviewers who have helped in the selection of the papers with their high-level expertise and have put in their best in pointing to the oversight errors. It was not possible to compile and edit without the cogent suggestion and advice of the seniors and friends. I am indebted to all contributors. I remain grateful to them all, sine die. Thanks are due to the publisher, Dr. Rekha A Pathak, Editor in Chief of 'Educational Resurgence Journal' also for his tremendous help in reaching this issue to society and academe with open access.

With warm and kind regards.

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Impact of Digital Learning on the Academic Achievement of Students of Government and Private Schools

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Abstract

Digital Learning can be conceived as a science of technology and method by which educational goal can be realized in a simple way, it is a science on the basis of which various strategies and tactics could be designed for the realization of specific goals. It could also be helpful in education innovation by considering new system and material along with inventing instrument, finding procedure and then thinking proper solution to overcome educational challenges. This study revealed that achievement in maths and change in attitude towards maths were found to be effect in computer using students. And they get benefit from computer instruction, showing higher achievement.

Keywords: Digital Learning and Academic Achievement

Introduction

Present era is the era of the new normal with computer technology. In this new and modern concept of education, knowledge of computer is must for everybody. In the schools, computer education would be launched from the primary to higher secondary level, to enhance literacy programmed, real life situation would easily be made possible in such literacy system, and once the computer education programmed is installed it is intended to fully exploit the educational potential of the computers. The computer will be used to improve the teaching of other subjects such as Physics,

Mathematics, Biology and Environment. The computer will also be used for gaining information and for motivating learning through the use of animation, graphics, complex concepts and stimulations. Computer has brought a revolution in the present day world. It is going to increasingly affect the world economy, lives and jobs of many people. An education worth the name given today has to be relevant for the tomorrow. Our children in schools today are the work force for a bright tomorrow they will be the learners of this new computer based industrial and social revolution in this country. The advancing technology will generate most of the new and challenging job opportunities to avail which we have to train our young for the specific task envisaged. They have to be made familiar with the computers and need to be trained to handle them and use them. The computers offer opportunities for learning by the individual effort as per individual needs. The department of education of government of India, realizing the future pressure has initiated computer education programmed in schools, and computer education should be part of common curriculum that every student become familiar with computer as a versatile tool with application in practical all the spheres of human behaviour. This programmed is designed by National Council of educational research and training to emphasis manipulative skills and to provide students with broad understanding of computer application in all walk of human activity and computer potential as controlling and information processing tools to demystify computers and to develop a degree of ease, which would be conducive in developing individual creativity in identifying and developing application relevant to their immediate environment (**Kathuria R P 2000**).

Ali S Z at el. 2020, studied on 'Understanding the effect of the meta-cognitive skills on pupil teachers task performance: A mixed methods inquiry' in which investigators mention that Meta-cognition is the ability to critically analyze how you think in simple terms having self-awareness and control of your thoughts. It is best described as developing appropriate and helpful thinking strategies each stage of a task. This mixed methods inquiry has been conducted to understand the effect of Meta cognitive skills on pupil teacher's task performance. The explanatory design they follow up explanation model has been utilized for this study. At first the quantitative data collection has been done in which the people teachers meta cognitive skills were measured by a meta cognitive skills assessment tool developed by the researcher the data was collected from 100 students including male and female as well for this purpose for section of beard honors student

were selected by using cluster sampling after the measurement of the cognitive skills the student were assessed regarding the return assignment task with the help of the assessment criteria for report writing adopted from **Kebritchi M 2017**, studied on Issues and Challenges for Teaching Successful Online Courses in Higher Education: A literature review focused on how the society is changing by Artificial Intelligence, Information Technology and all sorts of technological development. Last Decade saw a rapid increase in Internet services via efforts of the government of India and telecom operators. This has also changed the way of learning and teaching. And has created many new opportunities as well as challenges. Challenges from Online learning are as follows

- Insufficient digital infrastructure – in India, the majority is rural population still struggling for problems like Power Supply and Network issues which is standing like a huge hindrance in growing digital infrastructure.
- Limited Social interaction – Online learning cuts the social communication between the people as Artificial Intelligence is making people more and more dependent on technology.
- Questionable credibility of degrees – The Degrees provided after online learning are often questioned because the credibility of them cannot be verified easily.
- Motivation – Online courses need motivation and dedication to learn something new. In lack of above factors online education is not possible and loses its credibility.

(Masih. S, 2001) Developing Meta cognitive abilities is not just about becoming a reflective learner and thinking about your thinking process. It is also about developing learning strategies to help you approach learning and problem solving tasks. It helps you choose the best approach or strategy for a given task. Meta cognition plays an essential role in our learning and development process. **Thanji M at. El (2018)** studied on A study of benefits and limitations of e-learning: A learner's perspective. This study contributes to the understanding of the learners' perception on the major benefits, limitations of online learning and their impact on evaluating the effectiveness of online programs. The study is based on a self-administered questionnaire with learners enrolled in higher education in private and government universities of Chennai region of Tamil nadu, India. The limitations and benefits identified in online learning offers a positive effect on the evaluation of the effectiveness of online programs. Additionally the impact of learning goals and self-efficacy as learner characteristics on the effectiveness of online learning has been explored in this study.

Based on prior literature, the learning goal is one of the attributes of the self-regulatory aspect which is possessed by successful learners. Learning goal orientation as discussed in this study focuses on intrinsic goal orientation aspects. A causal model is introduced to study the impact of learner characteristics on perceived satisfaction of learners and the impact of benefits, limitations of online learning features on the overall effectiveness of the online learning methods. **Salamat L at. el. 2018**, studied the effects of E-learning on students' Academic Learning at University Level in which the data was analyzed and used the statistical techniques of frequency and percentage score. The study found that e-learning provides time flexibility to the students and it motivates students to do their own work without others' help. It was also that students feel comfortable when they use the internet. The study concluded that e-learning is a system that provides time flexibility to the students for their learning and motivates students to do their work without others' help. It is also concluded that students feel comfort in browsing and surfing the internet. Various Teaching and Learning Initiative program reported that the use of laptops increased the flexibility and that their professional productivity and peer collaboration. It also have been observed that having difficulty monitoring students' use of the laptops and finding time to learn and practice new instructional approaches (**Chaurasia G, 2006**)

Objectives of the Study

- To study the impact of Digital Learning on the academic achievement of students.
- To study the academic achievement of students of Digital Learning belonging to government and private schools.

Hypothesis of the Study

- There is no impact of Digital Learning on the academic achievement of students.
- There is no difference between in the academic achievement of students of Digital Learning in government and private schools.

Delimitations

The research work was to be completed in a short time of one academic session two types of school were selected such as private and government school of Bhopal city.

Methodology: Inferential Statistics were used to analyze the data (**Asthana B B, 2006**)

Sample: In the present research the sample consist of 200 students both boys and girls of class IX of different school that is two private schools of Bhopal and two government schools of Bhopal.

S.NO.	TYPEOF SCHOOL	BOYS	GRILS	TOTAL
1.	GOVERNMENT	50	50	100
2.	PRIVATE	50	50	100
	TOTAL			200

Tools: The researcher used the self-made computer literacy test which was constructed on the lines of construction of the standardized test.

Variables: The variables for the present proposed research are the following:

1. Independent variable-Effect of computer technology.
2. Dependent variable- Academic achievement.
3. Controlled variables- Student of secondary school (IX class).

Analysis of Hypothesis

The analysis of results of the data obtained from the sample is given below:

Table 1 Result of Effect of Digital Learning on the Academic Achievement of Students

Computer Technology	N	Mean	S.D.	't' Value	Significance
High	23	69.60	6.88	0.54	Not significant
Low	27	68.44	7.78		

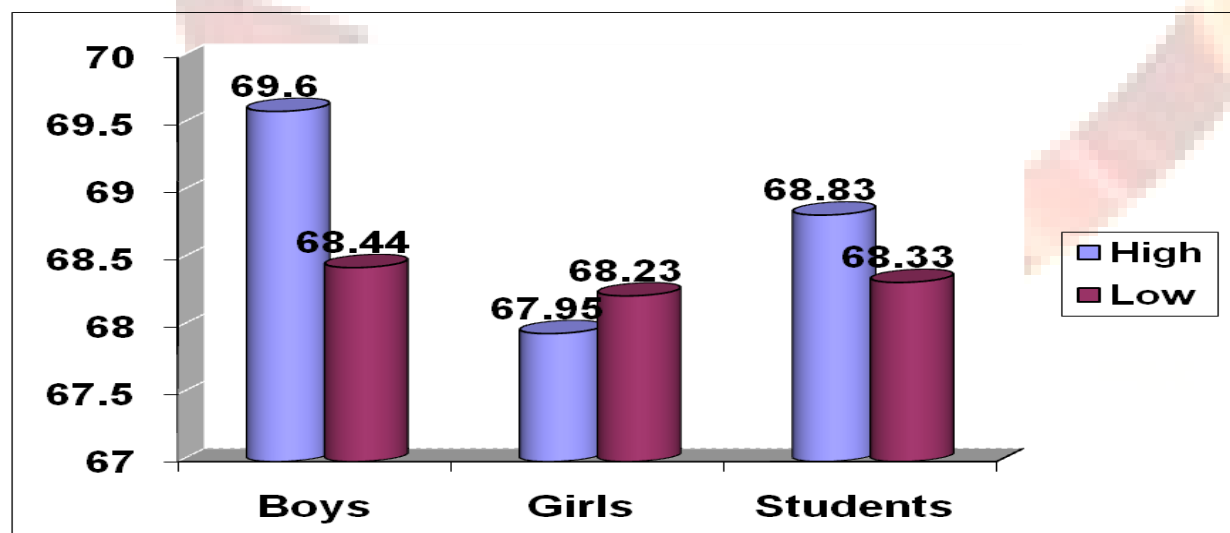
As shown in the above table the means of academic achievement .of government boys of high and low groups of Digital Learning are 69.60 and 68.44 respectively. Their difference is 1.16 which is not significant, because they obtained 't' – value is less than the table value 2.01 at 0.05 level of confidence. It is clear from the value of standard deviation as

shown in the table that in both groups variability in the marks of academic achievement is approximately same. So it can be concluded that there is no difference in the academic achievement of high and low groups, so there is no effect of Digital Learning on the academic achievement of government school boys.

Table 2 Analysis of Effects of Digital Learning on the Academic Achievement of Private and Government School Students

Computer Technology	N	Mean	S.D.	't' value	Significance
High	20	67.95	13.51	0.06	Not significant
Low	30	68.23	14.74		

It is clear from the values of standard deviation as shown in the table that, the variability in the marks of academic achievement of low group is more than the high group. Thus, it is concluded that there is no difference in the academic achievement of high and low groups of government school girls. So there is no effect of Digital Learning on the academic achievement of government school girls.



The above graph representing the mean of Digital Learning of the academic achievement of boys, girls and students of government school. It can be concluded from the above graph that there is no difference between in the academic achievement of students of Digital Learning in government and private schools.

Conclusion & Discussion:

Digital Learning can be conceived as a science of technology and method by which educational goal can be realized in a simple way, it is a science on the basis of which various strategies and tactics could be designed for the realization of specific goals. It could also be helpful in education innovation by considering new system and material along with inventing instrument, finding procedure and then thinking proper solution to overcome educational challenges. This study revealed that achievement in maths and change in attitude towards maths were found to be effect in computer using students. And they get benefit from computer instruction, showing higher achievement.

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[LEARNING ON STUDENTS' ACADEMIC LEARNING AT UNIVERSITY LEVEL](#)



Use of ICT in Teaching and Learning Process

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- **Introduction:**

ICT defined as information and communication technology (ICT) the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage, and Present information model and controlling events, construct new construct new understanding and communication with other. The Advantages of ICT can be used at anytime, anywhere access to remote learning resources and it help to prepare individual for the work place.

- **INFORMATION AND COMMUNICATION TECHNOLOGY:-**

IT was limited only to the textual mode of transmission of information with ease and fast. But the information not only in textual form but in audio Video or any other media is also to be transmitted to the Users. Thus the ICT=IT+ other media. It has opened new Avenues. Like online learning, e-learning, Virtual University, e-coaching, e-education. Third Generation Mobiles are also part of ICT .Mobile is being used in imparting Information fast and cost effective. It provides e-mail facility also one can access it anywhere. The ICT being latest, it can be used both at school and higher education levels in the following areas

- 1) Teaching
- 2) Diagnostic Teaching
- 3) Remedial Teaching
- 4) Evaluation

How to use ICT in Teaching at school as well as higher education, mostly, concentrates on giving information which is not the solve objectives of Teaching. Along with giving information, the other objectives are

- 1) Developing understanding and application of the concepts
- 2) Developing expression power.
- 3) Developing reasoning and thinking power.

With the present infrastructure class-size, availability of Teachers, etc.it is difficult to achieve all the objectives. Further most of the teachers use Lecturer method which does not have potentiality of archiving majority of above mentioned objectives. At present ICT may be of some use.it is a well-known fact that not a single Teacher is capable of giving up to date and complete information in his own subject. The ICT can fill this gap because it can provide access to different sources of Information. It will provide correct information and comprehensive ad possible in different formats with different examples. ICT provides online interaction facility students and teachers can exchange their ideas and views, and get clarification on any topic from different experts, practitioners, etc.

Tolls and Technologies used for E-learning:**Tolls of E-Learning-**

- 1) E-mail:-E-mail as well as e-mail based discussing forms are useful in delivering contents as well as communication about e-learning.
- 2)Bulletin Boards:-Bulletin board is a public discussion area where messages can be sent electronically without sending them to anyone's e-mail and these messages could be read by anyone who enters that area
- 3)WEB FORMS:- Web forms are used as a means for providing references service to the users in E-learning environment discussion under various topics
- Features of e-learning:-

1) Connectivity of networking:-

This technology (computer and broadband internet) allows people spread over large distances to be Connected and networked and will have access to both text and visuals materials.

2) **Flexibility:** - student have varied hours of learning- late evening or early morning. E-learning can accommodate the need of such students. Similarly handicapped or ill students who find it difficult to Attend regular classes would also be able to benefit.

Conclusion:-

E-learning has a potential to provide practical education be adopt-learning has gain fester acceptance and application in the word but yet to be developed in terms of quality and standards in India feature and benefit of these tools like Connectivity, and interactivity have been more significant however, ire is also pointed out that one should be careful in the use of these technological tools so that learners do not feel overwhelmed by the technology of these tools.it is stressed that the e-learning tools should integrate the pedagogy principle with the learning theories.

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EVALUATION AND ASSESSMENT THROUGH DIGITAL TECHNOLOGY

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ABSTRACT:

With growing technology there is a need to learn about Digital Transformation in Education. Need to know about how to transform the curriculum, teaching learning process, Evaluation and Assessment in various disciplines and also to develop the quality of education in all fields. As now most of the students are born to a digital world, hence the curriculum has to be designed to meet the global emerging trends and make the students capable to reach their goals. In this context, digital skills and competencies are essential in order to achieve professional success and the personal development of any students and teacher. However, children of today's generation are not equally equipped for their technology rich future, various kinds of digital divides still prevail in the society and affect the young generation and their digital futures. Schools and education institutes should undergo an extensive digital transformation to be able to meet the needs of the young generation and their digitalized future.

KEYWORDS: Teaching learning process, Evaluation and assessment, Qualitative approach, Digital transformation

INTRODUCTION

21st century is known as the digital age, with globalization, digitalization in almost every area, influenced rapidly by developing and changing information and communication technologies. It is actually not possible for education to remain insensitive to the current developments and changes. Hence it is necessary to develop this transformation, the digital era and the ability to understand and adapt, to design our curriculum in the education system, which is still dominated by classical understanding, in accordance with today's conditions.

EMERGING TRENDS OF DIGITAL TRANSFORMATION IN EDUCATION ONLINE CLASSES

The benefits of online classes are one can listen to classes from anywhere through Zoom meeting, google meet and can get more time for thinking, it gives flexible schedule, group communication is also possible. From the past one year lockdown due to pandemic situations this online classes are getting more prominent. Almost all the educational institutions preferring these online classes as their main teaching aid during these days to avoid exposure to corona virus and to maintain social distance. With the help of online classes students can get their study uninterrupted. Power point presentation also helps the students more about the subject in addition to their physical classes.

VIDEO LESSONS

In addition to online classes this video lessons are also most advantageous as those students who have missed the online class schedule they can listen to video lessons which are already recorded and accessible to everyone at any time. One more advantage of this video lessons is that the students can listen to any lectures across the world irrespective of their place and can more knowledge in their subject.

GOOGLE CLASSROOMS

Students can use Classroom with many tools such as Gmail, google forms, google slides, Google Docs, and Google Calendar. We can use Classroom for our school to streamline assignments, boost collaboration, and foster communication. Classroom will be available on the web or can be downloaded by mobile app. So this is also one of the best methods of digital Education.

With the help of google classroom teachers can assign Assignments to the students at a time, they can share synopsis and material related to their topic and evaluation as well as reporting also becomes easy for teachers with this google classroom.

For students also this google classroom gives much benefits like submission of Assignments through online, getting study material through online and students can interact with their friends easily to solve some of their doubts.

MASSIVE OPEN ONLINE COURSE (MOOCS)

Since the population of India is huge, massive open online course (MOOC) are the gateways for a lot of Indians in terms of bringing an educational revolution. A massive open online course (MOOC) is an online course which will facilitate unlimited participation and open access via the online. It is an online distant learning programs give a great opportunity to avail high quality learning with the help of internet connectivity. This will also help the teachers to train about latest technology and developments.

DIGITAL EVALUATION: REVOLUTIONIZING EXAMINATION DELIVERY AND ASSESSMENT

[Digital evaluation tools](#) helps us in on-screen evaluation of answer scripts for better speed, accuracy, transparency, fairness and credibility in [higher education assessments](#). In digital evaluation method one can digitize the physical answer sheets and upload them to a central server. After uploading, the external evaluators will be given access to it, they are given passwords and they can access the digitized answer booklets and evaluate the papers with no difficulty. The benefits of digital evaluation include:

- **High security:** Answer sheets are uploaded to the cloud servers in an encrypted format, with no physical paper scripts are sent to evaluators. After access the screen with a two-factor authentication system which includes passwords sent to their mobiles that ensures no unauthorized access is granted. This will also help in any physical loss of answer scripts and as well any damage like fire accidents
- **Better accuracy:** [The digital evaluation software](#) identifies the answer scripts automatically to evaluate the relevant response from page to page, to examine the answer sheet folders.
- **Accelerated results:** Percentage, Marks, grades or ranks will be automatically calculated and mark sheets are generated and downloaded easily and quickly. Colleges, universities and all educational institutions can also generate consolidated reports with percentage, grades, statistics and charts to give students or job aspirants an in-depth score or result of the test parameters. Students can download their results from the website.
- **Improved credibility and compliance:** Being more transparent, digital evaluations command greater credibility from students and institutions and help to ensure 100% compliance with regulatory standards.
- **Safe recordkeeping:** Digital mark sheets and grade books can be secured safely in the cloud, making the data safe from fire accidents, any physical loss like theft, server breakdown or any other natural or manmade disaster.

ASSESSMENT THROUGH DIGITAL TECHNOLOGY

The Collaborative learning – It will give opportunities for peer assessment, co-evaluation and sharing activities by which social interaction will be improved.

Increase efficiency and reduce teachers' workloads – In contrast to maintaining of physical records for assessment this digital technology Potentially improves efficiency of data management such as marking, moderating and storing information by helping teachers use their time and resources better; offers more environmentally friendly administration of assessment.

Improve student performance - Evaluations show that e-feedback can improve student performance and demonstrates other benefits, such as better student , as this will be done in short duration of time.

Combined formative and summative assessments – Summative assessments will help the students to test their their knowledge that is previously acquired and at the same time without leaving any chance for the current ongoing learning. Digital technologies can combine both assessment and instruction, like in immersive learning environments or programmes that monitor how students solve the problems on computer and provide immediate feedback that will help in getting improved.

Improve assessment validity and reliability – Can help track assessment validation (if the activity is a fair measure of skill and understanding) through the use of rich media rather than just the text. It also helps to improve the reliability in scoring and exact data sets exact and deep analysis.

CHALLENGES

- Potential barriers for the adoption of technology enhanced assessment practices.

- User identity verification and security issues may arise
- Lack of proper training for the staff and sufficient time for rethinking assessment strategies and how to use new technologies, from a technological and pedagogical perspective
- Exam boards are highly concerned with ensuring standards are not affected
- Lack of policy leadership and system-wide imperatives
- Lack of suitable physical spaces for technology enhanced assessment, which have not developed for the needs and purposes of technology enhanced assessment.

CONCLUSION:

Digitalization has changed our education system, but we cannot say that it has eliminated the value of our old-time classroom learning. The best part of digitalization of education in the 21st century is that it is combined with the aspects of both; classroom learning and online learning methods. Hence the digitization of education in the 21st century is really a boon to our society.

Digital classrooms are considered as very prominent and important in promoting and improving the traditional methods of teaching and learning. So all schools and universities are focusing on it especially from the pandemic period and are trying to attract more virtual students. So they are practicing the most friendly user software and technology with skilful teachers to fulfil this aim. In fact digital class transforms the education process, and cause universal interactivity between teacher and students as well as among students themselves, all around the world. This global interactivity causes mutual understanding between teacher and students, and among the students. It also causes more utilization of materials and methods, which are used in the process of education. So different educational organizations enter a competitive situation for promoting their materials and methods and resulting in the improvement of learning and educational process.

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A STUDY ON IMPORTANCE OF DIGITAL LEARNING IN TEACHER EDUCATION

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ABSTRACT

The current generation is noticeable with a quality called ‘speed,’ and nobody has patience.

The proverb, ‘slow and steady wins the race’ has lost its significance.

Gadgets and device surround their life. The teachers who accept the major responsibility of conveying education to this generation have to match up to the expectation of these fast-paced young citizens. Information, if not conveyed properly, may have ruinous results. The new learners are wide-open to the digital world at a very initial age, but they should also be trained to handle it appropriately and manage to extract the essence of information available digitally. Educators play an important role in this. The educators of today’s generation must provide themselves with the digital skills essential to help their students become accountable digital citizens.

The Present conceptual research paper is to study the prominence of digital learning for the teacher educators, the essence of learning with different media. Teaching becomes a smoother experience with a flawless network of modified packages having a blend of animations, gamification and elaborate audio and visual effects. Active confrontation, enlightening sessions, technical workshops and a multi-pronged methodology is needed to bring about Digital awareness and change styles like Distance Education to Digital Education. Education segment in India has seen a chains of swift growth in last couple of years which assisted to transform the country into a knowledge haven. Development of education structure is required for the progress of digital education across the country. This will lead to substantial increase in infrastructure investment in the education sector. Democratic governance, English speaking tech-educated talent and a solid legal and intellectual property protection framework are obligatory for the development of digital education in Indian society. With progression of technologies such as cloud, data centres and video cantered learning there is huge prospective for technology to be integrated with the Education Sector.

KEY WORDS - Digital Learning, Teacher Educator, Importance of Digital Literacy

INTRODUCTION

Digital literacy is “the ability to use digital technology, communication tools or networks to locate, evaluate and create information and to comprehend and use this information in multiple formats. It embraces the ability to read and deduce media, to replicate data and images through digital influence, and to gauge and apply new knowledge added from digital environments.”

Online content isn't so diverse from print in that some of it is admirable and accurate and some is merely not. However, there is so much more of it easily at our fingertips and just as we teach students to become critically literate of the messages they read (and create) in print, we must teach them to become digitally literate. If we need students to relate the understanding they gain from digital environments, we need to involve them. Simply posting a video for students to watch without any anticipation that they will engage with the content or apply it will not result in learning.

Digital literacy also states to content and design. That includes writing in digital formats such as email, blogs, and Tweets, as well as creating other forms of media, such as videos and podcasts. It makes logic to adopt that the more digitally learned our teachers are, the more they'll engage these skills in the classroom, which will in turn raise a strong sense of digital citizenship in our students.

Diversity in the classroom is essential to meet the needs of all learners, but it is time-taking, especially for new teachers. Technology, when used creatively and correctly, can be used to mitigate those differences, such as in one-to-one classrooms. Teachers can lead the class through a lecture, while visual learners follow along with illustrations on their tablets and audio learners record the lecture for later review. Technology like this enables teachers to give their students choice in the kind of work they create for projects, such as a video, podcast or written story. Digital literacy is required in order to set the standards and boundaries for this kind of differentiation.

Digitally literate teachers also understand that it is less about the technology itself than it is about the tailored experience the technology can provide to each student. This is what drives differentiation and can make it powerful and highly targeted to students' individual needs.

RESEARCH METHODOLOGY

The methodology of the present study focuses on conceptual research. The research study has endured using the secondary data sources. Online Journals are mainly used to review and understand the concepts.

IMPORTANCE OF DIGITAL LEARNING IN TEACHER EDUCATORS

1. Optimal Usage of Search Engine like 'Google'

The modern students who have access to use an internet connection and even a smartphone can find answers for all kinds of questions, whether simple or complex. But they may not understand the answers. They are also not alert of the genuineness of the information or the source. It is the digitally learned teacher's concern to monitor the students regarding which sources are authentic and which are updated regularly or whether there are other useful sites linked to the subject and, more prominently, the piece of information is written in discriminating language or objective. It is the mentor who inspires the student to be creative and prompt in-depth thinking and logical analysis among students. In this way, the students arise with unique ideas and the answers. The teacher should boost students to have an all-round knowledge of the software, which is relevant.

2. Teaching Learners to be ideal digital Citizen

<p>1 LAWS Many sites and web tools are 13+. Most images and work online are protected by copyright. </p>	<p>2 TALK Tell your parents what you're doing online. Always ask a trusted adult if you're unsure of anything. </p>
<p>3 FRIENDS Don't add or meet online friends without parent permission. Don't trust everything friends tell you. </p>	<p>4 PRIVACY Keep personal info private: Your full name, Address, Phone number, Passwords, Your plans and birthday. </p>
<p>5 REPUTATION Don't post anything you wouldn't want teachers, family, friends, and future employers to see. </p>	<p>6 QUESTION You can't believe everything you read and see online. There's a lot of incorrect and biased info. </p>
<p>7 BULLYING Tell someone if you think cyberbullying is happening to you or other people you know. </p>	<p>8 ACCOUNTS Choose sensible email addresses and usernames. Use strong passwords and don't share them with others. </p>
<p>9 MANNERS Be polite and respectful at all times. Treat others online how you'd like to be treated. </p>	<p>10 UNPLUG Balance your screen time and green time. Get outdoors, move, play, and interact face to face. </p>

Source: <https://www.henryharvin.com/blog/digital-literacy-why-is-it-important-for-teachers/>

3. Minimizing the Digital Divide

Our country is an emerging country with a huge population, resultant in social and economic stratification. Therefore the growth of technology, which is acting as a gain for the fortunate few, does not reach a large percentage of probable learners. This results a divide. The digitally learned teacher can advocate for the reason and help the government find a solution to such a core problem

4. Motivating Proper Usage of Digital Media

Students are capable in using various apps and sites very well. But in many cases, they are not able to measure the potential of the app. It is the concern of the teacher to help students use their digital knowledge aptly. For example, children use Instagram to post photographs but never think of using it for their projects. They use Facebook and similar apps to upload unresponsive stuff but never think of using it as a journalism tool or showcase best practices.

5. Positive Discrimination of students and picking the correct App or tool for teaching.

A digitally learned teacher can use numerous available apps and information to convey well and elegant education. Keeping in vision the diverse students, the teacher can develop lesson plans and mode of provision which is best suited to an individual student. A student who gets easily diverted can be shown visuals, if someone is more comfortable in hearing what the teacher says, he /she can be provided audio clues. Likewise, the teacher can share indication based on individual needs, thus making use of technology. A digitally literate educator knows his/her class accurately, and in cases when the school management forces irrelevant apps or culture-precise programs to be included in classroom teaching, the sensible teacher may logically explain the do's and don'ts of using such a tool.

6. Improving Technology

Digitally literate teachers can give decisive counsels to education-based technology creators on pedagogical practices or precise subjects. This improves the quality as well as the quantity of valuable data for educational drives. Digitally educated teachers can even share their expertise with their peers, thus upgrading the teaching standards.

CONCLUSION

India, as we all are conscious, is blessed with a huge population. It is an enormous task for the government to keep up with the development of such a diversified country. Our country, which has just started climbing up the stepladder of development, struggling to take a step forward, digital literacy is a distant dream. We have almost 40% of the population below the poverty line, the general illiteracy rate itself is 25 to 30%, and digital illiteracy is more than 90%. After rereading the status of India's digital literacy rate we can conclude that we have a long way to go, none the less we cannot forget our achievements and see the other side of the picture. Our education system has been restored, and Information technology has been introduced as an important subject. Computers have been made available to many deprived schools to make our rural population digitally literate. To make this development headlong, we need to focus on making our teachers digitally literate.

- We first need to clarify what essentially is meant by 'Digital Literacy'!
- Once the aim is set, we need to give a path to it. Perhaps we should mount a strong policy, keeping in outlook the situation in our country. And the private region should also be involved.
- Next, we should inspire the creation of content for digital media. The intellectual Indians are capable of and are at present, creating a lot of content.
- An accurate record should be upheld regarding digital literacy in the government offices and, more importantly, in educational institutions.
- And lastly, we need to keep track of the young digital citizens and guide them to consume content thoughtfully and be creative. Therefore, it is essential for teacher educators to be digitally literate.

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Adoption of Novel learning environment including ICT and disparities in (COVID19) Pandemic situation.

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Introduction-

The COVID-19 pandemic has profound and sudden impact on many areas of life, work, leisure time, family alike. These changes have also affected educational process in formal and informal learning environments. Public institutions such as child care settings, schools, universities and further education provides ceased outside teaching and moved to distance learning or closed down completely.

For students lack of structured in-class learning settings may have required more self regulations and self-motivation to learn with less support.

Teacher and student have experienced a variety of changes in their educational settings within a short period of time. This research topic will examine how the pandemic has affected learning in formal and informal settings considering educational and psychological perspectives.

Various e learning platform enable interaction between teachers and students .ICT plays important role in pandemic for Education. Different ICT facilities provide learning environment to the students.

Review of Related Researches-

1. Title-A better Education for all during and after COVID 19 pandemic.

Publisher-Adul Latif Jameel Poverty action Lab, Oct 16, 2020

Authorr-Radhika Bhula&John Floretta

Abstract-This research shows how to help children learning during pandemic. The COVID 19 crisis in exacerbating this learning crisis As many as 94percent children across the world have been out of school due to closure. Many countries and schools have shifted to online learning during school closure as a stop gap measures.

Findings-

1. Support care givers at home to help children learn when schools are closed.
2. NGO educate reoriented it's in school youth skill model by delivered through radio, SMS and phone.

As school reopen, educated should use low stakes assessment to identify learning gaps.

4. Children's instructions to help master foundational skill once learning gaps are identified.

Conclusion-As countries rebuild and reinvent themselves in response to COVID 19, there is an opportunity to accelerate the thinking on how to best support quality education to all.

2. Title-The effect of online learning on communication between instructor and students during COVID 19.

Publisher-Asian Education and Development studies.ISSN-2046-3162, 24Aug2020

Researcher-Mohannad Al Twait,Gharan Raafat

Abstract- This study aims to explore whether online learning has an effect on communication between instructor and students, whether online learning affects student's productivity levels and to evaluate and suggest ways of improving effective online communication between instructor and students.

Design and methodology –

This study used a quantitative research. Research study was conducted through a semi structured online survey through a random sample technique.

Findings- Results revealed that majority students still prefer classroom class over online class due to problems they face when taking online class such as motivation, understanding of the material, and decrease in communication level between students and their instructor and their feelings of isolation caused by online classes.

Limitations- This research studied the impact from student's perspective only as the sample was selected only from students.

3. Title-Education during pandemic: A study from a student's perspective in India.**Posted on 27 May 2020****Researcher-Aditi Sawant-St.Xavier's college, Mumbai,Adhitya Balasubramaniam-Shiv Nadar University****Abstract- the COVID 19 Pandemic** has resulted in lockdown across the world in many sectors including Education In this paper survey done among undergraduate student across India on their perception about online education in the context of COVID 19 crisis.**4. Title-Influence of COVID 19 confinement on study performance in higher education.****Published in -journals.plos. Oct 9, 2020****Author-Gonzalez T,Hincz K.P.****Abstract-This study analyses the effect of COVID 19 confinement on the autonomous learning performance of students in higher education using a field experiment with 458 students.****Methodology-Experimental method**1st group (control) corresponds to academic year 2017-18/2018-19)2nd group (experimental) corresponds to students 2019-20(gr.of students that go their face to face activities intrusted because of confinement)**Conclusion-**

The results say that there is a significant positive effect of the COVID 19 confinement on students' performance. This effect is significant both in subjects that increased the no.of assessment activities and subject that didn't change the student's workload.

Additionally, an analysis of students learning strategies before confinement shows that students did not study on a continuous basis.

Present papers-**Adoption of Novel learning environment including ICT and disparities in (COVID19) Pandemic situation.****Gaps of reference researches-**

1. For some student's volunteers play role for teaching instead of school teacher.
2. Research show that work load during offline and online school were same.
3. Reference research conclude that before pandemic student did not study continuous basis.

Objectives-

1. To study how ICT plays role in teaching during pandemic.
2. To study learning environment for students learning.
3. To study how other disparities helps for students learning.

A.Use of different ICT resources-

Learner use computer -based services to search and find relevant information.

Learner retrieve relevant information, decode it in variety of forms such as written, statistical and graphic. Learner critically evaluate information of different fields of knowledge. Also analyses, present and communicate information.

Technologies to create network of co-Lerner and to show collaborate and construct knowledge. Computer based technology provide -1.Active learning 2.Co-operative learning, 3.Multisensory delivery4.Motivation 5.Multicultural Skills 6.Communication skills.

Learning Environment

B.Learning Environment-

Children are priority, change is reality and collaboration is the strategy. ICT provides different types of learning environment to the learner

- a. Learning by different software's
- b. Learning by different hardware's
- c. Learning by different applications
- d. Learning by different social medias

Learner can use above facilities for his learning accordingly .ICT facilities play a vital role in every ones learning. In the pandemic situation most of the children's make use of these facilities for their study, for use of leisure time ,for learning new and innovative practices, fulfilment of hobbies, getting information of different subjects etc.

Today's generation is very much familiar about technology, they make use of it effectively and also they have interest in the technology so ICT provides them a suitable and favourable learning environment for learning.

C. Other disparities-

1. Experience home schooling-

Parents try various games, strategies for their pupil for health cautious, for communication development, new hygiene habits as well as routine life scheduled.

2. Preparation of distance education-

By use of online classes, virtual classroom, e-learning, internet facilities children get familiar with its use for learning and developed their interest for distance education it may help for preparation of distance education in future life accordingly and parents participation increased for pupils study.

3. Learning –

A. Visual learning-Learner can learn the various things by observing or make use of eyes is most important .Learner can faith on those things which he observed so visual learning plays important role for this reason visual is important.

B. Audible Learning- By listening information, concepts one can learn things so by auditory material learning happens.

Kinaesthetic-students can handle, doing actions, experiment it helps for skill development. Now a day's entrepreneur attitude being in the educational field.

4 .Open education-Those who are unable to take formal education will complete their education by open education “start-up India” and “Make in India” scheme of Government forces for taking open education or open doors of education to people who are in service or in business and wish to complete their further education.

5. Mental and physical Education- In pandemic most of individuals, people or families from child to older person tried to take care of his health. Accordingly doing yoga, suryanamaskar, walking, pranayama, exercise, Balanced diet, keep hygiene personal and house also, aware

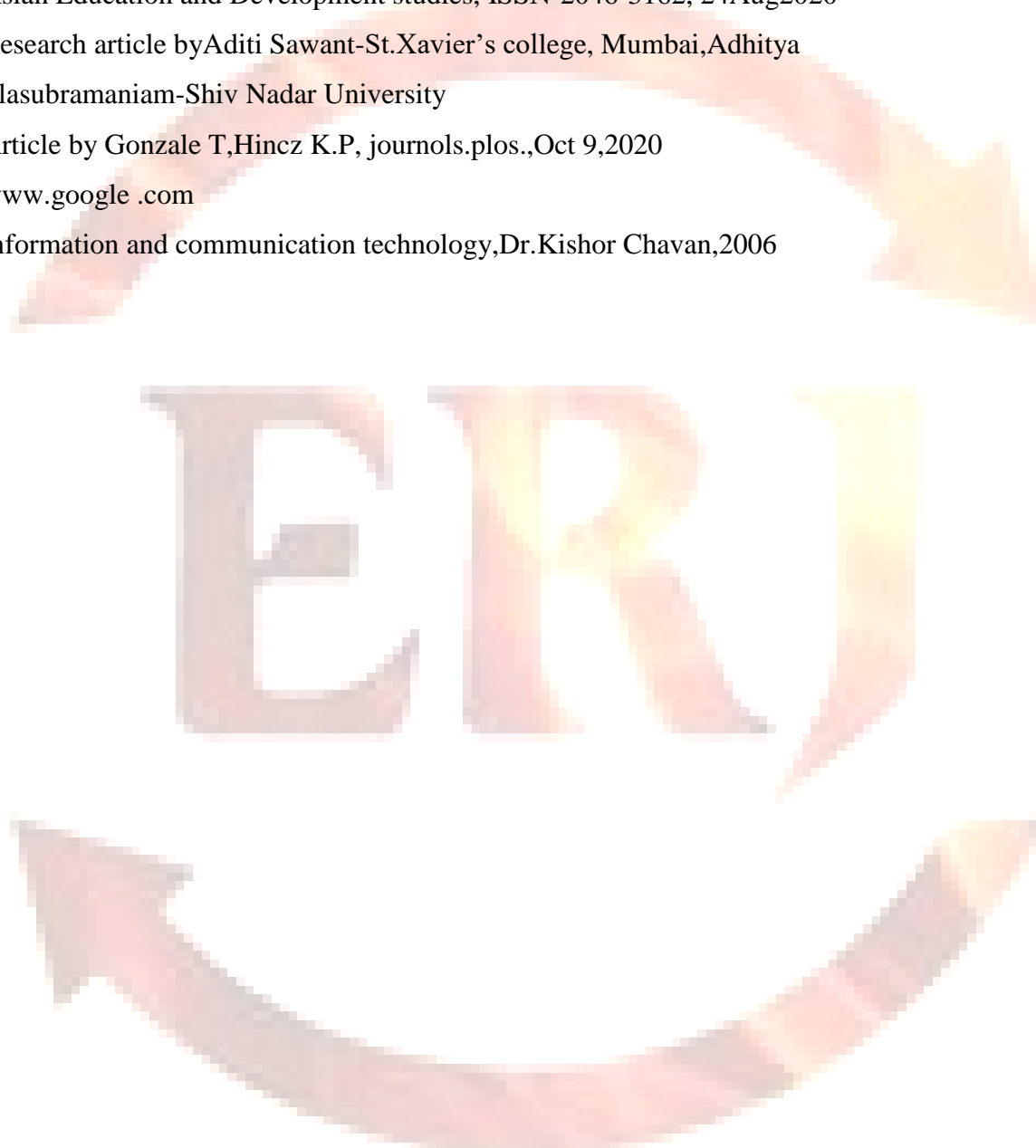
about cleanliness, got information about first aid, think in positive manner, reading of various books etc. All above awareness seen to maintain mental and physical health.

6. Formation and use of various resources for teaching and learning- MOOC, Moodle, SWAYAM, MOOL, DIKSHA, Tech-school launched by Government for continuing the education of each level.



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A Study of Effect of Inquiry Training Model and Concept Attainment Model on Scientific Attitude in Science at Secondary Level.

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Abstract:

Education system of India has flowed since the ancient Gurukul system till the present smart classroom system. Tremendous changes have been taking place in the field of education from time to time. Education plays a vital role to change the learning style of the student. Students are always interested to learn new things, create new ideas and develop new concept especially in the subject of Science among the secondary school students. To solve this problem, an innovation of new models of teaching was developed with a new testament by Richard Suchman like Inquiry Training model, in 1961. In this model, a child enters through puzzling situation and follows one by one step upto his satisfaction. The Teacher only helps guides and motivates the students to show the path only. The present study is experimental in nature. The Concept Attainment model is an instructional strategy founded on the works of Jerome Bruner. The model helps students to understand and learn concepts by identifying attributes or key features through a process of analysis, comparison, and contrasting of examples.

The objective of this study was to study the effect of Inquiry training model and concept attainment model of teaching on scientific attitude in Science at secondary stage. A sample of 350 students was selected by purposive sampling method. Students were taught through Inquiry training model and concept attainment model. The data was collected and analysed with the help of suitable statistical techniques. Inquiry training model and concept attainment model was found to be effective in terms of developing scientific attitude of students in Science.

Keywords:

Inquiry training model, Concept attainment model, scientific attitude, teaching science.

Introduction:

The process of teaching learning aims at transmission of knowledge imparting skills and formulation of attitudes, values and behaviour. Teaching is a complex activity, which is a cluster of different roles and responsibilities. A teacher has to master multiple roles in order to become more professional. The professional competence can be expanded in two ways: first by increasing the range of teaching strategies that are needed to be employed; second by becoming increasingly skilful in the case of these strategies (Joyce and Weil, 1972). The purpose of teaching is to maximize learning. (Gagne, 1963)

Selection of Models:

The Models of teaching used for the study was considered that it should be applicable, functional and workable in Indian setting in the classrooms as a long term perspective. Moreover, their instructional and nurturing effects were also matched with the objectives of the study.

Science today is becoming increasingly complex and abstract. It is therefore important that new methods and techniques of teaching must be introduced in order to make the teaching of science more effective and efficient. These are the days of knowledge explosion. Hence the learners must be prepared to process information suitably and meaningfully so that the information can be retained for a longer time and can be used in different situations of life. In order to accomplish this objective, the root and fruit of knowledge, that is, the pupils must attain concept.

Inquiry Training Model:

Inquiry Training Model was developed by Richard Suchman to bring in the critical inquiry thought among the students in an orderly process. The model shares an orientation towards information processing capabilities of learners and towards the system that can improve their information processing capabilities. Suchman believes that individuals confronted with a puzzling situation are motivated to pursue meaning in it. They naturally seek to understand what they encounter.

Concept Attainment Model:

The Concept Attainment Model of Teaching was developed by J.S. Bruner, in 1956. Concept Attainment Model is built around the study of thinking conducted by Bruner. The Bruner's Concept Attainment Model states that the role of teacher is to create situations in which students can learn on their own rather than to provide packaged information to students. It provides an efficient method for presenting organized information from a wide range of topics to students at every stage of development.

Models of teaching as an area in research are emerging in a significant manner. According to Wittrock (1986) models of teaching are designed to implement these strategies while helping students develop as persons; increase their capacities to think clearly and wisely. So there is a great need for Indian researchers to monitor their research activities in context of new demands from teachers on one hand and research gaps in teachings and models of teaching on the other hand. Therefore, the investigator has selected this problem.

Objectives:

The study was designed to realize the following objectives:

- 1) To know the impact of inquiry training model in the development of scientific attitude.
- 2) To know the impact of concept attainment model in the development of scientific attitude.
- 3) To find the relative effectiveness of teaching through inquiry training model and concept attainment model on scientific attitude.

Hypothesis:

The following hypotheses were generated for the study.

- 1) H1: There is significant effect of inquiry training model on the development of scientific attitude.
- 2) H2: There is significant effect of concept attainment model on the development of scientific attitude.
- 3) H3: Inquiry training model and concept attainment model are equally effective on the development of scientific attitude.

Sample of study:

In the present study a sample is selected by using purposive sampling method. The sample of the study comprises a total of 350 students of ix standard of English medium school from Nagpur. In the present study pre-post experimental design is used.

Method:

In this study pre-test post-test parallel group design and between group designs was used. The study was completed in two stages: Pre-test stage and Post-test stage. The sample selected was purposive but representative of the population. The sample was taught through Inquiry training model and Concept attainment model .The gathered data is treated with mean, SD and 't' test.

Tools for the study:

Tools are the ways and means to conduct research and the conduct of research could be justified through the methods and techniques means for it. The collected evident is called data and the tools used for collecting data are called tools or data collecting devices. These tools help to analyse the responses of a sample on related variables. In order to collect the data following tool was used.

1. Lesson plans based on Inquiry Training Model and Concept Attainment Model of teaching on some topics in IX class science.
2. Science Attitude Scale (SAS) by Dr. Avinash Grewal (1990) was used for measuring Attitude of the students Towards Science.

Data Analysis and Interpretation:

Table 1: Comparisons of the mean scores of pretest posttest of Inquiry Training Model related to Scientific Attitude

Conditions	N	Mean	SD	df	't' Ratio	Level of Sig
Pre Test	350	43.75	3.71	349	44.08**	Significant at 0.01 level
Post Test	350	55.27	2.90			

Inspection of table values denotes that, mean value obtained on pre-test score found to be smaller (M=43.75, SD=3.71) than post-test mean score (M=55.27, SD=2.90). The difference between the mean score is quiet noticeable. The computed value of paired t is much higher than the critical value of paired 't' at .01 levels. Hence, it is to be regarded as quite significant and thereby the hypothesis stands accepted, the result being that the differences between the means is quite significant and real. In conclusion, it can be said that, the differences is significant and trustworthy.

Graph 1: Comparison of the mean scores of pretest posttest of Inquiry training model on Scientific Attitude.

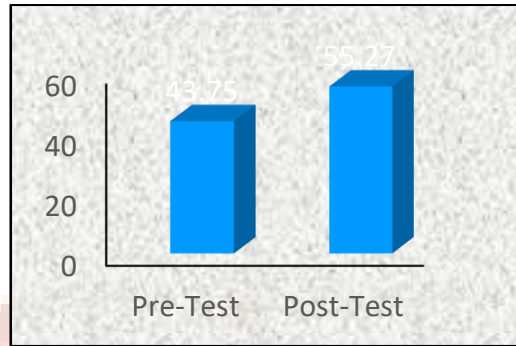


Table 2: Comparisons of the mean scores of pretest posttest of Concept Attainment Model related to Scientific Attitude

Conditions	N	Mean	SD	df	't' Ratio	Level of Sig
Pre Test	350	36.00	9.26	349	41.10**	Significant at .01 level
Post Test	350	57.50	3.46			

(t=41.10, df =349, p < .01)

The effect of Concept Attainment Model on development Scientific Attitude also found significant. Because mean score obtained on pre-test (M=36, SD=9.26) is quite smaller the mean score obtained on post-test (M=57.50, SD=3.46). The computed values are given in the table given as under.

The computed value of paired t is much higher than the critical value of paired 't' at .01 levels which clearly denotes that the concept attainment model made significant impact developing scientific attitude. Hence, the hypothesis stands accepted, the result being that the differences between the means is quite significant and real. In conclusion, it can be said that, the differences is not by chance, it is trustworthy.

Fig 2: Comparison of the mean scores of pre-test post-test of Concept attainment model on scientific attitude.

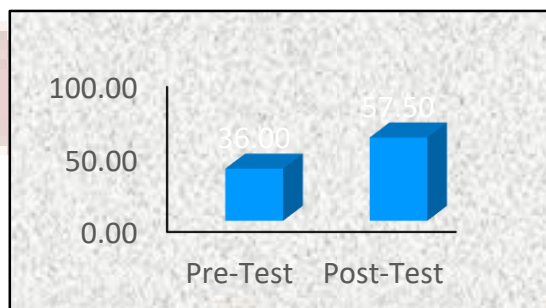


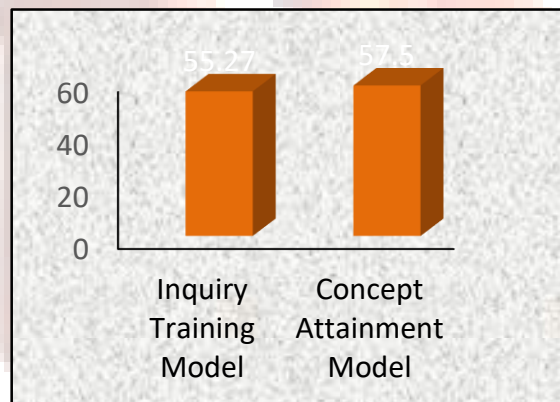
Table 3: Showing Comparison between Inquiry Training Model and Concept Attainment Model

Training Model	N	Mean	SD	df	't' Ratio	Level of Sig
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Inquiry Training Model	350	55.27	2.90	698	9.29**	Significant at .01 level
Concept Attainment Model	350	57.50	3.46			

($t=9.29$, $df=698$, $p<.01$) This computer's' value is quite significant at .01 level of significance, the result being given by the difference between the means is quite significant and real. Hence, the hypothesis stand accepted. It indicates that, on scientific attitude both the groups differ significantly. In conclusion, it is asserted that, concept attainment model is more effective than inquiry training model.

Figure 3: Comparison of the mean scores, of Inquiry training model and Concept attainment model on scientific attitude.



Findings:

- 1) Inquiry training model is effective in developing scientific attitude.
- 2) Concept attainment model is also effective in developing scientific attitude.
- 3) Concept attainment model prove to be greater effective than Inquiry Training Model in case of scientific attitude.

Conclusion:

Inquiry training model and Concept attainment model both were found suitable in developing scientific attitude. Inquiry Training model and Concept attainment model has not differential effects on development of scientific attitude. These models of teaching can therefore, be said to be equally effective in developing these abilities among students.

Educational Implications:

In the present days, with a rapidly changing educational scenario, the role of teacher and the teaching are changing fast wherein she is enshrined with the responsibility of promoting fruitful learning and stimulating the students by adopting appropriate strategies. Teaching by concept attainment model and inquiry training model will decrease rote learning. It will also decrease the pressure on memory. The present study will also be useful in developing scientific attitude of the students.

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Leadership and Educational Management for Entrepreneurship

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Abstract-

This is conceptual paper including different needful skills of academic leader. Subtheme of paper is "Teacher as an academic Leader and his characteristics". All children deserve excellent teacher usually excellent teacher and mediocre teacher receive the same things Skilful leader should focus effort on confronting mediocre teaching to prevent lost opportunity in learning. They set up activities which at challenging not quite within the pupils, comfort zone, technically known as the zone of proximal development. They set up activities which have an interesting context and preferably with some potential real world application.

Keywords- Leadership, Educational Management, Resilience, Excellent communication skills, Proactivity, Entrepreneurship

Introduction-

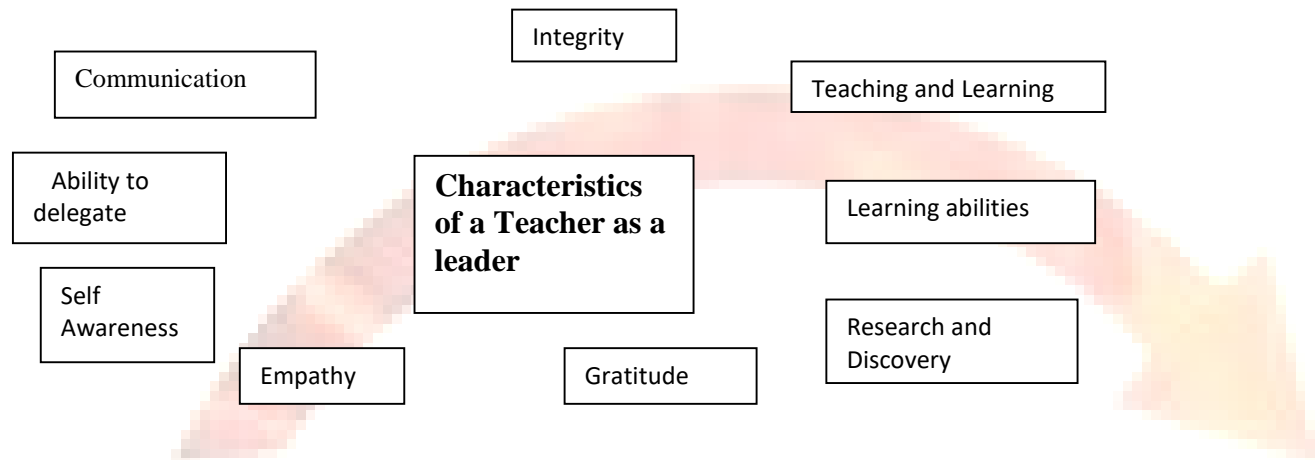
Definition-Leadership is the art of motivating group of people to act towards achieving a common goal.

Importance-Teacher plays role as a Leader

They actually teach the class for at least some parts of some lesson.

They understand how people learn .Quite frankly, anyone can be a facilitator. The school care taker allowing you to run a computer club after school as a facilitator. A teacher needs to be more than.

A good teacher of any subject, will know how to pace the lesson, when to intervene if someone needs help to stop pupils disrupting the lesson in other words a good teacher will be able to manage a class



Needful skills for Leadership-

1. Excellent communication skills –

The ability to both communicate their own ideas effectively as well as listen and prove engagement with the ideas of others. One can ensure that people working with also get say and feel that their own ideas are being heard? It's all about good and usually frequent communication starts by asking Students about what they to do.

2. Proactivity-

Productivity means adopting an attitude for continued improvement.

Many people spend their lives sitting around waiting for a miracle to happen.

However they are not actually putting in the work instead them just replying or faith or coincidence or luck to make all their dream come true. Additionally proactivity is all about planning ahead and anticipating problem. It means always having a plan in place so that you are not scrambling when something unexpected happens. Productivity is philosophy of life, a state of mind. Being efficient means doing, at every moment.

3. Knowing when to take risks-

Strong academic leadership is not about playing it safe. Of course, there is a difference between knowing when to take risks and acting in a reckless manner

The quality of good leader is knowing which risks are worth taking .This means that you will need to evaluate the potential loser and gain of each risky decision.

Alternatively, the possible positive outcomes simply too great to pass up?

4. Resilience-

One of the most important qualities what it comes to leadership? Being able to get back up when you are knocked down and not letting the feeling of failure scare you're off from trying again.

Adopting a resilient attitude won't only prevent you from talking down to yourself and underestimating your abilities.

5. Passion for what to do-

If you do not truly love what you do chances are that you won't be motivated to keep working at it for much longer.

Think about something that brings you joy in life. May be you are obsessed with traveling, may be you feeling of winning competition or game perhaps you have always wanted to follow a certain career path.

Entrepreneur Point of view-

Our education system produced Millions of graduate holders, various fields required skilful hands but we are unable to provide such employees according to their need. Now New Education Policy going to change this system and brought entrepreneur developing approach in the education system. So teacher should taught activity and practical based knowledge to students. Make their students able to face challenges in the life as well they acquire life skills also.

Right attitude for a Leader

1. Embrace Challenges
2. Be Transparent
8. Build Leadership
3. Handle setbacks
4. Offer welcome feedback
5. Be Empathetic
6. Be Passionate
7. Be Unbiased
9. Adapt to Changes Be friendly
10. Never give-up
11. Be Competent
12. be friendly

Teacher as a Leader-

1. The ability to develop relationships with their students

The teacher need to y able to build trusting relationship with students in order to create safe, positive and productive learning environment. Great teacher are "Willing" to listen to students when there is a problem.

2. Patient, caring and kind personality

Personality characteristics related to bring a compassionate person and having a sensitivity to student's difference particularly with learner was the second most frequently reported quality.

3. Knowledge of learners

It includes an understanding of how students learn at a given developmental level how learning in a specific subject area typically progress like learning, awareness that learners have individual needs and abilities and an understanding that instruction should be tailored to meet each learners needs. The tract understand the pace and capacity of the students.

4. Dedication to teaching

Dedication refers to a love of teaching or passion for the work which includes commitment to student's success. Responses often referred to loving the subject matter or simply being dedicated to the work. To a student this means a teacher should be always willing to help and give time.

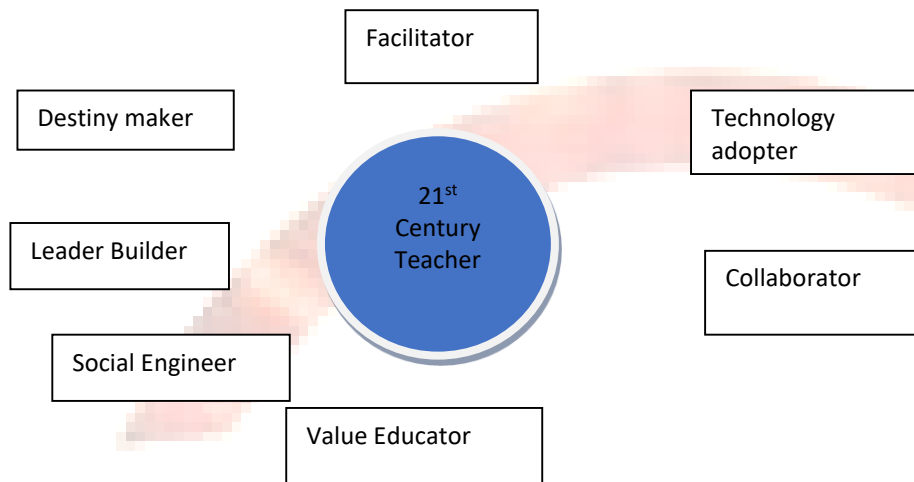
5. Engaging students in learning

The teacher should be able to engage and motivate students to learn. Researchers talk about three types of engagement that required for students to learn cognitive, emotional and behavioral. Technology adapter they keep up to date with development through popular margined, books, radio, TV, program, new computer related technologies.

Summarization- As a leader-

Teachers keep up to date with academic research in the subject Facilitating is done as a technique to work in a particular context, not as an unthinking default position. Will ask difficult questions to the students to move them on to the next level For example if a pupil has written brilliant program a good teacher will ask how the interface could be made more user friendly for use by non-program or will ask if the program can handle particular types of uses error. They will be highly critical in a positive way of course and not accept any old output.

A good teacher of any subject, will know how to pace the lesson, when to intervene if someone needs help to stop pupils disrupting the lesson in other words a good teacher will be able to manage a class. Students are most affected by the quality of their teachers not only do they interact with teachers every day in the classroom, but the quality of that interaction matters for our students future. The teacher should be able to engage and motivate studentstolearn. Researchers talk about three types of engagement that required for students to learn cognitive, emotional and behavioral.



Suggestions-

1. Institutions should organize training programs for teachers for encouraging and uplifting leadership qualities among teachers.
2. Institutions /School/Colleges should promote and appreciate teachers who contributed or do work with dedication and innovative practices for students or in teaching learning methods.
3. Institutions should organize competition for teachers to evaluate their leadership qualities.
4. Survey should be conducted at different Educational levels about teachers work rather than academic work and students' expectations from teacher.

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Thanks with regards.

CHANGE IN NATURE OF EDUCATION FROM VEDIC TO MODERN ERA**Paras Vilas Koshti**

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Abstract

Education is a sphere of development from ancient period to modern era. In this paper researchers comparative analyses changes in the nature of education from ancient period (Vedic period taken as reference) to the present 21st century. The role of teacher and student, studying pattern, teaching & learning process, education subjects were different at that period and focused mainly on nature and physical activities. The school was of formal type and connected to nature. The discussions used to happen at Ashram where everyone used to contribute their thoughts and ideas fearlessly.

When society got civilized the formal education system was transformed from natural settings to closed walls system and Guru became the teacher and shishyas came to be known as students. The schools started running in multistory buildings. The lecture method and textbooks were used to impart knowledge. The time passed gradually and modern use of machines came which replaced chalk and talk method and education turned from local to global. With the sudden outburst of Pandemic situation the schools have to be shifted to homes and instructions given by teachers in physical classrooms now has to be operated by machine interface. The offline discussions turned online but did not stop-

Keywords Education during Vedic Period, Education in the Modern Era

Introduction

In traditional education the student learns about the customs and tradition of the society in which he lives. This type of education is mostly imparted to the students by the means of oral recitation.

There is very less written work or practical work. The students simply sit down together and listen to the teacher or another who will recite the lesson. The traditional does not include written tests but it includes some oral tests which are not very formal. Traditional education is very far from the use science and technology. Neither the education about sciences we study today in a great detail is imparted in the traditional education system. Traditional education system basically included the knowledge about customs, traditions, and religions

Objectives of Vedic Education

The objectives of Vedic period are given below –

1. Inculcation of a Spirit of Pity and Righteousness –

In ancient days the life of man was simple and pious and was full of religious feelings, ideas and ideals. Aman had a moral standard before him he performed his duties with great attention and devotion. In the educational institutions also the whole atmosphere was surcharged with such feelings. The main purpose was to enable the individual to awake and arise from the deep slumber of worldly illusion.

2. Preservation and spread of Ancient Culture –

Preservation and transmission of ancient Indian culture was one of the aims of ancient educational system. Renowned and devoted teachers were engaged in teaching work. Pupils were prepared not only for the life. Education for the future existence was blended with it in due proportion. In this system students practiced education independently and this helped them in the upliftment of their future life.

3. Development of Personality –

The Vedic education was based on lofty ideals. Ample opportunities were provided to the pupils for the multi-dimensional development of their personality. They had their own method of work in order to achieve it. They also endeavoured to develop their personality physically, mentally and morally by residing at their perceptions house through their devotional service.

4. Formation of Character –

The education system of Vedic period achieved a considerable success in connection with character formation. **Gurukul** were established with this aim to view in these institutions Students led the life of. **Bramhchari'** a celibate .The life in the **Gurukul** pupils were bound to obey the daily rituals. Here the life was hard as it lacked pleasures, comforts, luxuries and equal treatment was given to all whether he was a son of King or common man and also strict discipline was taught.

The Knowledge of Four Vedas

➤ RIGWEDA

The Rigweda is the oldest known Vedas in Sanskrit. Its early layers are one of the oldest texts in Indo – European language. The Philosophical and linguistic evidence indicates that the bulk of Rigweda Samhita was composed in the northwestern region (Punjab)

Some of the verses are still recited during the Hindu rites of passage celebration. (**Weddings and prayers**) making it more auspicious and holy.



Rigweda Image

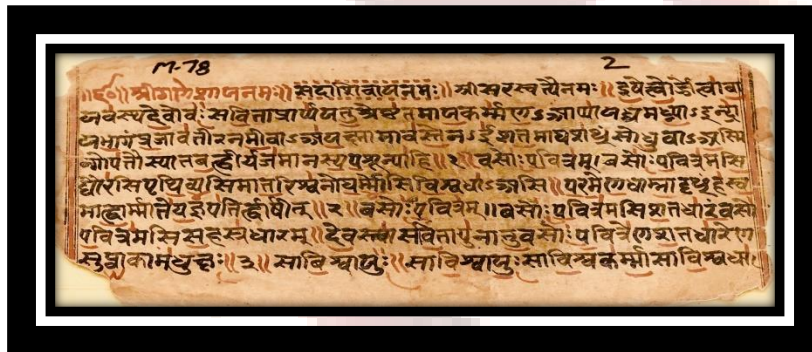
The Atharvaveda is composed in Vedic Sanskrit and it is a collection of **730** hymns with about **6000** mantras divided into **20** books. The Atharvaveda is sometimes also called the Veda of magical formulas an epithet declared to be incorrect by other scholars.



Atharvaveda image

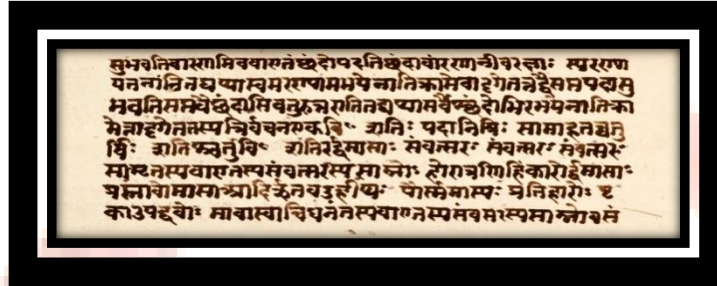
➤ Ayurveda

The Ayurveda from 'yahoos' meaning worship and Veda primarily of prose mantras for worship rituals. The Ayurveda is broadly grouped into two - the black or dark (**Krishna**) and white or bright) Shula). The term black implies on arranged unclear motley collection of verses in contrast to the white which implies well-arranged clear Ayurveda.



Ayurveda image

It is an ancient Vedic Sanskrit text and part of the scriptures of Hinduism. One of the four Vedas it is a liturgical text which consists of 1549 verses. All but 75 verses have been taken from Rigveda while three recessions of the Samed have survived and various manuscripts of the Veda have been found in various parts of India.



Samveda image

System of Education during the Vedic Period.

The system of education was different from what we observe today. Somewhere in the past bond of devoted people who gave selfless contribution to build the character of the students.

Learning was almost monopolized by the Brahmins. They formed a very small section of the society.

As time passed on the other two castes Kshatriya and Vishay were also entitled to knowledge.

Thus we come to know from this that education system was basically targeted on Varna system followed in ancient age. Also it was kept restricted to all people who will take which type of education, for instance Brahmins were given chance to enchant Holy books and Kshatriya used to take warfare education.

Teaching Learning Process

Two methods of teaching were practiced during this period by the teachers during the Vedic period.

The first method was **Oral** and second was **Thinking**.

In the oral method the students used to memorize the **Mantras** (Vedic hymns) and **Riches** (Verses of Rig-Veda) in order that they might not be changed wrongly and they might remain in their original forms.

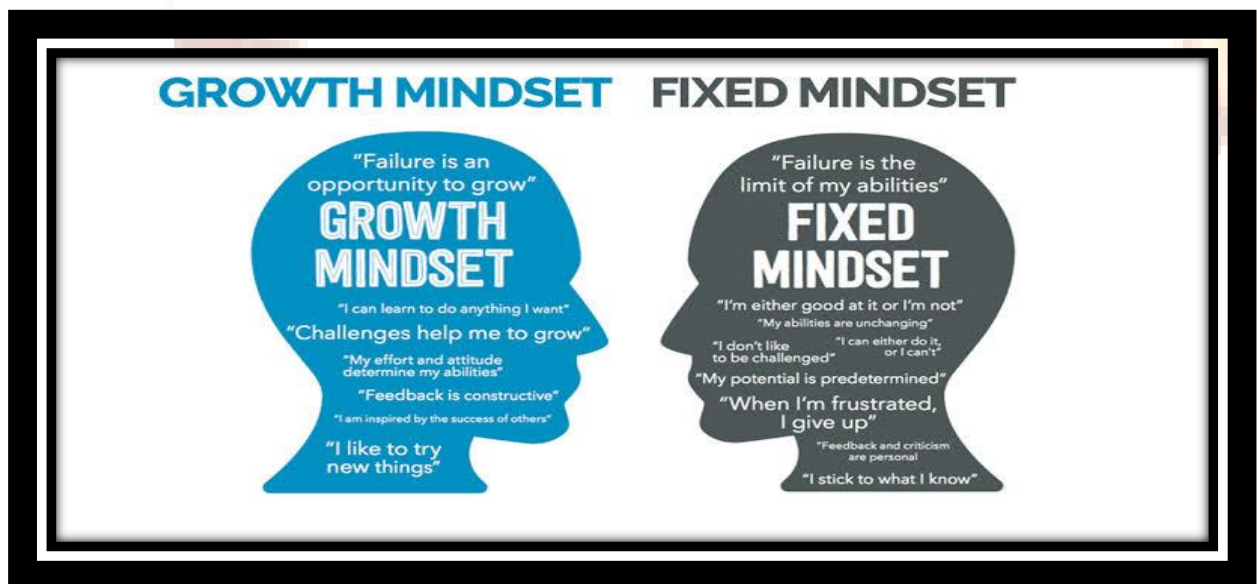
Thinking was another method used during that period. Through this an attempt was made to preserve the Veda Mantras .Manan was a method used for higher intelligent students. Through this method the Vedic Mantras were preserved in one own mind.

The students started learning the oral method of learning right from family where the Rishis used to educate the children they used to emphasis on correct pronunciation.

Through the oral method the students had to learn by hearing, after hearing properly the student was advised to spell out it properly and thus two methods were strictly followed for teaching – learning process.



Education system during Vedic period



Here the researchers wish to display the approach of a teacher to change according to the situation. The teacher should also become innovative in teaching his students and adopting new innovativeness in delivering the content in 21st century to make a strong generation equipped to handle current challenges

In the modern era of 21st century education has been the backbone of the modern society but the pattern of perusing education has been divided into watertight compartments, depending on the age

of children so that has changed the role of modern teacher he has to use various modern technology to attract the students with innovative study lessons and to find out hidden talent from them and make him think **out of the box**, ideas and help them to become confident person.

The sudden outbreak of covid pandemic gave a setback to the education system but thanks to technology which proved to be a boon in this severe situation and also our IT Engineers who prepared different platforms through which the journey of education continued from homes.

The teaching learning methods were virtually converted and styles of evaluation too became machine operated.

The school has come into our pocket and can be accessed from anywhere anytime. Thus this is the innovative tools which the researcher wishes to focus upon some updated technologies which have made the young learners ready to face modern challenges. The online education has crossed the physical barriers of inviting people to long distances, but we can explore it from anywhere around the globe.

Objectives of Modern Education

- **To complete the socialization Process –**

The first and the foremost objective of education is "to complete the socialization process" .Though family is a great source of socialization, yet in modern times it leaves much undone in the socialization process. The modern family has failed to inculcate socialism in children as the qualities like honesty, fair play, consideration for others have been declined in the young generation.

➤ **Transmission of Cultural Heritage –**

The education also aims at the transmission of cultural heritage. By cultural heritage we come to know about the knowledge of the past. , its art, literature, philosophy, music etc.

➤ **Reformation of Attitudes –**

The third aim of education is to reform the attitude of people of society.in children which is wrongly created on the mind of young generation. Within his family group a child observes a lot of attitudes and tries to behave in the same manner... The main function of education is to change these beliefs, prejudices. The school can't be held responsible for reforming the mindset but it should happen from the family itself.

➤ **Occupational Placement**

Education also has the prime objective to create the children for different type of occupations as per their interest and capabilities so that they can contribute towards the nation as well as stand on their feet and earn bread and butter. Education should help him do a productive task so that he can prove himself in the society.

Different types of technologies used by modern teachers and Students

➤ **POWERPOINT PRESENTATION**



The role of teacher teaching, students learning has transformed from textual mode to technological mode where PowerPoint slides can prove to be an important teaching aid for a teacher and better understanding scope for students to learn easily with help of attractive images and linked videos. It has proven to be a very effective medium through which anyone can learn from any part of the globe if it is hosted on web platform beyond boundaries

➤ SEMINAR LECTURES



Seminar is also a very useful mode of teaching and learning in the 21st century. The teacher can show some effective lectures of some eminent speakers to students on particular topics, live interactions

with the lecturer on subjects like **Economics** and **Science**. This will help the students to learn live events and practice it in future thought and thus help them to understand the content very minutely

➤ **GOOGLE CLASSROOM**



Google classroom is a virtual classroom which is managed by the power of technology i.e. internet driven. The sessions held here are controlled by the lecturer through a link of invitation. It was initially released on August 12 2014.

Features

1. Assignment-

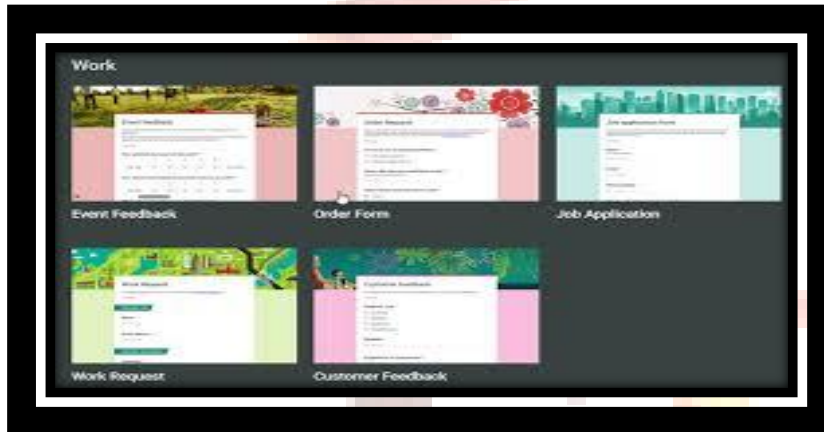
Assignments are assigned by the concerned lecturer and due date is given. The student receives mails about assigned activity, alarm about due date and how much he scored when concerned lecturer checks his work. The work also can be stored in soft copy and kept securely in a Google drive.

2 Grading

Google classroom allows the teachers to upload grading systems for different assignments. The teachers can either upload an evaluation rubric in different formats or even type by hand.

This classroom is also controlled by a reminder alarm which is given by the host lecturer and he admits each student in class.

➤ **Google Forms**



Google forms are new sources of data collection. This are termed as modern attendance records in the online class room.

These forms are easy to create with different adjustments by the lecturer. Editing is really easy as compared to manual attendance books which were used in offline classes.

.Features

Google Forms is a tool that allows collecting information from users through a personalized survey or quiz. The information is than collected and automatically connected to a spreadsheet. The spreadsheet is populated with the survey and quiz responses. Thus record of attendance can be kept with the teacher as well as the student.

Uses

In the present situation of Covid 19 there are many webinars seminars are happening nationwide at different places but with the help of technology and these forms we can arrange many knowledgeable experts to interact from their comfort zones and skills can be practiced.

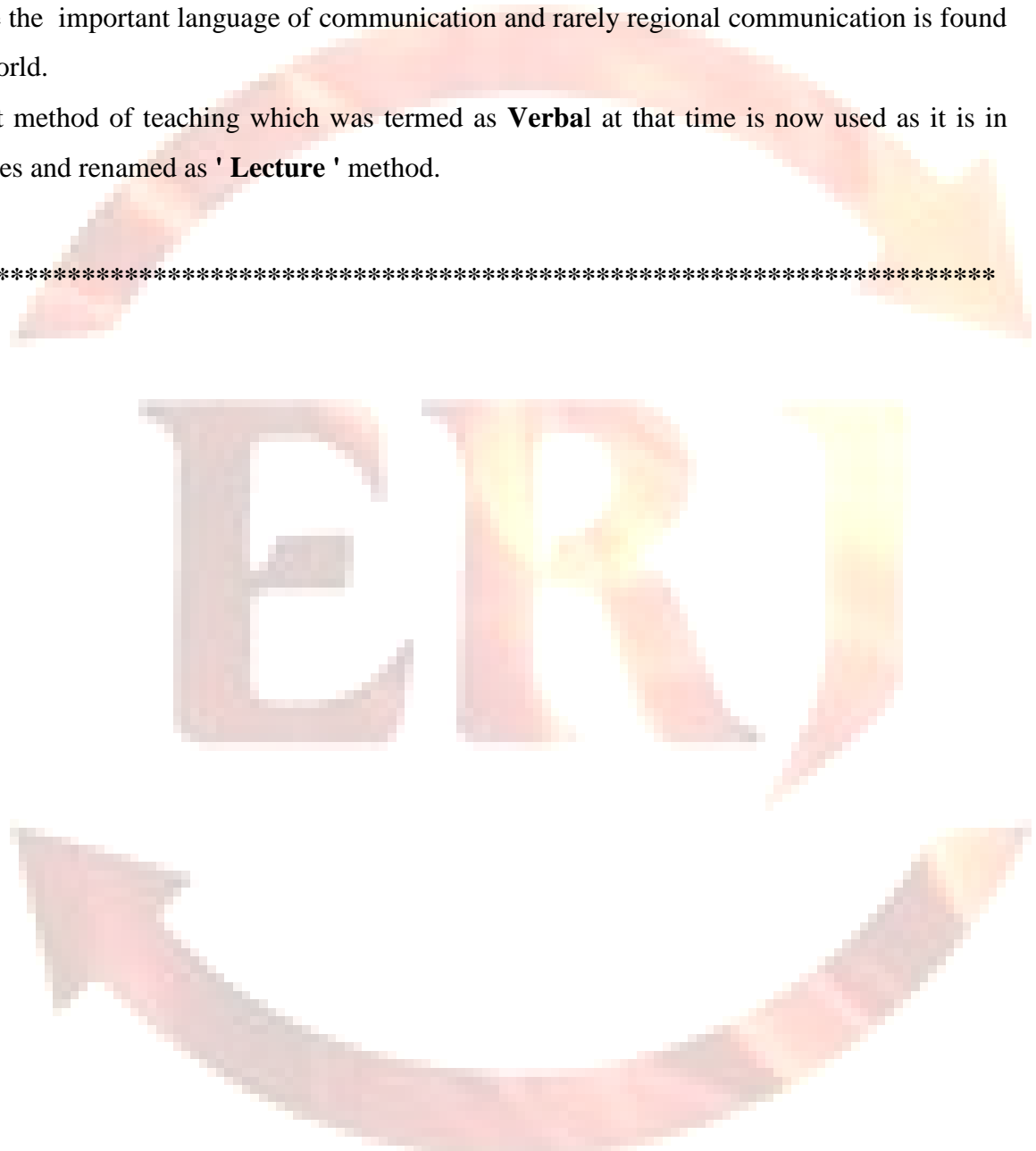
Comparison between Modern Education System & Ancient System

- In the new education system it is seen that knowledge is an ocean in front of us but we have to pay for it in the modern era as education has now become a business, but in Ancient time the **Guru** never demanded fees in material but social service was treated as '**Gurudakshina** ' which was in the form of helping him in his household work, this helped the students to become independent in their life ahead.
- For learning some new art we today take the example of ancient work, but we have to pay for it and spend our efforts, devotion to be successful.
- The modern education we learn today was written by our old generations on leaves, wall carvings like '**Karla**' caves, '**Warily Art** etc. but today we use the same technique in our house and name it as wallpaper art and pay for in square feet.
- In ancient times some rituals were followed by the Guru before accepting the child in the '**Ashram** ', but such practices are rarely followed and are disappeared as centuries passed away.

Findings from the comparison

- In Vedic period the human life was more focused on values, morals and gaining knowledge.
- The Ancient system had natural enjoyment in which students used to study and learn self-service.
- The pattern is known as open schools which was followed at '**Shantiniketan**' school in West Bengal by "**Rabindranath Tagore**"
- The ancient schools had different trainings done which helped the students to earn a satisfied living, but in modern era it has become theoretical and for learning an art you must have hand on experience which is helpful for us.

- In the modern era because of technology the generation has lost touch with nature and became mechanical machines.
- In ancient age the language of transaction was mostly **Sanskrit ,Pali , Arab etc.** but today '**English**' has become the important language of communication and rarely regional communication is found in global world.
- The ancient method of teaching which was termed as **Verbal** at that time is now used as it is in modern times and renamed as '**Lecture**' method.



Difficulties Faced By Teacher Educators Due to Sudden Change in Teaching – Learning Process during Pandemic

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Abstract

Education in the 21st century has not remained in the walls of schools or national boundaries, but it has moved globally due to involvement of technological devices and variety of platforms available to present your knowledge and learn from them round the clock anytime anywhere.

The offline education in the classroom there was face to face interaction between the teacher and students were students used to stop the educator and solve his / her doubts.

The Covid Pandemic situation which occurred suddenly made us dependent totally on the technology and also gave setback and threat to our age old traditional learning teaching patterns and made us to shift to such innovative way of interaction. In traditional system teacher Student relationship was face to face and effective discussions used to happen under the guidance of lecturer but scope and time taken to complete it was too lengthy. The creativity too lacked and listening also became a tedious task as we cannot take notes fast and refer to it back again as our brain has some limitations .The paper will be dealing with traditional method (especially Lecture method) and the world of online platform (ZOOM APP) after emergence of Pandemic and how educators got its knowledge . The researcher has focused on the fact that how some teachers faced difficulties to adapt themselves to the new virtual world by comparing with old methods.

Keywords Traditional Pattern before Pandemic Period, Online Education Transformation after Pandemic

A) Traditional Pattern before Pandemic

Introduction

Education is a process of dialogue between educators and learners. The education system which we are familiar with traditional pattern of teaching – learning where teacher and students sit in a classroom and the method through which different subjects are taught to them in a time span of 30 mins at lower level and 45 mins at higher level is termed as a lecture method. The blackboard and chalk are the teaching materials used in such a classroom setting. It is the popular method of traditional learning, but as time passed it lacked its importance and became extinct.

This method is also teacher centered as the educator is only doing the talking and learners are in the listening scope. The voice pitch of the educator has to be loud enough to grab the attention of the

audience as to make lecture interesting and time should be kept limited as after some time the learners may get bored.

The benefits of **Lecture Method** are explained below -

- The Lecture method is a good method for starting a new topic and notes are dictated by the lecturer about a subject which is innovative in nature.
- The Lecturer can keep a keen watch on the audience as he can judge the facial expressions of listeners and can emphasize on difficult words and try to clear the doubts on spot.
- The capability of listening and concentration of learner is increased to some extent. The notes are also taken side by side so he can refer to the topic after words.
- The blackboard is used better while explaining the theoretical concepts in subjects like Mathematics, Accountancy and main concepts of Theory based subjects like Organization of Commerce and Management.
- The lecturer can understand the doubts and communicate with his learners with personal touch as he can make his style of delivering easy if some students don't come up with him. Feedback taking is easy as the learners are in proximity with the speaker.
- The lecturers who are not so technologically sound find this method comfortable.

The drawbacks of **Lecture Method** are explained below

- The lecture method is time consuming as the lecturer has to prepare the lesson well, prepare notes for it and also make short rehearsals to explain it well.
- The personality of the lecturer matters more as he has to face live audience and need to have mastery over the content.
- The Lecturer need to be more creative if he wishes to teach any practical subject like science as he need to prepare teaching aids , also a good narrator if he is a history teacher ,otherwise his lecture may fail.
- The Lecturer must keep the note of the learner's age group before preparing the lesson note and manage speed while delivering session with appropriate pauses.
- The sessions are one-way so learners those who are busy note taking are affected as they are unable to grasp the idea which is spoken , Thus the Lecturer has to Carry Handouts which he can distribute later .
- The types of learners who believe in hands on experience start keeping themselves away as they get bored.



Lecture Method

The above picture depicts how a lecture method is and how a teacher should take the lecture in formal school settings. **The lecture method also a rote way of learning where scope of creativity was slight.**

Activities happening in traditional classrooms

The traditional pattern of learning was impactful as friends used to interact with each other share their thoughts with the teachers and perform group projects, skits and social programs under one roof. The talents of peers was observed by the teacher and helped to improve it the person who was shy of expressing his ideas in public platforms but good at arts he was given that responsibility but all were engaged as a team. The scope and time of expressing oneself was limited as schedule of school hours was strictly followed.

B) Online Education Transformation after Pandemic

Introduction

Education came to a standstill when pandemic situation was announced in the country. The first field which was affected badly was the formal schooling pattern in the nation as no one was ready for such a drastic situation. The teachers who were used to in comfort zone of daily routine of attending the School / College and striving for the melding of the youth in front of their eyes got disappointed to some extent. Also students started missing their physical time spent at the institute and interacting with the teachers.

Technology proved to be the interface between educators and learners and physical school was shifted to virtual platform by our IT people who proved that knowledge cannot be trapped in 4 walls of a school / college building in the 21st century and it found its way out to cope up in this scenario too.

Advantages of Technology Driven Classroom

- The scope of teaching learning process became easier as technology opened various platforms where educators can connect with the learners.
- The technology gave scope for creative preparation of learning materials and making interactions more interesting at the pace of ease and comfort.
- The material learnt in the classroom earlier was in hard copy which might lose or get dusty and had to be kept safe, but now you can make number of copies and preserve it for long.
- The meetings happening on various applications like Google Meet, Zoom can be recorded and used to improve our performance or even sent to students who can save and learn the content and ask doubts till they not understand.
- Attendance record which is kept online cannot be manipulated as it was done earlier as the technology runs through instructions.
- The schooling activities are divided into various sections using the Google Classroom APP where students can submit their work within the time and alarm for submission too sent to them.
- Lectures too can be accessed 24 by 7 from anywhere anytime as examination pattern too changed because of the technology.
- Various activities and courses can be done at a click and get oneself trained.

Disadvantages of Technology Driven Classroom

- Student's loose interest very easily .They cannot concentrate for 30 min. also because they get distracted with other tabs.
- The teacher cannot control students activities from educators end because the student could be engaged in other unimportant activities during class hours.
- The primary section students cannot attend online classes on their own. They need parental guidance and supervision.

- The students and teachers who are living in rural areas are still away from the touch of technology as infrastructure is not within their reach.
- Senior teachers are not trained enough to take online classes as they are not techno friendly as the young teachers.
- There is no emotional bonding between the teacher and student during online class because students hesitate to express their feelings as compared to offline classes.
- It increases the screen time for the students which are harmful to eyes and mind.
- Learning has become more mechanical and has hampered their writing skill.
- Online teaching has isolated the youth from the peer group as exchange of ideas is not happening as social values are not practiced.

Difficulties faced by Educators due to sudden change in Teaching Learning during Pandemic situation

- Difficulty in handling gadgets as they feared to operate it as they were not used to handling it before.
- Preparation of virtual notes was more challenging and time consuming than offline preparation.
- Conducting exams online was also a challenging task for them as they had never done it before.
- Supervision during internal examination was not justified as students don't keep their cameras on so educators were unable to judge their real progress.
- The educator learnt operation of one platform with difficulty and they found it difficult to switch to other platforms.

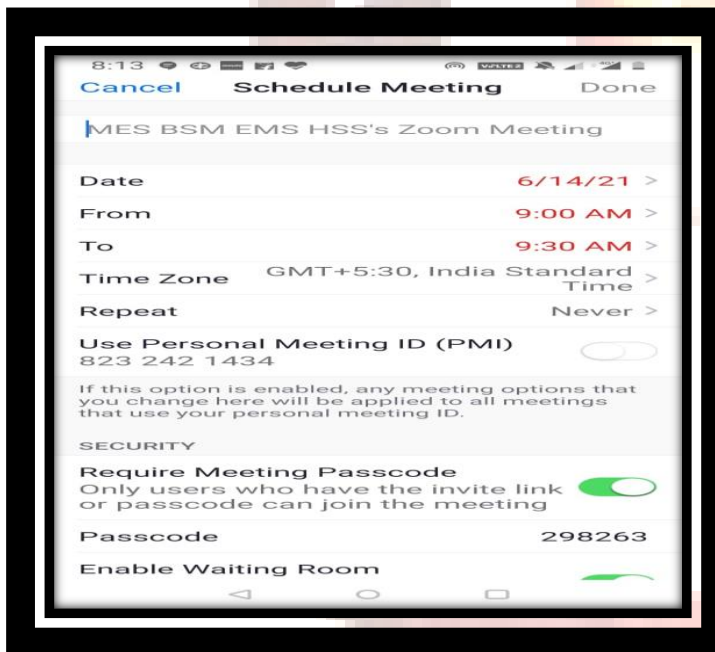
Teaching Learning Platforms Availability (Explaining ZOOM APP)

The researcher has decided to explain the Zoom Application in the paper how it helped her to conduct lectures.

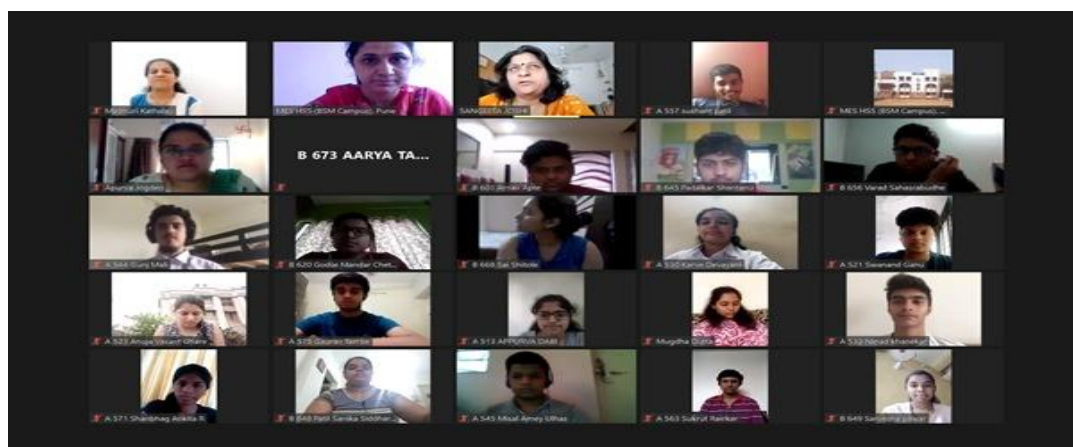
- The Zoom app is user friendly as it can be easily used on laptop as well as mobile.
- The voice quality feature and clarity of screen presentation is very nicely done.
- The scheduling of meeting method is very easy and only requirement of Gmail account is the only necessity.
- The Lectures can be recorded for sharing to learners for future reference.
- The apps supports all over the globe and can accommodate 1000 members too in paid version.
- The host can control the participant disturbance as well by muting them.
- The app is perfectly equal to physical structure of a live classroom.



The above figure shows the Zoom App interface where one can work with it on laptop or desktop and maintain the meeting records.



The above image shows how the meeting is scheduled of the lecture which includes day, date, time, topic of class along with meeting link and password generated and then it is shared via email, what app to the students by the host.



The above figure shows the live class taken by the lecturer and students attending it virtually and responding to it turn by turn.

Conclusion

From the topic chosen by the researcher it can be concluded as follows –

- Change is the law of nature and we have to accept it positively.
- In traditional pattern education was teacher centered and also one way communication.
- The lecture method was superior method at that time but scope of creativity was limited.
- The social interaction at that time was most but resources were limited to explore knowledge.
- The pandemic situation taught us many new things but because of technology extent of taking knowledge from the ocean became possible and we were able to explore new talents.
- Ease and difficulty are the sides of same coin but if we wish to survive in global context we need to adjust to changes.

- The educators can now reach his learners anywhere anytime through various ICTs tool available.
- The technology has given us scope through various social apps and places where we connect to learn as well as explore speeches.
- The online education has bought some health issues too on young children.
- The security of our content too has become a problem as due to online education we have been prone to machines.



Impact of digital literacy teaching on students of 21st Century

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Abstract

Digital literacy doesn't just mean IT proficiency. It requires thinking skills, an awareness of the necessary standards of behaviour expected in online environments, and an understanding of the shared social issues created by digital technologies. Due to this pandemic time online classes are going now days, as per the report all teachers faces some impact of digital literacy on teaching on 21st century. Most students already use technology, such as tablets, smartphones, and computers, at home. Many of them know how to navigate the web, share images and videos on social media, and do a Google search to find information. However, true digital literacy goes beyond these skills. Objective of this paper is to find out the pros and cons of digital literacy. Questionnaire was used as tool for study with 50 sample of teacher. And find out that cons are maximum in digital literacy curriculum.

Introduction

The COVID-19 crisis and the physical distancing measures to control it have forced educators to connect with their students remotely. As a result, digital tools have become a necessity, not just an accessory, in their pedagogical toolkit. Some more examples are Virtual Classroom, Virtual Blackboard, Eli demy, Google Classroom Live, Live Board Interactive Whiteboard ,EZ talks Webinar Blackboard Collaborate, My Virtual Classroom, Digital Class: Online Courses Learning App, Teacher Connect- For Live Class Students Google meet, zoom and many more option to for class. There are many advantages and disadvantages in online classes.

Advantages of an online course

1. Online courses are convenient.
2. Online courses offer flexibility.
3. Online courses bring education right to your home.

4. Online courses offer more than individual attention.
5. Online courses help to meet interesting people.
6. Online courses give real world skills.
7. Online courses promote life-long learning.
8. Online courses have financial benefits.

Disadvantages of online courses

1. Online courses require more time than on-campus classes.
2. Online courses make it easier to procrastinate.
3. Online courses require good time-management skills.
4. Online courses may create a sense of isolation.
5. Online courses allow teacher to be more independent.
6. Online courses require being an active learner.
8. Online courses require that we can find our own path to learning.
9. Online courses require you to be responsible for our own learning.

Research Question

1. Do students use to with the technology of online teaching app.?
2. What is the current state of assistive technology at this site and how is it used to engage and Identified students in learning activities?

Conceptual Framework

Technology is ubiquitous in the real world and educational settings lag behind the needs and expectations of the students. Today digital education is started India because of covid-19, and some time the Teachers and students get benefit and loss from this digital education. Our has worked hard to for the digital education it's not an easy task for the India to learn and solve problem which arise due to digitalization.

Review Related Literature

Current State of Educational Technology Implementation. The United States Department of Education analysed teachers' use of technology in education in the public school systems (Gray and Lewis, 2010). Of the teachers surveyed, 97% were found to have one or more computers in the classroom, and 54% stated that they could and would bring computers into the classroom, though less than 40% utilized the technology 'often' and 29% 'sometimes'.

Despite having open access to technology, only 69% of teachers utilized the technology at hand on a consistent basis (Gray and Lewis, 2010). Researchers at the Research Centre for Vocational Education in Finland studied technology use from a pedagogical standpoint (Nokelainen, 2006). At that time of the study, it was found that technology and digital media used in pedagogy was not studied in depth and merited further study, though it was determined that technology could be used to support the teaching environment. Since that time, more research has been conducted, and will be presented throughout this chapter. When examining state educational agencies (SEA), it was found that there is intense pressure by the government, state officials, and the citizens to close the achievement gap between high and low performing students. This so-called “new normal” means that SEAs must work with fewer resources than what they used to and must make greater progress in closing the achievement gap (Gross, Jochim, Nafziger, & Advance Research, 2013). Educational agencies

Objectives

1. To find out the interest of students interest in digital literacy teaching
2. To find out the pros and cons of digital literacy teaching

Methodology

Sample-Random sampling technique used for collecting the data. Self-made questionnaire used on 80 students and 20 teachers.

Tool- Self-made questionnaire prepared

Statistical method- Percentage method applied

Findings

1. Digitally literate means that students develop technological skills, learn authorship rules, such as copyright and plagiarism, understand how to access online information and learn social responsibility while interacting on social networks, Above all, digital literacy is a key factor in education today, and with the use of these digital technology students are able to take interest in teaching.

2. There are many pros and cons of digital literacy teaching, so here with the help of data collection and interpretation the researcher able to found the pros and cons of digital literacy teaching.

Conclusion –

Online digital literacy teaching on students is needed to better evaluate the benefits, challenges, and useful Strategies of successful students. Limited number of respondents, this research is based on a very small population, on teachers and students, In this pandemic time online classes are going now days, as per the report all teachers faces some Impact of digital literacy class room teaching. Most students already use technology, such as tablets, smartphones, and computers, at home. Many of them know how to navigate the web, share images and videos on social media, and do a Google search to find information. With digital literacy teaching there are many pros and cons of digital teaching.

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Problem and Prospective Solution of “Persons with Physical Disabilities (P W D’s) Learners towards Higher Education

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Abstract

Education is the backbone of society and educational opportunity especially equal opportunities are the big issues in the education system. Right of children free and compulsory education RTE (Right to Education)-2009) already said for this concept, not only this but also Article- 23, Article- 21A, “National Policy of Education” (NPE)-1968 and 1986, also “New Education Policy-2020”, “District Primary Education Programme” (DPEP)-1985, “Persons with Physical Disabilities” (PwD) Act-1995, “The Right of Persons with Disabilities” (RPwD)-2016 all have recommended for the inclusive education of the children who suffer from disabilities. Over time gap and recommendation of various policies and act it is still there being a gap in achieving education not only basic education but also higher education too. Higher educational institutions like college, university students mainly physically disable children facing lots of problems during his / her education. This paper focuses on that in the era of digital technology everything is possible with proper strategies. In the present study, the main objective is that 1. To study the problem in inclusive higher education faced by PwDs students. 2. To find out a suitable prospective solution. This study is based on secondary data; the Researcher collected the data from different journals, articles, eBooks, reports, and also reporting the result.

Keywords: RTE Act, the Right of Persons with Disabilities Act, Persons with Physical Disabilities, National Policy of Education, Digital Technology.

1. Introduction

Every person with a disability (PwDs) has a right to express their values and wishes concerning their education, with no compromise regarding education. 10% to 15% of the total world's population are belonging to be disabled. United Nations Convention on the Rights of Persons with Disabilities (2006) was stated that, emerging global policy architecture for human rights for disabled people. India already introduced inclusive education for all levels but it's not implemented in proper ways. School education and higher education have different strategies for implementing the process. We are thinking in the viewpoint of higher education how to increase chances of employability in the various sectors thus, affirming dignified life for the persons with disabilities. If we think deeply and go through the various educational policies and programs related to Disabilities, we found a small number of works have been done in the field of higher education for disabled learners. A certain number of groups of people are working on the school education of children with disabilities. There are various reasons to not working in the field of higher education, likes Infrastructural facilities within institutions, transportation facilities, lack of proper support services are available few areas and attitudes, perception towards persons with disabilities (PwDs) which is main hinder or gap for entry of new students with disabilities into any higher education. After post 2nd world war lots of changes in the field of various aspects and developed new ideologies and outlooks. On the other hand, after the feminist movement, racial discrimination movement, etc. movement was started regarding the disabilities movement has a recent history. During the early 1990s, Disability Acts not only started in the developed countries but also in the developing nations too. Disability issues have been important to protect human rights not only national level but also at the global level. Socio-economic, gender, racial, and political deprivation is the barrier for the society. Here only education, policies, and implementation are the main objects for the development PwDs section peoples. Recent education policy NEP-2020 also told about inclusive education in the same classroom situation but has not automatically transferred to our inclusion in higher education. The main stages of education like Elementary, secondary and higher education are two quite different entities in the process of admission, the framework of curriculum, governance policies, finance, and policy. That why it's the main issue in this paper disability becomes different in the higher education system in India.

2. Need and Significance of the Study

In Higher Education in India, inclusion is the most important term for analysing and enhancement of equality and opportunities for disabled learners. In most developed societies' laws and acts regulations already more scientific on this section of people. Inclusive education literature, disabilities acts mention the various types of disabilities parameter and every different kind of disabilities learner are facing a different kind of problem during higher education in various sectors. Here try to understand the real problems of this learner and how to solve this particular problem in the real ground. We are observed in our colleges, universities, institutions lack of infrastructure of this section of learners and only a few numbers of students will continue his or her studies with lots of difficulties. Why not be more focused on this matter, only paperwork is not a suitable solution for a developing nation it must be implemented on the real ground level.

3. Objectives

- To study the Problem of “Persons with Physical Disabilities “section learners (PwD’s) towards Inclusive Higher Education.
- To find out the prospective solution in accessing Higher Education for the Disabled learners.

4. Methodology of the Study

Secondary data-based paper, Researcher collected data from different sources there are e-books reports, policies, disability Acts, websites, observations of various organizations, journal articles, national and international articles published in local papers, etc. This paper will give a brief description of the Problem and prospective solutions of physical with disabilities section learners (PwD’s) towards Inclusive Higher Education.

5. Meaning of Disability

There is a different kind of debate about the meaning and understanding of the disability concept. Historically, if a person's charity cases are normally called a disability, or from any purely medical perspective. But today, "Disability comes under within a human rights framework. This shift in perspective and the marginalization of persons with a disability has pushed the issue of the rights of persons with a disability to the forefront of international debate" (**International Paralympics Committee, 2004**).

"Disability is commonly misunderstood early, with that of handicap and impairment. "Disability is a condition caused by an accident, trauma, genetics or disease that may limit a person's mobility, hearing, vision, speech or mental function" (**Reynolds and Janzen 2007 p.735**). Disability exists as it is situated in the larger context, while impairment is a biological condition (**Braddock and Parish, 2001**). Handicap is a physical and attitudinal constraint that is imposed upon a person regardless of whether the person has a disability. For example, some people with disabilities use wheelchairs. Stairs, narrow doorways, and curbs are handicaps imposed upon people with disabilities who use wheelchairs (**Reynolds and Janzen, 2007 p.735**).

Different Countries has different definition regarding of disability. According to the Persons with Disability Act (1995), In India Disability is mainly taken (Equal Opportunities, Protection of Rights and Full Participation) where Disability means -mainly

- **Blindness**

- Blindness refers to a person who suffers following conditions, namely: -
- The total absence of sight or inability to see or a person with a low vision.
- Visual acuity or clearness not exceeding 6/60 or 20/200 (Snellen) is better with correcting lenses.
- Limitation of the field of observation subtending of 20-degree angle or worse.

- **Hearing Impairment**

- Hearing impairment means loss of hearing 60 (dB.) decibels or more then. He or she does not hear without the gadget.

➤ **Low Vision**

- A person with low vision means if a person's visual functioning is not working properly for daily lifestyle, him or her after treatment or standard remedial correction but who working help of using vision for the planning or execution of a task with an appropriate assistive device.

➤ **Locomotors disability**

- It means disabilities of bones, joints, or muscles, does not movement of the limbs.

➤ **Leprosy-Cured**

- “Leprosy cured person” means if any person is suffering from Loss of sensation in hands or feet, as well as senseless and paresis in the eye-lid problem but with no manifest deformity.

➤ **Mental retardation**

- Mental retardation means incomplete development of the mind of a person, major characterized by sub normality of intelligence.

➤ **Mental illness**

- Mental illness means any mental disorder other than person with mental retardation.

The National Trust for The Welfare of Persons with Autism Cerebral Palsy, Mental Retardation, and Multiple Disabilities Act, 1999 Autism, and Cerebral Palsy are also included. “Autism” refers to the children having facing problems in his or their whole life for the different kinds of immeasurable disabilities condition those children are not grown and developed as a normal child, it is a kind of immature skill development with low communication and social abilities. The cause of autism may be environmental or genetic.

“Cerebral palsy” cerebral means ‘brain’ and palsy means ‘disorder is a kind of group of disorders when a specific area of the brain is damaged due to unconditional neurological function. Due to this disorder body moment and muscle condition is damage.

Rights of PWD Act, 2016 (RPWD Act, 2016) “December 28, was passed this Act by both the houses. To empowerment, to inherent dignity, to freedom, and also own choice independent person”. This Act is a paradigm shift for the disabilities section.

5.1.Salient Features Of The Rights Of Persons With Disabilities Act, 2016

In the RPWD Act, 2016, “the list has been expanded from 7 to 21 conditions and it now also includes cerebral palsy, dwarfism, muscular dystrophy, acid attack victims, hard of hearing, speech and language disability, specific learning disabilities, autism spectrum disorders, chronic neurological disorders such as multiple sclerosis and Parkinson's disease, blood disorders such as hemophilia, thalassemia, and sickle cell anemia, and multiple disabilities”. The “mental retardation is replaced by intellectual disability”.at least 40% is the “benchmark for Persons witha disability under section 58(2) of the Act”. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5419007/>)

5.2.Meaning of Incisive Education:

Inclusive education means integrating the educational platform in the common learning environment for both students who have no special needs and the students who have special needs. It is an integration process in a common classroom environment.

According to UNESCO, inclusive education is seen as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion from education and from within education.”

Inclusive education is facilitated learning environments where teachers, learners welcome the diverse environment made a learning environment where every student has an opportunity to meets their needs and succeed.

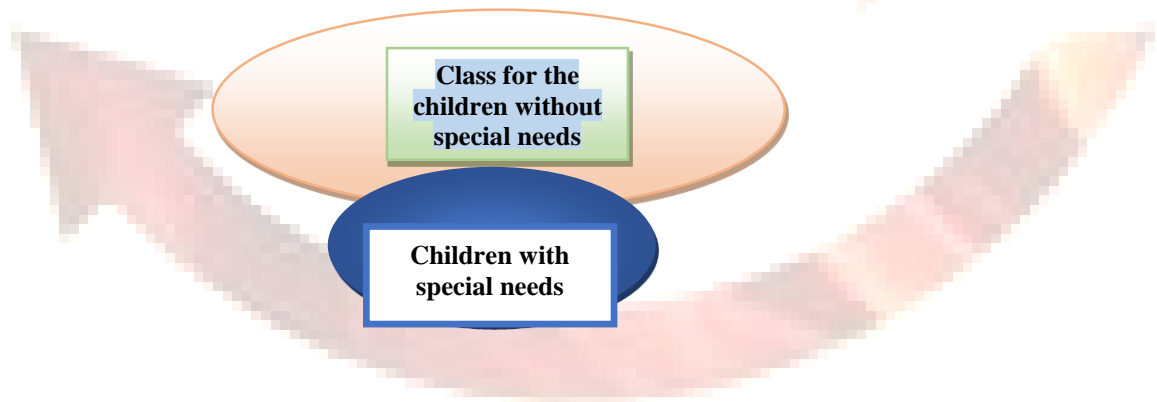


Fig.5.2: Model of Inclusive education.

5.3.Challenges of the students with disabilities in Higher education

- Physical inaccessibility: physical barriers in educational institutions like availabilities of the ramp, elevator in building block or the library, heavy doors, inaccessible washroom, etc.
- **Chataika (2010)** found based on interviews and observation “One of the big problems that we have here as students are that we need to study but the library has no access to books ...because the library has upstairs that we have to climb. These restrict people with disabilities to access some books. Some students fail to attend lectures because lecture rooms are located upstairs and some disabled students fail to climb to attend their lectures” (**Kabuta, L. 2014**).Also there is a problem in infrastructure from the secondary data it was found by taking interviews from the participants that infrastructure in higher education is not normally accessible for disabled learners.
- **Chataika (2010)** states that: - “For the disabled... the issue of the infrastructure limits enrolment of these students. Some qualified -very few qualified but like those people with physical disabilities look at the physical infrastructure and all along you say that they are not appropriate. So infrastructure development is also a limitation to accommodate some of these students”.

Lishner D, et, al. (1996) stated that “PWDs in rural settings confront a wide range of informational, geographical and financial barriers to health care access”.

Accommodation process: like scholarship, fellowship for the disabled students studying in higher education.

- Lack of individualization.
- Negative attitude and stereotype towards PwDs.
- Lack of available options.
- Lack of information to the families and prospective students about options.
- Insufficient equipment’s, technological tools, and other devices for the teaching;

Mistry (2012) reported in his study that the students with disabilities did not have easy accessibility to classrooms, libraries, and academic and administrative buildings in their respective universities. They were also not provided with any kind of learning resources including assistive technology (**Ahmad, 2016**).

- Lack of proper training and support from the teachers:

Teacher educators are not trained properly for the inclusive classroom through the teacher educators are trained to handle the disabled students theoretically but still, there is a gap in practical training to cope up with the disabled students.

- Large classroom size and lack of environment: due to the large classroom size the teacher can't keep more attention to the disabled students as per their needs. Also, some classroom environments not so joyful for disabling learners.
- Lack of government support and facilities in Higher education for the Disabilities:

Government initiative also more important at the stage of Higher education, though the government commencement took place the frequency of it rather poor.

Hasanuzzaman and Khan (2011) reported higher bureaucratized system with multiple controls and regulations by Central and State Government and statutory bodies, outdated programs with inflexible structure, inadequate infrastructural facilities, lack of trained manpower, funds, training facilities, techniques, and research for the disabled and high unit cost of higher education, particularly of professional education are the causes for the limited accessibility of higher education for individuals with disabilities.(**Ahmad, 2016**).

6. Prospective Solution for Accessing Higher Education for the Disable learners:

Levesque J, et.al. (1996) stated that “Equitable access to everyone requires primary health care is important and it’s also globally emphasis for disabling learners”.

Lishner D, et, al. (1996) stated that “However, in the rural area persons with disabilities (PWDs) generally facing more barrier due to more general”.

Terrain and climate

Vergunst R, et.al (2015) “Given the long-distance and limited transportation, papers also recounted the experiences of participants in navigating geographical features as they try to seek care. In particular, persons using wheelchairs in rural South Africa had to navigate mud and gravel”.

Van Hees S, et.al (2015) “stated that was exacerbated during the rainy season when people had to use their wheelchairs in wet conditions in hilly areas”.

If climate and terrain condition is favourable then it will be help full for easily accessible for PWDs. The equitable access needs to affordable health care is very essential for the development of PWDs children.

Perceived quality of care

Goodridge D, Rogers M, Klassen L, Jeffery B, Knox K, Rohatinsky N, et al. (2015) stated that “Clients’ perceptions about the care was discussed in some papers. For persons with mental disorders, their decisions to seek care were largely influenced by those with previous experiences at health facilities”.

- ✓ Needs to change infrastructure change and modification in every university to free access for the disabled learners. Like constructing a ramp, side by side on the stair, use of the elevator in each section of the building blocks
- ✓ Giving the accommodation and available option to enter higher education
- ✓ Reforming the policy statements and framework of the implementation
- ✓ Reforming the teacher education curriculum to create an inclusive teacher
- ✓ Increase college and University in nearest district or as well as states
- ✓ The inclusive environment in a classroom and also in college or university

7. Conclusion:

There are so many policies that are reflecting about the problems of disabled learners though there is a lack of recommendation on higher education. India as we as the whole world are also working on education for the disabilities section of the people. Many universities and colleges also develop their infrastructure for this section of learners. We are discussed here in the use of various ways to find out problems and expected solutions in higher education to achieve a different kinds of policies objectives. Disability is not a problem of a particular section of the people it’s a problem of a different kind of awareness mind-set. We have to move towards an Inclusive society by making the chance and equal opportunities for disable learners in education. Written work is a not only solution for it but also the focus should be on the grass-root level, so we have to make practical opportunities for the disabled learners in education not only at primary and secondary level but also higher education too. In the present situation disable learners can reach to meet their higher secondary education but very few learners have got opportunities to join in higher education or universities.

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Relationship of Parents and Involvement - Effects on Students, School Engagement and Performance

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Abstract

This study focused on parent's relationships and involvement in their children's lives and the effects on the students' school engagement and school performance. The study used the Wave I data from the National Longitudinal Study of Adolescent Health (Add Health). The data on seventh and eighth grade students' school and family experiences were analysed using structural equation modelling. The study examined the effect of parents' relationships and involvement on students' cognitive, emotional, and behavioral engagement in school and subsequently on school performance. The results confirmed the importance and significance of parent's involvement in middle school students' school engagement and performance. The study has implications for practice and provides empirical support for creating school structures that would foster parents' continued interest and engagement in their children's education.

Introduction

The purpose of the present study is to examine how parents' relationship with their children and parents Involvement in the middle school affects the children's school engagement and performance. The importance of parent involvement in adolescents' education has been identified repeatedly as a critical factor contributing to student's school attainment (Henderson & Berla, 1996; Kellaghan, Sloane, Alvarez, & Bloom, 1993).

Parental engagement is the proactive involvement of parents in a student's education. This involvement is initiated by the parents as part of their responsibility for children's psychosocial and educational development and is likely to influence students' educational engagement and performance. Researchers have identified many styles of parental involvement, based on different parenting styles from authoritarian to hands-off. According to Mayseless, Scharf, and Sholt (2003), authoritarian parenting is described as "demanding, using power-assertive practices and being low in responsiveness" (p. 428). Authoritarian parenting has been considered ineffective. In contrast, authoritative parenting practices were described as demanding, warm, and involved, and such responsiveness appears to protect adolescents from early initiation of problem behaviour and facilitate development of school engagement, academic performance and future social competence (Steinberg, 2001). However, parents tend to be less involved with their children during middle school than they are during elementary school (Downs, 2001; Johnston, 1998). Downs reported that parents of middle school students are only half as likely as the parents of elementary school students to attend student conferences. Johnston reported that less than half of the parents of middle school students are actively engaged in school programs and activities. There is a dearth of studies that focus on

parent involvement and engagement in middle school years. Simons-Morton and Crump (2003) explained that the reason why parents are less involved during children's middle school level is "possibly because most middle schools are relatively large and located at some distance from the neighbourhoods they serve" (p. 121), so parents have less chance to talk with teachers about their children's overall school adjustment, engagement, performance, and behaviour at school. In a review of middle school literature investigating the possible contributors to decreased parental involvement during early adolescence, Davis and Lambie (2005) found that both students' stage of development and growing interest in peers and others outside the family and the schools' lack of a planned approach to continued parental involvement in school activities and academics lower the participation of parents in their children's academic and social life at school. Yet, the evidence suggests that parental involvement is not only still important for middle school students' school success, but also for later academic success (Catsambis, 2001). The present study examined the effects of parental involvement on students' academic engagement in school and school performance. The parental involvement has been considered a multidimensional construct with multiple domains (Singh, et al., 1995). In this study, the parental involvement had three components: parent-child relationship, parental involvement in school, and parents' educational aspirations for their child. Following the motivational model of Grolnick, Ryan, and Deci (1991), which specifies children's "inner motivational resources" as mediators between parents' behaviour and children's school performance, children's school engagement was considered a mediating factor between parental behaviours and school performance. The study examined both the indirect effect of parental involvement on school achievement through student's engagement and the direct effect of parents' involvement on school performance. Thus, the study treats the students' three components of school engagement (behavioral, emotional, and cognitive) as mediating factors between parents' involvement and school performance. Researchers hypothesized that parents' involvement in their adolescents' life would enhance the students' engagement in school, and increased student engagement would further increase school performance. Furthermore, gender- and ethnicity-based differences in the relationship of parental involvement to students' engagement and performance were explored. The research questions that guided this study were: (1) what are the direct effects of parent's involvement on student engagement and school achievement? (2) What are the indirect effects of parent's involvement on school performance through students' school engagement? (3) Do those effects vary by ethnicity and gender?

Theoretical Framework

Academic Engagement

Academic engagement is a multidimensional construct and has been variously defined. A generally used definition is "psychological investment in and effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote" (Newmann, Wehlage, & Lamborn, 1992, p.12). Engagement can be indicated by both emotional and behavioral factors (Newmann, 1992). Some authors (Finn & Rock, 1997) suggest that there are three levels of behavioral engagement—with the first involving basic school attendance and completion of

schoolwork, the second involving participation in class when requested by school officials (e.g., answering a question when called upon), and the third involving active participation (e.g., asking questions and doing extra work) (Lamborn, Brown, Mounts, & Steinberg, 1992). Some other researchers (Connell, Beale-Spencer, & Aber, 1994) have suggested that factors such as how much students like school, how bored they feel in school, and how strongly they feel that they belong in school are emotional engagement. In later research, Fredericks, Blumenfeld, and Paris (2004) added another dimension to the definition of engagement. They indicated that engagement contains behavioral, emotional, and cognitive components. Emotional engagement includes affect, interest, identification with school, and belonging. Cognitive engagement is centered on self-regulation, strategic thinking, and psychological investment. In this research, we followed Fredericks and associates' (2004) theory and composed three engagement constructs—reflecting behavioral, emotional, and cognitive components.

Parents Relationship and Involvement

Earlier studies have found that parental involvement in adolescents' schooling seems to have implications for students' educational decisions and involvement in learning. Parental involvement and communication about school related topics motivate their adolescents' academic behaviours. Singh and associates (1995), using NELS data, conceptualized parents' involvement as a multidimensional construct and found positive effects of parental involvement on school grades. Keith, Keith, Bickley, Trivette, and Singh (1993) reported that of all the components of the parents' involvement, nurturing and conveying higher educational aspiration for their children had the strongest effect on children's school performance. Some researchers examined the effects of parents' involvement on students' motivation and school engagement. Pomerantz, Moorman, and Litwack (2007) found that parents' behavioral involvement enhances students' achievement because it fosters students' motivation and engagement in school. Though many studies have identified a relationship between adolescents' family experiences and their levels of engagement, these studies have most generally concentrated on demographic characteristics of the family, such as its socioeconomic status (SES). For instance, Berends (1995) found that students whose families had a higher SES showed higher levels of school engagement, where engagement was measured by how much students liked school and how much time they spent on homework. While Sirin and Rogers-Sirin (2004) found students' performance was enhanced by behavioral and emotional engagement of students and was related to strong parent-student relationship, they ignored the links between parent-student relationship and students' school engagement. However, not all studies have reported SES and engagement are positively related (Redd, Brooks, & McGarvey, 2001). Connell, Halpern-Felsher, Clifford, Crinchlow, and Usinger (1995) found an indirect negative relationship between family SES and parents' support and in turn, students' school engagement in a cross-sectional analysis using a sample of African American middle school boys. It is evident that the research findings are inconsistent and there is need for more empirical research to understand fully the relationship of parents' involvement to their children's academic engagement and achievement at middle level grades.

Methods

Data Sources

In this study, the data were accessed from the National Longitudinal Study of Adolescent Health (Add Health), a nationally representative study that explores the causes of educational and social behaviours of adolescents in grades 7 through 12 and their outcomes in young adulthood. Add Health seeks to examine how social contexts (families, friends, peers, schools, neighbourhoods, and communities) influence adolescents' behaviours. Initiated in 1994 under a grant from the National Institute of Child Health and Human Development (NICHD) with co-funding from 17 other federal agencies, Add Health is the largest, most comprehensive survey of adolescents. The public use Add Health data were collected in two waves. Wave I (collected between September and December) was collected from students grades 7 through 12 and Wave II of the data (collected from April through August) consists of the adolescent follow-up interviews. It includes three sets of data available for public use. The in-school data were collected from students in grades 7 through 12 and consist of responses to questions about social and demographic characteristics of the respondents, the education, and occupation of parents, household structure, and risk behaviours, expectations for the future, self-esteem, health status, friendships, and school-year extracurricular activities. The in-home dataset consists of responses to a detailed and lengthy interview of a subset of adolescents who were selected from the rosters of the sampled schools. Moreover, the parent data were collected from one parent or parent figure for each in-home sampled student (Kelley & Peterson, 1997). Because of our focus on middle school students, we only selected Wave I data from 7–8 graders for this study ($N = 1,971$).

Item and Constructs

School performance. Academic performance was assessed by school grades in four subject areas: Mathematics, science, history or social studies, and language arts. The range for subject scores was 1 (D or lower) and 4 (A). Here school performance was measured by taking the average of subject grades. Parents' relationships and involvement. We created three parents' relationship and involvement constructs: parental involvement in school, parent-child relationship, and parents' educational aspiration for the child. Parental involvement in school is the sum of six dichotomous items. Which of the things listed on this card have you done with your

MOTHER:

- (a) talked about your schoolwork or grades,
- (b) Worked on a project for school, and
- (c) Talked about other things you're doing in school. Which of the things listed on this card have you done with your

FATHER:

- (a) talked about your schoolwork or grades;
- (b) Worked on a project for school; and
- (c) Talked about other things you're doing in school.

Parent-child relationship is a composite of five items: Parents care about you; family understands you; want to leave home (the item was recorded); family has fun together; family pays attention to you. All items are 1 to 5 scales with 1 indicating a low and 5 indicating strong relationship. *Parents' educational aspiration* is a composite of the following four items: On a scale of 1 to 5, where 1 is low and 5 is high, how disappointed would your mother be if you did not graduate from college? If you did not graduate from high school? And how disappointed would your father be if you did not graduate from college? If you did not graduate from high school? (See Table 1 for details.)

Students' school engagement. In creating measures of school engagement, we followed Fredericks et al.'s (2004) three types of engagement behavioral, emotional, and cognitive engagement. Presents the detailed items and descriptive statistics. *Behavioural engagement* included four items: Since school started this year, how often have you had trouble (a) getting along with your teachers? (b) Paying attention in school? (c) Getting your homework done? And, (d) getting along with other students? The responses were never, just a few times, about once a week, almost every day, and every day. *Emotional engagement* included five items, which were (a) You feel close to people at your school; (b) You feel like you are part of your school; (c) You are happy to be at your school; (d) The teachers at your school treat students fairly; and (e) You feel safe in your school. *Cognitive engagement* was about educational aspirations and included two items: (a) on a scale of 1 to 5, where 1 is low and 5 is high, how much do you want to go to college? and (b) On a scale of 1 to 5, where 1 is low and 5 is high, how likely is it that you will go to college? All items were recoded so higher score indicated higher school engagement. Each composite was created by taking the average of corresponding items. Reliability analysis of all the measures yielded adequate Cronbach's alpha values ($> .732$).

Model and Analyses

We estimated a structural equation model of the hypothesized relationships among observed variables, using LISREL 8.8 computer program (Jöreskog&Sörbom, 2006). Structural equation modelling (SEM) is an especially appropriate method for analysing non-experimental data. In addition to parameter estimates, the program provides fit indices to assess how well the model fits the data. Such fit indices make it possible to evaluate the adequacy of the theoretical model in explaining the data (Bollen, 1989; Schumacker& Lomax, 2004). We tested the fit of the model using maximum likelihood estimation.

In evaluating the overall goodness-of-fit for the SEM model, Schumacker and Lomax's (2004) criteria were used: (a) the chi-square and p value, which if $p > .05$ indicates that there are no statistically significant discrepancies between sample variance-covariance matrix and the reproduced implied covariance matrix;(b) Goodness-of-Fit Index (GFI), Adjusted Goodness-of-Fit Index (AGFI) and Comparative Fit Index (CFI) values close to .95 reflect a good fit and 1.0 indicate a perfect fit; (c) Normed Fit Index (NFI), which defines the null model as a model in which all the correlations or covariances are zero and value close to .95 reflects a good model fit; (d) Root-Mean-Square Error of Approximation (RMSEA) value less than .05 indicates a good model fit. These fit indices indicate how well the data support the model. We had hypothesized that the three constructs

reflecting parents' involvement were correlated and had direct effects on three students' school engagement constructs and school performance. In turn, three engagement

Summary and Implications

The study examined an important topic of relationship of parental involvement to school engagement and achievement of adolescents. Adolescence is a critical period of intrapersonal and interpersonal changes. Despite the common myths about adolescents pulling away from their families and not wanting their parents' involvement in school-related activities, the research results support the important role parents.

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F
Gender	School performance	8.636	1	8.636	15.055**
	School engagement	2.024	1	2.024	3.609
	Parents' involvement	.009	1	.009	.014
Race	School performance	6.743	3	2.248	4.431**
	School engagement	3.241	3	1.080	3.806**
	Parents' involvement	.519	3	.173	.284
Gender race	School performance	1.335	3	.445	.877
	School engagement	.785	3	.296	1.042
	Parents' involvement	2.017	3	.672	1.103
Total	School performance	36.891	7	5.127	10.108**
	School engagement	14.148	7	1.878	6.618**
	Parents' involvement	2.314	7	.473	.77

to play in their children's school engagement and learning during middle school years. The study has Implications for practice and supports the importance of structures that would facilitate parental involvement in their children's school. Generally, the parental involvement in school decreases as the students move to higher grades in school, but both parents and schools need to be aware that parental involvement during middle school years will have positive effects on students' school engagement as well as on their school performance. This study explored two important and related questions about the effects of the various forms of parental involvement on various forms of school engagement and the effect of the forms of parental involvement on school performance as measured by grades. Based on nationally representative samples, this study provides strong support in favour of parents' continued support and involvement in school. Students whose parents stay connected to their children and schools are likely to have higher school engagement and better performance. Schools can encourage parents to remain engaged in many formal and informal ways. For example, schools should promote parents' involvement by including and informing parents of school activities, projects, and co-curricular activities. Schools can also invite parents to participate in activities both curricular and curricular, provide them with information on the social and emotional development of their children at this stage, and seek their input and guidance in educational decisions about their

children. In sum, schools and parents can create formal and informal ways to have positive and ongoing two-way flow of information and care to support higher school engagement and achievement of young adolescents.

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Autism in the classroom: Educational Issues across the Lifespan

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Abstract

This chapter reviews educational strategies and legal policies impacting effective schooling for children, youth, and young adults. Children on the autism spectrum disorder ¼ASD. May have trouble to understanding or communicating their needs to teachers and fellow student's . They can have difficulty understanding and some classroom directions and instruction, along with subtle vocal and facials of teachers.

Children on the autism spectrum disorder (ASD) can struggle with focus, attention, transitions, organization, memory, time management, emotional control and frustration. We use these high-level abilities to help us do lots of daily tasks, like working cooperatively with others and prioritizing things we need to do.

Autism is a developmental disability that affects the normal functioning of the brain. Autism is present from birth and has an effect on how an individual learns.... Individuals with autism often have difficulty with communication skills, social skills, and reasonitising.

Honest questions are not rude, The Gaming system Anchurch.alogy, Focus on ability, include them in local autism events, Talk to your school district, Take autism out of sibling, and educate your church. Establish a routine with them, consider the learning environment, manage changes and transitions, and communicate clearly.

Children with autism may be both focused and exceptionally skilled in certain areas such as math or music. However, narrow range of interests means it can be difficult to engage them in other areas of learning. These narrow and intense interests may also manifest in repetitive play or motions. Use simple, concrete language Give limited, clear choices be gentle in criticism, applied behavior analysis, solve sensory problems, discrete trial teaching.

Key words: education, classroom, school- aged, transition, lifespan, autism.

Introduction

While much has been learned about how to educate children with autism spectrum disorder¼ASD½, and program successes are widely touted, children and youth with ASD are nonetheless at heightened risk for poor academic outcomes, including relationships with general education teachers and more restrictive classroom placement. Such outcomes are likely due to the presence of substantial social difficulties that are inherent to the ASD diagnosis, as well as behavioral difficulties that children with ASD often display. Indeed, it has been documented that individuals with ASD have significantly higher behavior problems than those with intellectual disability and

those with typical development. These heightened externalizing and internalizing problems evident in ASD, as well as poorer social skills, may also place these young students at risk for poor long-term school adjustment.

If you have a child with autism in your class, this module will be helpful to you:

- 1) Sharing the information obtained from the current study to help inform teachers,
- 2) Providing accurate information about autism and related characteristics to teachers and peers
- 3) Providing teachers with suggestions about how to involve parents and
- 4) Designing a teaching resource that is easy to use and requires limited preparation time.

Definition:

Education:

The teaching or training of people, especially in school. Primary, Secondary, higher, adults education.

Classroom, school- aged: A classroom or schoolroom is a learning space in which both children and adults learn. Classrooms are found in educational institutions of all kids, ranging from middle school and high school classrooms are set.

Transition: movement, passage, or change from one position, state, stage subject, concept etc. To another, change: the Transition from adolescence to adulthood. Music .a passing from one key to another; modulation.

Lifespan: The length of time that something is likely to live, work, last, etc.

Autism: A mental condition in which a person finds it difficult to communicate or from relationships with other people.

Objectives:

The study were taken up with following Objectives in mind.

1. To Study the concept of Teacher Education.
2. To Study the concept of autism school

3. 3.To Study the Teacher Education for autism school Development

Study Method:

Qualitative Analysis Method was used for the present Study.

Data Collection and Analysis:

The data collected through the secondary sources like books, journals, magazines, and websites was taken subjected to qualitative analysis.

Teacher Education for autism school Development:

Educational Requirements:

All states require a person to earn at least bachelor's degree in education in order to become an autism support teacher. In some states, a master's degree is required. Those states may offer a period of time from earning a teaching license in order to complete the master's degree.

Educational issues: Education and autism spectrum disorders. Sensory processing. Children on the autism spectrum may have trouble understanding or communicating their needs to teachers and fellow students. They can have difficulty understanding some classroom directions and instruction, along with subtle vocal and facial cues of teachers.

Placement: placement options typically comprise inclusion, self- contained classrooms in a regular schools, or special education schools such as schools for students with autism, multi- disorder students, and intellectual developmental disability

Role of the family at school : Member of family has right to get the body prevent, take care, and human right from parents The family also has function to provide formal and informal education to children or member of family.so function of family is very important to educate children to become human resource in society.

The transition: The transitions are often difficult for people on the autism spectrum and their families. People with ASD usually rely on routines to navigate social situations, and a sudden schedule or lifestyle change, such as beginning school, graduating or starting a new job, can be very disruptive and discomfoting.

What are typical challenges and accommodations for students with Autism spectrum disorder?

1. Clearly established and ordered routines
2. Warning and preparation when changes are anticipated.

3. Planning and practicing of communication strategies and social routines.
4. Earplugs or noise- canceling headsets in hallways or lunchroom.

Supporting students with autism in the classroom: what teachers need to know?

1. Establish a routine with them
2. Consider the learning environment
3. Manage changes and transitions
4. Communicate clearly
5. Integrate their interests
6. Work with their parents/ careers
7. Build your resilience

Children with autism spectrum disorder $\frac{1}{4}$ ASD $\frac{1}{2}$, can struggle with focus, attention, transitions, organization, memory, time management, emotional control and frustration. We use these high-level abilities to help us do lots of daily tasks, like working cooperatively with others and prioritizing things we need to do.

30 things all Teachers should know about Autism in the classroom:

With education constantly evolving and autism on the rise more and more and more teachers are welcoming into their classrooms students on the autism may seem daunting , doing so can often prove to be one of the most rewarding parts of an educator's career. Are 30 things all teachers should know about autism in the classroom.

1. If you've met one child with autism, you've met one child with autism.
2. It's possible for a child with autism to move up the spectrum.
3. Like all kids, children with autism have strengths and weaknesses.
4. Respect the patterns.
5. Be aware of sensory issues- what they are and why they can be a problem.
6. Get used to the rocking, pacing, and flapping.
7. Provide instructions in as few words, as possible.
8. Be prepared to give instructions multiple ways.
9. Social situations are difficult for children on the autism spectrum.
10. Don't be afraid to spend time teaching very specific social rules and skills.
11. Don't take the hurtful words personally.

12. Don't surprise your autistic students with changes.
13. Children on the autism spectrum often experience difficulties with motor skills.
14. Understand that Children with autism need extra time to process language.
15. An Autistic child has plenty of ideas and opinions, even if he can't verbalize them. Reinforce.
16. Allow an autistic child time and space to self-regulate.
17. Students on the autism spectrum have many special interests.
18. Remain clam during even the 'worst' behavior.
19. Speak literally.
20. Avoid even the most common idioms.
21. Present your autistic students with clear choices.
22. Use photos and examples of what a finished product looks like.
23. Abrupt changes in behavior usually signify anxiety
24. Be aware that your classroom décor may be over stimulating to a child with autism.
25. Watch over the child during free time and recess.
26. Know that repetitive actions are calling for a child with autism.
27. Provide any needed help with organization; Love your student with autism like you would love any other child in your classroom.

8 things teachers can to help students succeed;

1. Set high Expectations
2. Establish a classroom routine
3. Practice the Daily Fives
4. Continually grow in your profession
5. Help Students climb Bloom's Taxonomy pyramid
6. Vary your instruction
7. Show that you care about Every students
8. Be transparent and ready to help.

8 things every teacher should know about Autism:

1. Your students will likely have special interests
2. Establish a flexible routine
3. Transition warnings help students

4. Keep an eye on repetitive behaviors
5. Students with ASD will need specific instructions
6. Remain clam even during problem behavior
7. Teach proper social interactions
8. Down time is a useful reinforce

Conclusion: looking forward

Existing preparation programs for school administrators provide little knowledge considered necessary to understand the behaviors of students with ASD and implement inclusion programs. Teachers at the K- 12 levels show wide variability in their ASD specific knowledge and self- efficacy, with large numbers reporting a lack of training or readiness to teach students with ASD .However, the high incidence of ASD indicates that educators across the nation will inevitably encounter a student with ASD underscoring the need to prepare special educators in evidence- based approaches that enhance the academic and social learning opportunities for these children. With regard to the professional development of university faculty on ASD, research is still limited as to how to best help support faculty in accommodating students with ASD in their classrooms. It is clear that the development of a faculty training may be beneficial, as the volume of information available for how to best Since the needs of individuals with ASD are so specialized, research seems clear that specific teacher training protocols must exist for teachers working with ASD However, there appears to be a lack of available comprehensive teacher education programs in ASD. Furthermore, the teacher education programs that do exist appears to adopt and rely on single theory approaches, which does not seem to be a prudent or potentially effective framework. In attempt to contribute to the discourse on teacher preparation in ASD, as well as propose a framework that is to be implemented for such a purpose, this article outlined major areas that should be included in a teacher preparation program in ASD based on the available research.

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Role of Digital Literacy among teachers and students in 21st Century India.

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Abstract

Digital literacy represents the ability to use information and communications technologies safely and critically for work, both on a personal as well as on social level. The main features of this 21st century literacy are the using of computers for the purpose of finding, evaluating, creating, displaying and sharing information over the Internet. Acquiring knowledge and skills in the field of ICT is one of the prerequisites for successful social inclusion in contemporary society and the labor market in urban India, while the digital literacy is one of the necessary competences of a modern Indian in urban as well as rural societies. Therefore, in order to achieve quality education, these two concepts have become part of the framework of the national educational system.

The concepts of Info-Tech application and digital literacy in the educational process have led to a change and upgrades in the role of teachers and pupils, as well as the resources used in the teaching and nature of teacher instruction. Starting from the acquisition of digital literacy to aligning the curriculum with technology, the teacher's tasks are numerous in order to make changes, including their knowledge and skills related to the use of technology, as well as understanding the relationship between technology, methods and content.

Keywords: ICT, digital literacy, technology, education, teachers, competences.

Introduction

Digital revolution and rapid development in ICT have made digital literacy the main concern in this age of modern digital education. Accordingly many schools and educational institutions have redesigned the curriculum and several others are expected to follow the suit.

In order to bring about long lasting effective changes at the classroom level, it is important that the teachers follow a regimen of constant training. As a teacher plays an integral role in education, improvement in their knowledge and skills is imminent to develop their digital literacy in order to use new methods in the classroom.

The main aim of this paper is to point out the general concept of digital literacy, the role it plays in today's education, the challenges for modern teachers in the digital era who need to master new digital skills and introduce new methods using technology.

Concept of Digital Literacy:

Literacy means reading and writing skills. 'Digital' is an elaborate topic, but in short, it is something that deals with modern digital technology.

Digital Literacy is about being able to make sense of digital media. This occurs through meaningful and sustainable consumption and certain patterns that improve an individual's potential to contribute to an authentic community. This includes the ability to analyse, prioritize, and act upon the countless digital media 21st century citizens encounter on a daily basis.

In fact, digital literacy is different from computer literacy. It requires critical thinking skills, an awareness of the necessary standards of behaviour expected in online environments, and an understanding of the shared social issues created by digital technologies. Or alternatively: *digital literacy = digital tool knowledge + critical thinking + social engagement.*

According to the American Library Association's task force, "Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills."

Digital literacy means to live, learn and work in a digital society. A digitally literate person should possess both digital skills and knowledge to use computer networks, engage in an online community, and understand the societal issues which are raised by digital technologies.

Objective of the present study -

To find out role of digital literacy in evolution of education in 21st century India.

Methodology:-

This present study is based on secondary sources like books, Articles, Journals, University News, Expert opinion and websites etc. The method used is Descriptive Analytic method.

Principles of Digital Literacy:

1. **Comprehension:** the ability to extract implicit and explicit ideas from a media.
2. **Interdependence:** one media form connects with another, whether potentially, metaphorically, ideally or literally.
3. **Social Factors:** Sharing of messages and ideas, memes through specialized platforms, which determine the success of an organic ecosystem of sourcing, storing and repackaging of media.
4. **Curation: Understanding value of information, restructuring and efficient management of data in order to avoid information overload, or digital hoarding and improving quality of great information.**

Tools to Promote students' digital literacy:

- ✓ Media literacy critical reading and creation of both academic and professional communication within a range of media.
- ✓ Information literacy – Find, interpret and share information.
- ✓ Digital scholarship – developing practices that depend on the digital system.
- ✓ Learning skills – studying in formal and informal technology environment.
- ✓ Communication and collaboration – participating in digital networks for both learning and research.

Importance of Digital Literacy for Teachers

The teachers of today's generation must equip themselves with the digital skills necessary to help their students become responsible digital citizens.

1. Optimal usage of search engines like 'Google'

It is the digitally literate teacher's responsibility to guide the students regarding which sources are authentic and which are updated regularly or whether there are other useful sites linked to the subject and, more importantly, if the piece of information is written in biased language or objective. The teacher should encourage students to have an all-round knowledge of the software, which is relevant.

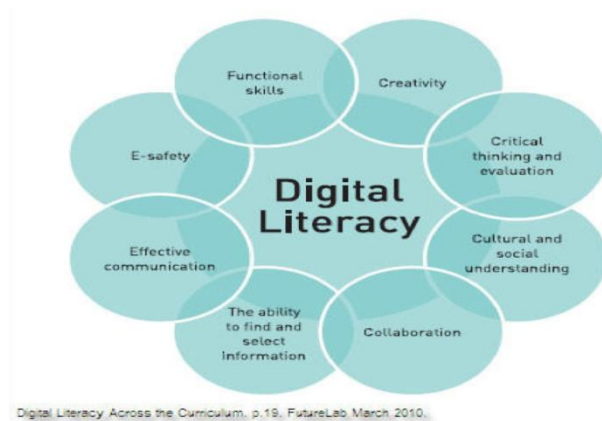
2. Teaching learners to be ideal digital citizens

- The web world also requires accountable citizens so that it develops healthily. He/she can guide and motivate their students to be responsible digital citizens. In general, two major issues surface in case of education-related digital misuse; academic plagiarism and cyberbullying.
- The teacher should discuss plagiarism and lay down strict rules. Cyberbullying is a prevalent deviant behavior observed among students. Bullying itself is a major concern in schools or educational institutions in the 21st century. Students should be deterred from engaging in such activities, and those bullied must be given proper counseling.

3. Minimizing the digital divide our country is a developing country with a huge population, resulting in social and economic stratification. Therefore the development of technology, which is acting as a boon for a privileged few, does not reach a large Percentage of potential learners. A digitally literate teacher can advocate for the cause and help the government find a solution to such an intrinsic problem.
4. Motivating proper usage of digital media
Students are proficient in using various apps and sites very well. But in many cases, they are not able to fathom the potential of the app. It is the responsibility of the teacher to help students use their digital knowledge appropriately.
5. Positive discrimination of students and choosing the correct App or Tool for teaching
A digitally literate teacher can use various available apps and information to impart better and elaborate education. A digitally literate teacher knows his/her class properly, and in cases where the school management forces irrelevant apps or culture-specific programs to be included in classroom teaching, the sensible teacher may logically explain the pros and cons of using such a tool.
6. Improving technology digitally literate teachers can give crucial suggestions to education-based technology developers on pedagogical practices or specific subjects. This enhances the quality as well as the quantity of useful data for educational purposes.

Teachers' Skills in a Digital Environment

Payton and Hague (2010) indicate that teachers have to know how to create, locate, communicate information in critical and creative way, so, in this regard, these authors suggested a guide for using digital literacy in teaching and pedagogical framework composed of the following components:



Researches related to the teachers digital literacy

Daily changes in education, where technology has become additional teaching material, contribute to an increased number of researches about how teachers struggle with the challenges, what are their level of digital literacy and how it can be more improved.

For example, Srivastava and Dey (2018) examined the challenges of teachers of using digital technology in teaching and the findings indicated the average level of the perceptions in implementing digital tools in teaching and learning among teachers, as well as a high level of challenges of using technology in the teaching of teachers such as lack of technical support, resources and time. Similarly, Garcia-Perez, Rebollo-Catalan, and Garcia-Perez (2016) observed that many teachers in general education showed a moderate level of digital literacy when they use digital tools and social networks. But, it's interesting that their digital literacy was found

To be far less developed in daily teaching practice. Rokenes and Krumsvik (2016) concluded in their study and research with teachers that the development of teachers digital literacy depends on reflection, attitudes, acceptance of new learning methods, collaborative learning.

Finally, taking into account the results of the study about teachers' digital literacy, Ata and Yildirim (2019) suggested that digital literacy courses should be included in all teacher education programs, that alongside theoretical courses should be included more practical activities useful for the development of teachers' digital literacy

Status of Digital Literacy in India

Our country, which has just started climbing up the ladder of development, is struggling to take a step forward, and digital literacy is a distant dream. We have almost 40% of the population below the poverty line, the general illiteracy rate itself is 25 to 30%, and digital illiteracy is more than 90%.

However, the world outside is undergoing a profound change as scientists and technologists are gearing up for the future of digitization. UNESCO, as a monitoring indicator of its Sustainable Development Goal 4 (SDG4), urges the countries to enhance digital literacy. Nonetheless, the government is trying to do its bit to provide the citizens with the enormous benefits of digital literacy.

The government launched the Digital India campaign in 2015, but it has had its share of challenges like inadequate infrastructure, low internet bandwidth and non-availability of computers. Therefore, we need to review the planning for optimizing the digital India campaign and motive.

- Clarification and distillation of the term ‘Digital Literacy’.
- Once the target is set, we need to give a direction to it. Keeping in view the situation in our country, a strong public-private policy could be framed.
- Next, we should motivate the creation of content for digital media. The intelligent Indians are capable of and are at present, creating a lot of content.
- A proper record should be maintained regarding digital literacy in the government offices and, more importantly, in educational institutions.
- And lastly, we need to keep track of the young digital citizens and guide them to consume content thoughtfully and be creative.

Major Concerns about Digital Literacy in India

- Though there have been some efforts to impart digital education to teachers, there is a dearth of computer teachers in rural areas. A certain village in Odisha has 18 computers, but only 10% of population is computer literate as there is no teacher there.
- Many children have the privilege of getting exposed to digital media, and they tend to learn using it without formal training. In the process, they may harm themselves. So proper digital safety measures need to be taken. Teachers can only teach this.
- The digital divide is a major concern in the Indian scenario where there is a wide disparity in economic conditions.

After reviewing the status of India’s digital literacy rate we can conclude that we have a long way to go, none the less we cannot forget our achievements and see the other side of the picture. Our education system has been revamped, and Information technology has been introduced as an important subject. Computers have been made available to many underprivileged schools to make

our rural population digitally literate. To make this development forward, we need to focus on making our teachers digitally literate.

Role of Digital Literacy among teachers and students during this pandemic:

The deadly COVID 19 has locked the world in their homes. Everything came to a halt, except medical, banking, transportation of essential goods, vital services, law and order, and partly the education sector. During these difficult times, certain schools showed how to utilize their time efficiently by holding online classes on various meeting apps (Zoom, Microsoft teams, Cisco WebEx). This was made possible by the digital literacy of teachers and students alike. Teachers exhausted their time and energy, preparing interactive sessions, and the students responded enthusiastically.

Conclusion

Imparting education online is not new. The world is undergoing rapid change, and for almost a decade, digitalization of all sectors is being emphasized. The education sector was also revamped in the light of the newfound knowledge and has been a boon to many.

All schools must work in this way, and now NCERT has introduced a digital safety curriculum for schools. Soon, we will see our digitally literate teachers building the pathway towards a digitally educated India who have full knowledge of digital etiquettes and are responsible digital citizens.

However, India still has to improve over existing infrastructure. We should not lose hope, and help our brethren as we all are part of this great nation. A smart blend of online and offline teaching can help in bridging the digital divide. With the growing use of smartphones by all categories of people, mobile based learning can also help in serving as a tool to provide digital literacy. Moreover, modern-day youth is aware that digital literacy places them in a better position to earn a job.

Rapid growth is seen in jobs, signings and education institutes working in the field of ICT, InfoTech, Software and Computing Services. Corporations and Government is investing heavily in these sectors for the promotion of Artificial Intelligence, Programming and digitization of documents, identification, data tracking, and exchange and communication systems.

Kofi Annan (former Secretary-General of the United Nations and Nobel laureate) had once stated, "Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty and a building block of development... Literacy is, finally, the road to human progress and the means through which every man, woman, and child can realize his or her full potential." This is very much applicable in the case of digital literacy as well. .

The digital world is here to stay. Our pupils will have to face the challenges and threats that come with living with technology whether we expose and prepare them for it or not. So, surely it is better to teach them the skills they need to stay safe and thrive.



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Need of Innovations and New Practices in the Teacher Education Programmes to Meet the Global Challenges

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Abstract-

Teachers are the core of every educational institution. They play a significant role in enlightening the quality of education for quality outcomes. But there is a paradigm shift in the role of teachers due to globalization. Now teacher is not only the instructor who just provide the information but he is the facilitator and supporter who creates a constructivist environment in the classroom. As the new educational practices have been introduced in the field of education, the conventional role of the teachers is changed into the modern one. Now teachers have to cope with the new pedagogical and technological advancements for enhancing the teaching - learning process. So the need of the hour is to strengthen the teachers with the advance skills. But existing teacher education programmes are still using the conventional practices for educating the teachers and are unable to prepare the teachers for handling the new advancements. So, firstly there is the need to strengthen the teacher education programmes by introducing the new innovative practices in it. Without innovations, no progress is possible. Teachers have to be innovative and their nurturing has to start from their training institutions. This paper will focus on new ideas and innovative practices that should be used in the field of teacher education. It also discusses the need of teacher education program to be innovative.

Keywords: Technological advancements, globalization, innovative practices, advance skills, conventional practices.

INTRODUCTION-

Innovations may be regarded as the development and use of refined technologies and methods, practices etc. In India, electronic technology has intensely entered into every area of our society. Today's generation is growing up with remote controls and they spend more time on computers, internet, playing video games etc. than reading books. They like to learn with the use of multimedia and technologies. Simple teaching doesn't appeal to their senses. And actually it is the need of the hour to teach them with the help of new technologies for developing the critical thinking skills and scientific temperament among students. There is a paradigm shifts in the way our education work, communicate and interact. Now it is crucial for teachers to keep themselves updated according to the demand, trend and development in the society. They need to be proficient with the e - world. Thus the modification of teacher education system is a powerful mean for the advancement of teacher's skills.

Teacher education programmes need to be structured and modified in a way that enables the teachers to respond to the new challenges in the field of education. And these innovative practices can help teachers to meet the challenges of the modern education. Today teacher education system needs these innovative practices to meet the requirements of students that are resulted due to high technology, globalization and international competition. Innovative practices in teacher education helps teachers to:

- ✓ Professional development of teachers.
- ✓ Meet with the new global challenges of education.
- ✓ Fulfilling the needs of the child.
- ✓ Engaging students in the collaborative process.
- ✓ Becoming multitasking teachers.
- ✓ Advancement of new ideas and practices.
- ✓ Acquiring the new way to delivering the instructions.
- ✓ Acquiring practical skills.
- ✓ Bridge the gap between theory and practice.
- ✓ Use various assessment techniques.
- ✓ Promote conducive environment in the learning process.

SOME INNOVATION IN TEACHER EDUCATION

Following can be some of the innovative ideas that need to be focused in Teacher Education:-

1. TEAM TEACHING

- Team Teaching is Cooperative or Collaborative Learning process. When teacher and students have to work under so many constraints, then the practice of “Team Teaching” is always a good option.
- It is a team work where members support and rely on each other to achieve an agreed upon goal.
- Team Teaching is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

2. REFLECTIVE TEACHING

- Reflection refers to the ongoing process of critically examining and defining practice, taking into careful consideration the personal, pedagogical, societal and ethical contexts associated with schools, classrooms and the multiple roles of teachers. Teachers must examine their belief assumptions regarding teaching and learning and determine how these beliefs influence classroom practice.
- Reflection is a natural process that facilitates the development of future action form the contemplation of past and current behavior.
- Reflective Teaching is a personal tool that teachers can use to observe and evaluate the way they behave in their classroom.
- It is a process where teachers think over their teaching practices, analyzing how something was taught and how the practice might to improved or changed for better learning outcomes.

- Teacher Educators should apply this theory in classroom practice in order to observe and reflect on the result so that the classroom becomes a kind of laboratory where the teacher can relate teaching theory to teaching practice. By adopting reflective teaching pedagogy teacher educator imparts inspiration among teacher trainee, to enable them to practice the same in their teaching practices the same in their teaching practice sessions.

3. CONSTRUCTIVISM TEACHING

- Constructivist paradigm evolved from cognitive psychology is based on the contributions of Piaget, Vygotsky, Gardner, Dewey, Tolman and many other educationalists.
- Constructivist learning is based on student's active participation in problem solving and critical thinking regarding a learning activity.
- Students construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying them to new situations and integrating new knowledge gained with pre-existing intellectual constructs.

4. SOFT SKILLS

- Soft Skills refers to personality traits, social gracefulness and fluency in language, personal habits, friendliness and optimum that mark people to varying degrees.
- Soft skills are personal attributes that enhance an individual's interactions, job performance, career prospects and hard skills which tend to be specific to a certain type of task or activity.
- Soft skills are broadly applicable in teacher education programme that the curriculum of teacher education could contribute to the development of a holistic human capital that can foster economic, social and personal development.
- Infusing the soft skill in the curriculum of teacher education is the need of the profession for it to be successful.

5. BLENDED LEARNING

- **PICCIANO (2006):** "The Blended learning approach combines the best elements of online and face to face learning. It is likely to emerge as the predominant model of the future and become far more common than either one alone"
- **Blended learning referred to the following four different concepts:-**
 - i. **To combine mix modes of web-based technology :** To accomplish an educational goals, live virtual classroom, self-paced instruction, collaborative learning, streaming video, audio and text can be blend together with different combinations.
 - ii. **To combine various pedagogical approaches:** To produce optimal learning outcomes various pedagogical approaches like constructivism, Behaviourism and Cognitivism can be blend together with or without instructional technology.
 - iii. **To combine any form of instructional technology:** Instructional technologies, devices like CD-ROM, web-based training, film are used with face-to-face instructor led training.

- iv. **To combine instructional technology with actual job task:** Working experiences are blended together with learning experiences to create maximum and effective learning outcomes.

- **MODELS OF BLENDED LEARNING** Following are the four models that are most used in schools today:

FLIPPED CLASSROOM: Flipped classroom / flipped learning is a modern approach to learning. It is opposite to that of traditional classroom. In traditional classroom, the classroom time is spent on lecturing to students. Whereas in flipped model, this time is utilized for discussion to encourage individualized learning and provide one-on-one help to students, and also to improve student-teacher interaction. The instructional or teachable content is given beforehand to students and still available in class.

LAB ROTATION MODEL: In a lab Rotation model, students rotate at fixed points in time between a classroom and computer lab. Students learn online in computer lab. Whereas they are involved in various activities in classroom. In station rotation model students are rotating within a given classroom whereas in the lab model they are actually rotating out to a learning lab where they are doing their online learning.

FLEX MODEL: Online learning is at the centre of students' learning in the Flex model. Students have flexible schedule of their learning based on their need and fixed goals. Students get online learning experiences as well as offline face to face learning experiences. Face to face learning experiences are given through discussion, projects, mentoring, tutoring etc.; most of the learning takes place online.

STATION ROTATION MODEL: In a station rotation model, within a given course or subject, students are divided into different groups. Teacher fixed some learning stations i.e. online learning, individual tutoring, project work; assignment etc. students rotate at fixed points in time between these different learning stations. In the Station Rotation model, students rotate through all of the stations.

6. MOBILE LEARNING

- Mobile learning (M-learning) aims at making the learning process more flexible, accessories and personalized. M-learning is the acquisition of any knowledge and skill using mobile technology, anywhere, anytime that results in an alternation of behavior. It can be defined as "learning that happens across locations or that takes advantages of learning opportunities

offered by portable technologies" (Wikipedia, 2007). The term covers mobility of the learner, interacting with portable or fixed technology, learning in a mobile society, etc.

- M-learning facilitates performance support at the point of operation, and enables workers to learn what they want, where they want, and when they want. M-learning improves access to information, that people can update their knowledge continuously to satisfy the demands, which want to improve cultural experiences of life.
- **Mobile devices have been mainly used for:**
 - ✓ gathering responses from students
 - ✓ participatory simulations
 - ✓ collaborative data gathering
 - ✓ supporting communication among group members
 - ✓ helping the co-ordination between the learning activities
 - ✓ enhancing the student engagement
 - ✓ having effective interaction between students and teachers
 - ✓ Easy adoption to students and teachers
 - ✓ Creating learning community
 - ✓ Accessing to a variety of learning resources
 - ✓ Enhancing self-directed learning, etc.

7. MASTERY LEARNING

- Mastery learning is an instructional philosophy. This model claims that students can achieve mastery based on the belief that all students can learn if given the curricular standards, which are clearly articulated and appropriate to the amount of time. The appropriateness of time is defined as and when assessment accurately Measure the instructional opportunities.
- Mastery learning proposes students' progress toward performance of the objective(s) that all children can learn when provided with the and when instructional lessons are tightly aligned to the appropriate learning conditions in the classroom.
- **How To Instruct For Mastery:**
 - Clearly state the objectives representing the purposes of the course.
 - The curriculum is divided into relatively small learning units, each with their own objectives and assessment.

- Learning materials and instructional strategies are identified; teaching, modeling, practice, formative evaluation, re-teaching, reinforcement, and summative evaluation are included.
- Each unit is preceded by brief diagnostic tests, or formative assessments.
- The results of formative tests are used to provide supplementary instruction, or corrective activities to help the learner overcome problems.

8. COMPUTER MANAGED LEARNING (CML)

- CML is the use of computer technology to collect, analyzes, and report information concerning the performance of students in an educational program. It is a system to monitor student progress and the effectiveness of their instruction. This includes:-
 - Assesses the learner's present level of knowledge,
 - Diagnoses weakness or gaps in the student's learning,
 - Prescribes learning activities to remediate the identified weaknesses, and
 - Continuously monitors progress of the learner.
 - Maintains improvement over Manual Performance Record system
- CML has both a broad and narrow meaning. In the broader sense, CML refers to the following definition: CML in its most sophisticated levels provides the following instructional functions.
 - assesses the learner's present level of knowledge;
 - Diagnoses weakness or gaps in the student's learning;
 - Prescribes learning activities to remediate the identified weaknesses, continuously monitors progress of the learner. (Mitzel, 1982).

Therefore, it can be inferred that Computer-Managed Learning (CML) is a most comprehensive utility system for providing the learning by adopting varied functions of computer technology.

9. COMPUTER-SUPPORTED COLLABORATIVE LEARNING (CSCL)

- Computer-supported collaborative learning is one of the most promising ideas to improve teaching and learning with the help of modern information and communication technology. Still in the late eighties most experiments on computer-supported learning were based on the so-called solo-learner model, and the opportunities to individualize learning processes were supposed to be the crucial feature of computers. One of the basic requirements for education

in the future is to prepare learners for participation in a networked, information society in which knowledge will be the most critical resource for social and economic development.

Role of Teacher For Organizing CSCL

Administrative: The primary goal is to assure smooth operations and reduce instructor and learner overload.

Designing: The primary goal is to assure successful learning outcomes.

Facilitation: The primary goal is to provide social benefits and enhanced learning.

Evaluation: The primary goal is to assure that learners know how they will be evaluated and help learners meet objectives.

Technical: The primary goal is to assure that barriers due to technical components are overcome.

CONCLUSION:

- Thus it can be concluded, Innovativeness in teacher education programme is the essential tool for improving the quality of education.
- Teacher education programmes should prepare the teachers to help learners meet the challenges of life. It should provide teachers intensive training in various aspects related to new innovations .To copes up with new technologies, teachers need to constantly update themselves with new skills and they need to orient themselves to face new challenges.

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Digital education tools for imparting teaching -learning process in virtual classrooms

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Abstract-

Now a days, whole world has shifted towards new normal i.e., study from Home and work from home. The recent situation has converted almost all the offline classrooms to virtual classrooms. The virtual classroom helped the educators and learner's community across the world to adapt to the current challenging conditions. Learners and teachers learned and taught from the comfort of their homes using different virtual classroom technologies. In current scenario, all educational institutions have accepted virtual classrooms as the new normal way of teaching learning and educators are making each and every possible effort to keep educating learners as best as they can. They are sharing their best possible synchronous and asynchronous teaching learning strategies to increase learner's engagement during virtual learning process. One of the prime challenges for educators is to keep the learners engaged and enthusiastic in the classroom and attentive to the subject matter that is being imparted. To engage with learners in an online classroom, it is imperative to shift the way of learning and thinking so as to adapt to innovative methods of teaching and learning.

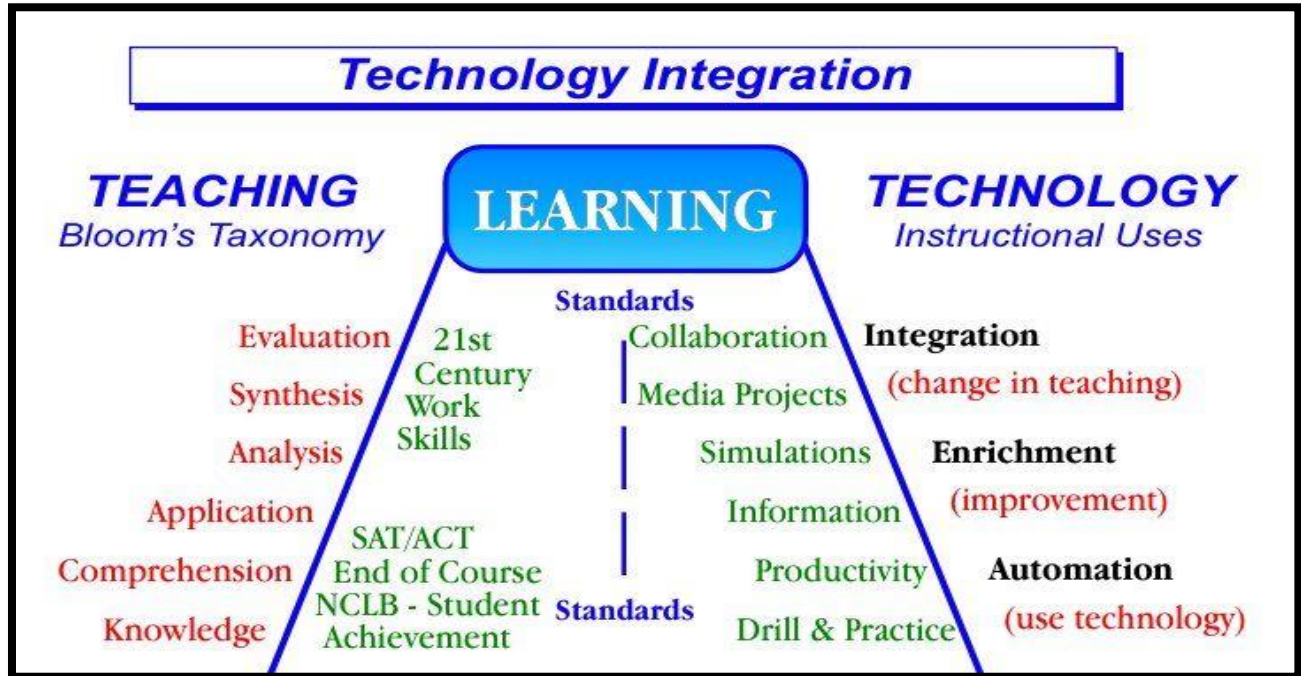
Key words: Classroom participation, interactive classroom, innovative strategies

"Effective integration of technology is achieved when learners are able to select technology tools to help them obtain information in a timely manner, analyse and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions -- as accessible as all other classroom tools."

**-- National Educational Technology Standards for Students,
International Society for Technology in Education**

Integration of technology in education means use of technology to enhance the student learning experience by utilizing different types of technology in the classroom, including a virtual classroom creates learners who are actively engaged with learning objectives. The implementation of technology also creates pathways for differentiated instruction to meet the unique needs learners as individual learners with in a broader classroom environment. There is a common misconception that the integration of technology in the classroom is not feasible and economical in terms of time and money constraints.

Though the outbreak of the current pandemic is miserable, it has provided an opportunity to test how technology can contribute to delivering an uninterrupted education experience. The current online classes are like a pilot project for institutions and an opportunity for them to push their boundaries and test their scope and capability in remote education. For some, it has been a pleasant experience, and others have found it to be challenging.



Successful technology integration is achieved when the use of technology is:

- Routine and transparent for everyone.
- Accessible and readily available for the task at hand
- Supporting the curricular goals, and helping the learners to effectively reach their goals

When technology integration is at its best, a learner or a teacher doesn't stop to think that he or she is using a technology tool -- it is second nature. And learners are often more actively engaged in projects when technology tools are a seamless part of the learning process.

DIGITAL EDUCATION TOOLS FOR IMPARTING TEACHING -LEARNING PROCESS

Numerous digital tools for the use of education have been created with the purpose of giving autonomy to the student, improving the administration of academic processes, encouraging collaboration, and facilitating communication between teachers and learners.



1. Google Classroom: This is a free web service designed for educational institutions to help them with drafting, mass distribution and grading assignments in a paperless form. With Google Classroom, the whole learning process becomes extremely easy and is streamlined by way of sharing files between teachers and students. Here the learners can post their queries on the lessons taught in the classrooms and receive answers from teachers and other students. Teachers can also post study materials for learners to review at home. Google Classroom combines Google Drive for assignment creation and distribution, Google Docs, Sheets and Slides for writing, Gmail for communication, and Google Calendar for scheduling.

2. Edmodo: [Edmodo](#) is an educational tool that helps in connecting teachers and students, and is assimilated into a social network. With the help of this, teachers can create online collaborative groups, administer and provide enriched and personalized learning materials, assess student performance, and communicate with their parents, among other functions.

3. E-Pathshala: a portal initiated by the Ministry of Human Resource Development and National Council of Educational Research and Training was launched in November 2015 as one of the initiatives of digital India campaign. E-pathshala is a gigantic educational reserve that hosts resources for teachers, students, parents, researchers and educators which is available on multiple platforms such as Web, Android, IOS and windows platforms. The learners can get access of all the required material, including textbooks, audio, video, periodicals and a variety of other print and non-print materials through e-Pathshala and can be downloaded by the user for offline use with absolutely no limits on downloads. E-Pathshala also allows users to carry many books as their device supports. These books allow users to pinch, select, zoom, highlight, navigate, share and make notes digitally

4. Socrative: [Socrative](#) tool allows teachers to create practice exercises and interactive educational games which learners can solve using various devices such as smartphones, laptops, computer and tablets. Teachers can see the results of the activities performed by learners and, depending on these, modify the subsequent content in order to make them more personalized and enriched.

5. Nearpod: This allows learners to respond to instruction of any kind in real time by answering closed or open questions, asking further questions, or completing different on-screen tasks like drawing, manipulating, or matching in response to content. Nearpod has recently added the ability to create interactions around videos, giving it Edpuzzle-like capabilities as well.

6. [Projeqt](#): Projeqt tool allows to create multimedia presentations, with dynamic slides in in which teachers can embed interactive maps, links, online quizzes, Twitter timelines, and videos, among other options. During a class session, teachers can share with students' academic presentations which are visually adapted to different electronic devices.

7. **Thing link**: This tool allows teachers to create interactive images with music, sounds, texts, and photographs. These interactive images can be shared on other websites or on social networks, such as Twitter and Facebook. Thing link offers the possibility for teachers to create different learning methodologies that awaken the curiosity of learners through interactive content that can develop their knowledge.

8. **TED-Ed**: TED-Ed is an educational platform that allows creating educational lessons with the collaboration of teachers, students, animators—generally people who want to expand knowledge and good ideas. This website allows democratizing active access to information, both for teachers and students.

9. **Seesaw**: is a user-friendly learning portfolio tool that empowers learners to independently document what they are learning and perceiving at school. Learners can use photos, videos, drawings, text notes, links and also Seesaw's built-in audio recording and drawing tools to showcase their knowledge imbibed, and also explain how they got their answers. Student's projects are stored securely in the cloud. Seesaw is made available on several different devices, such as Chrome books, computers, iOS devices, Android devices as well as Kindle devices through which parents can access their wards work.

10. **cK-12**: cK-12 is a website that seeks to reduce the cost of academic books for the K12 market in the whole world. To achieve its objective, this platform has an open-source interface that allows to create and distribute educational material which contain videos, audios, and interactive exercises through the web which can be easily modified. It can also be printed and comply with the necessary editorial standards in each region. The books that are created in cK-12 can be adapted to the needs of any teacher or student.

11. **Glogster**: This versatile digital tool helps learners in learning by using visual content. This app allows to create and develop multimedia posters by combining text information, images, and videos. The creations are called glogs and stored in a special library called Glogpedia. This library contains different glogs on various subjects and topics.

12. [ClassDojo](#): This tool helps to improve student behavior in certain ways teachers provide their learners with instant feedback so that good disposition in class is 'rewarded' with points and learners have a more receptive attitude towards the learning process. ClassDojo provides real-time notifications to students, like 'Well Done David!' and '+1', for working collaboratively. The information that is collected about student behavior can be shared later with parents and administrators through the web.

13. PadletThis is a digital pinboard that allows participants (learners and teachers) contribute by pinning different images, videos, text files, links, and more. Digital tools for classroom like Padlet motivate learners to work together and brainstorm like a team. You can customize the background to a corkboard, blackboard, wood, sand, and many more options, the layout to a grid, stream, or freeform, as well as control who has access to the board.

14. Piktochart: This is a great digital tool which can be used by both educators and learners for various educational purposes. This tool allows you to create info graphics, presentations, posters, and more visual materials. It is perfect for classroom activity, as well as home activity.

15. Schoology: This is a learning management system which is free to use and it allows teachers to create and distribute materials, give assessments, track progress, etc. Basically, with School boy you can do everything that you do in Google Classroom, plus more features. You can organize content much more easily, embed multimedia within the assignment description, record audio or video within the platform, and have a gradebook, set completing rules and many more.

Educational institutions should make a strategic shift in its current approach to learning. They should use this opportunity presented by these unprecedented times and make the much-needed changes in the system. These educational institutions must make greater use of technology to deliver their courses and better prepare their learners for this ever-evolving technology-dependent world. To attain this objective, they will have to offer a more evolved learning and teaching model that has more authentic assessments, individualized lifelong learning and face-to-face delivery merged with technology in a multi-modal delivery format. When the current pandemic hit educational institutions, they quickly moved to remote learning using adapted teaching materials that were not purpose-built. Now Educational Institutions will need to purpose-build learning materials for this hybrid multi-

modal delivery for enhanced student experience. We also need a mind-set change in the universities. The system needs to let go of its inherent rigidity and become more flexible thereby allowing professional bodies and industry to partner in the delivery of the education programs making them more practice and application-based. It is understood that in this new uncertain world, industries will change, some will fade away while some new ones will spring up. The Education system will have to rise to the occasion and play a key role in educating and providing an adaptable, creative, and resilient workforce to take up opportunities in these new and emerging industries in the global arena.

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Use of technology in teaching and learning

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Abstract

“Use of Technology in Teaching and Learning” is most important thing in present educational system. Now the world is facing the most dangerous hazardous thing that is corona virus. It changed everything, our life style, our mental and physical health even our education system also. Now we are communicated through virtual platforms with the help of internet. This method will be continued the post- covid era also. In Pre- covid period, the educational system was mainly based on direct interaction with the teacher and the student but now it’s direct but it’s mainly through the online platforms. We are connected to it for more information at various platforms like Facebook, Whatsapp etc. People who are not familiar with the tech-wiz nature of the new internet are making time to learn these new technologies and harness its power for daily use. Open source education resources and use of online teaching and other technologies can increase productivity, thereby accelerating the rate of learning. Reduction in cost is also something which has a huge impact in determining how well the program is received. It helps to better utilize time of delivery. When it comes to learning new tech, tools of the trade are as important as the tech itself. Choosing the right tool could make a lot of difference in delivering the right education versus using something which works. Using the right tool will also make the students learn on their own skill and arrive at solutions differently thus creating the thinking mind which seems to be lacking in today’s’ generation and touted by the industry as the next brain drain. So through web-tools, the technical advancement how we can make the learning and teaching is more interactive and fruitful that is illustrated in the paper.

Introduction

New technologies make distance learning easier and allow for real-time feedback and improved collaborative efforts between large groups of people. Technologies like podcasting and websites allow students to learn on their own time and have participation even in case of missed classes. Out of classroom participation enablers like student write-ups, blogs, & Wiki, widen the scope and provide them a chance to show skills in a new environment. Providing student with interactive audio-visual medium makes it easier for teacher to hone skills which would otherwise take more time. Since there are no socio-economic boundaries as such with online content, people learn to reciprocate beyond geographical boundaries as education through technology is the way towards the future. Technology is the new conscious and internet is the soul and heart of today’s society which is driving the evolution for connected self. Online resources is being cost-effective every day. The cost of getting an education is getting cheaper too for online content. Education that is truly free and universal will have been achieved by new technologies such as the computer and the internet.

Ways, classrooms are using technology for teaching and learning

1. Online learning and blended classrooms: It's a new experience to the old generation pupil and tutors but present era it's essential. Learning without physical presence, Studying and learning from your own class and your own time.
2. Project-based activities incorporating technology: it's a deeper learning in school and college using projects with the help of technology. Most of the institutions are using these methods to develop learning skills among students.
3. Game-based learning and assessment: game based learning helps pupil to remember things accurately. Up to 10th standard students this method used very commonly.
4. **Instructional tools like interactive whiteboards and student response systems:** Digital storytelling, Creating, viewing, and annotating student PowerPoint and multimedia presentations in real time, Showing streamed or downloaded videos, Using online map and satellite imagery to teach geography, Displaying artwork or online museum presentations. The goal of student response system is to transform abstract learning into a hands-on experience through the use of remote-control-like clicker devices.
5. **Student-created media like podcasts, videos, or slideshows:** now a days students create their own videos and upload it in the YouTube getting fame. Utilize this creativity to their learning environment and make them comfortable with studying.
6. **Collaborative tools like Wikis or Google Docs:** Connecting with others online can turn out to be a realization for change, both for teachers and for students.
7. **Using social media to engage students:** Though social media tools are still blocked in many schools, students around the world spend vast amounts of time on social networks outside of school .
8. **Frameworks for technology integration:** SAMR and TPACK are models which are frequently used for technology integration.
 - **The SAMR (Substitution, Augmentation, Modification, and Redefinition) model**, created by Dr. Ruben Puentudura, guides the process of reflecting on how we are integrating technology into our classrooms. The ideal goal of technology integration is to give a new meaning as to how education is taught and received and to do things that never could have happened before the technology was in our hands
 - **The TPACK (Technological Pedagogical Content Knowledge) framework** lays out the information that educators want so as to successfully integrate technology into their teaching. The TPACK web site offers a large collection

Web tools

Familiar **examples of Web 2.0 sites and tools** include wikis and blogs, social networking sites, image and video hosting sites, and applications to generate **Web** content for education, business, and social. Now most of the institutions use Google meet, WebEx, zoom, Google classrooms for taking classes. Teachers interact with students through Apps. Connectivity problem from the part of students and from teachers causing a great barrier to this mode of online teaching and learning. It is also a problem for using various internet based web tools.

Choosing and using a tool with students

The tools that will be used should not be something which provides partial solution but a full-fledge solution that reinforces the confidence in teacher as well as students. More like a natural extension of the classroom. The goal of these tools eventually must be for the student to achieve a degree of comfort that comes while sitting in classroom in traditional sense.

Online tools and resources have saved a lot of time and help to stay organized in a way it almost seems magical. They make it easier for teachers to instruct students and for students to collaborate. Most of these tools are web-based and hence can be assessed anywhere with internet connection. The focus of educator is to make learning easier through conceptualization of the fundamentals and the use of online tools comes in handy for learning and representation. Online tools gives educators variety of options to make learning personalized as per the needs of the learners. At this point it differs from traditional approaches to teaching and learning.

Google meet is user friendly and easy to manage. Live classes are conducted through this. Teachers send links to students and once they are admitted they can automatically enter the class when they left accidentally. But zoom is different even it is a mode for online live class here students can't automatically enter when they left. If they are left from the class and they want to re-join they need to admit by the host. Google classroom is different it's not a live classroom but we can post recorded classes and assignments to the students. Newly trending app is Clubhouse it's an app that for group creating for discussion, a moderator will control the entire discussion. Students can use this social media app and they can conduct group discussion via this including their tutor to the group for discussion. WebEx is another tool. One link is given to the class and students need to use that link whenever the class would happen. Like meet and zoom it has video option, screen sharing optioned. But one special thing is we will get entire history of our previous class timing and data through it. Most of the institution provides YouTube videos regarding their subjects, the video lessons is more effective than the traditional teaching.

When we try to compare the online and traditional classroom teaching, the first thing that comes in our mind is the computer and the classroom. In online learning, we will miss the charm of classroom teaching. In online class mobiles, laptops are important than notebooks or pens. The entire traditional method of writing and studying are changed because of the corona virus and online classes.

For different types of mediums, the learning style will be different. This depends not only on the student but also how the medium is understood and perceived against traditional methods. While e-learning gives you the leisure of being independent and tends to be for someone who can adapt quickly to new style. It will suit more to the people prone to other environments, like virtual. Students who bend more towards technology will tend to excel and learn new things. The student will need to have a self-direction and self-discipline for setting educational goals.

For online curriculum, there must be some understanding of tech and how it can be useful for educational purposes. Understanding of basic things such as search engines, messages, mail and different chat rooms software which use video as collaborative tools including social media platforms must be there to harness their power to reach out to a wider audience. With traditional learning, there must be intuitiveness for data gathering and documentation and basic computer skills. In both the traditional and e-learning, the technical skill will be required. However the involvement will be more with e-learning.

When we give videos or printed text in the online classroom we need to check that whether it is pleasing to students' eyes and whether it is comprehensible to the students. Teachers need to check the font size, style, colour, formatting, etc. Of their uploaded files.

Colour-Using different colour patterns to highlight specific information or draw attention to certain sections of the screen.

Graphics-Icons, symbols, photos, and illustrations are going to be essential to keeping visual attention--and moving graphics can even be a step up. Moving graphics need to be done well so that they aren't too cartoony or cheesy.

E-Learning: Challenges and Solutions

Teaching and learning in an e-learning environment can present new challenges to instructors and learners participating in this online learning environment. Technology-assisted learning tools is quickly changing the face of education, transitioning the classroom only learning environment to an online-only or blended online learning experience.

Challenges are related to student's attendance, their knowledge level and the evaluation process. Online attendance is complicated because of connection problem they might not attend the class. However, there are so many extensions are available to mark attendance according to the presence in the live classroom. Attendance tracker, chalk attendance, etc. are some examples. Many of the start-up companies developed Apps for supporting the online classes. Byju's learning app, academia are the most famous apps in the present time. Next challenge is students comprehensive and knowledge level. Many of the students are diverted when they got internet connection. They are moving to the video games, social media chat when the time of live classes. They just turn it on the classes in the background and skip to other works. How can it be avoidable? It's very challenging, teachers need to make their class that much attractive for getting students attention and through this teachers can increase students 'knowledge for some extend. Evaluation process – most of the institution using Google forms as a method of evaluation. Some are send the question papers through what Sapp or other apps and set a time period to answer that questions. But it's not a probable method

because they can copy from other devices or textbook. So how can conduct a proper evaluation is a debatable question. Proctored exams can be done for the evaluation purpose.

Conclusion

Online teaching opened a new era in education. Students can enter the world of study at anytime from anywhere. There are some limitations for it in the case of connectivity, evaluation and students participation. However it is the only way that can we do in the covid-19 era. E-Learning is the way forward only if educators and students are taken into consideration along with different socio-psychological aspects. It presents a holistic way of teaching and learning that is common to both digital and classroom learning and, meeting the needs of current generation with proper support of technology and due consideration to the mind-set of instructors, learners can be successful within these e-learning environments.

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MULTICULTURAL INCLUSION

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INTRODUCTION:

The concept of multiculturalism as a core idea has been taken up across social science. It has been used applied and adopted by a wide range of researches. It is currently one of the most articulated concepts within social theories and practice the term “multiculturalism” as well as its multiple derivatives such as multicultural society” Policy of multicultural came into academic glossary in 1960 in Canada.

Multicultural education refers to any form of education or teaching that incorporates the histories texts. Values beliefs and perspectives of people from different cultural back grounds.

At the classroom level from example teachers may modify or incorporate lessons to reflect the cultural diversity of the students in a particular class. In many cases culture is defined in the broadest possible sense, encompassing race, ethnicity, nationality, language, religion, class gender, sexual orientation and exceptionality a term applied to students with specialized needs or disabilities.

Multicultural education is predicated on the principle of educational equity for all students regardless of culture and it strives to remove barriers to educational opportunities and success for students from different culture backgrounds in practice educators may modify or eliminated educational policies programs, materials, lessons and instructional practices that are either discriminatory toward or insufficiently inclusive of diverse cultural perspectives.

Thus, multicultural education is most successful when implemented as a school wide approach with reconstruction of not only curriculum but also organizational and institutional policy.

This is a common misconception, in fact, if you have a homogenous classroom is it especially important to emphasize multiculturalism because the only exposure your students may get to other cultures is through the activities, books, and lessons that you provide them with. Multiculturalism is important because the world is changing every day. We must learn to accept and get along with all cultures, races, and religions in order to become productive citizens of the world. It is our job as teachers to prepare our students for the real world, and the real world is a multicultural one. We have the opportunity to teacher our students love and acceptance Now, even if it is not being taught at

home, Chances are, by the time the students in your classroom, reach the real world it will be a much more multicultural place than it is now and we need to prepare them for that.

- Provide books in the classroom library that feature children of many different races. These are easily found in the Scholastic book orders.
- Place posters or artwork on the walls that feature a variety of multicultural children.
- Discuss differences and similarities in cultures with your students openly, but stress the similarities.
- Provide students with multicultural paint, paper, and crayons as often as possible and allow students to choose the colour of paint, paper, or crayons they want to use.
- Find an international pen pal for your class or communicate with a class in a different country via blogging or Skype.
- Read multicultural books to your class (see book list above).

If you discuss one holiday in class, make sure to discuss them all. For example don't focus only on Christmas, make sure to cover and give equal time to Hanukkah and Kwanzaa too. Make sure to discuss the Lunar New Year, Ramadan, and Diwali when the time comes too.

- Students can take a "Learning Styles Inventory" and study their own individual results as well as a class summary that indicates where all members of the learning community are located in this model. Using this device, students can reflect on such concepts as "the dominant culture" and its influence; on the existence of "minority culture" within a larger culture' on similarities and clashes between and among cultures; and on the necessity to use multiple learning methods to the necessity to use multiple learning methods to achieve a more complete learning understanding of complex problems.
- Student can also learn that there are patterns of values, speech, preferences, and behaviour associated with different culture, and they can learn that there are as many differences within cultural groups as there are across different cultures. This helps student's break down cultural stereotypes in the society a whole.
- Using these methods, students learn that they each may have a unique learning pattern and this realization of their own "multiple subjectivities" can help them understand the multiple and interlocking identities in the people and groups around them. The classroom then becomes a loving laboratory for negotiating individual and group different as well as for negotiating ideas about the content and concept of the class. Not all negotiations are easy, but

the work to listen and to learn across both similarities and differences can only produce better and more effective learning for all students in a multicultural world.

Multicultural education is more than celebrating Cinco de Mayo with tacos and piñatas or reading the latest biography of Martin Luther King Jr. It is an educational movement built on basic American values such as freedom, justice, opportunity, and equality. It is a set of strategies aimed to address the diverse challenges experienced by rapidly changing U.S. demographics. And it is a beginning step to shifting the balance of power and privilege within the education system.

The goals of multicultural education include.

- Creating a safe accepting and successful learning environment for all.
- Increasing awareness of global issues.
- strengthening cultural consciousness.
- strengthening intercultural awareness.
- teaching students that there are multiple historical perspectives.
- encouraging critical thinking.
- Preventing prejudice and discrimination.

Advantages of Multicultural Education:

According to the national association for multicultural education (NAME).

Multicultural education.

1. Helps students develop positive self-image.
2. Offers students an equitable educational opportunity.
3. Allows multiple perspective and ways of thinking.
4. Combats stereotypes and prejudicial behaviour.
5. Teaches students to critique society in interest of social justice.

Unfortunately most educational institutions are not prepared to implement multicultural education in their classrooms. Multicultural education requires a staff that is not only diverse but also culturally competent. Educators must be aware, responsive and embracing of the diverse beliefs perspectives and experiences. They must also be

willing and ready to address issues of controversy. These issues include but are not limited to racism, sexism, religious intolerance, classism, ageism, etc. Europeans, Asians, Africans, Hispanics, etc. together under a single roof in schools, universities and work places.

Accepting a multicultural environment can be easily inculcated in today's youth through their classrooms. It is the best and most important place to teach about different cultures as that's where you find kids from diverse cultures growing up and learning together. If children are exposed to a multicultural environment right from their academic years, it will be really easy for them to get along with children from other cultures. It will also cultivate in them the value of respecting other cultures and religion.

The responsibility of creating a multicultural environment in a classroom lies mainly in the hands of the teachers and the management of the school. It is important that the school authorities and teachers themselves believe in a healthy multicultural environment which treats everyone as equals. There should be no sort of bias based on caste, creed, colour, race, etc. It is easy to identify who comes from which culture just by their appearance, though accepting them as they are is what needs to be thought of for the young ones.

Multicultural education exposes students to the different cultural values and beliefs and helps to create understanding and acceptance of differences between people.

1. It implants tolerance and acceptance in individuals.
2. It promotes cultural relevance, anti-bias classroom challenges students to think critically without jumping to categorize social skills and social actions, resulting in civically engaged people.
3. The method encourages students to participate while keeping their culture and values intact and this makes them feel a sense of inclusion. It promotes celebrating a student's culture and that helps in keeping a sense of pride and confidence in the students.

What A school can do

Language a school should facilitate its students with an option of choosing a second language which could be their native language children may not be well versed with English but with other

Languages like Spanish Mandarin Arabic etc. Therefore students should have an option of learning and studying in their own language too.

Library A library should have books and other study material for children from all cultures. Translation books and dictionaries should be made easily accessible in the library. It will certainly be difficult for a kid to read, write and speak in English, when he/she has used Spanish as his/her first language all his/her life.

Celebrate and familiarize with different Cultures:

Every culture has some unique features and practices. Schools should celebrate the main festivals of students coming from different cultures in a small way. This can be done by asking students to describe their festivals to the class and to showcase the staple things that belong to their culture. In this way, children from different cultures will feel important, other children will get an opportunity to understand different cultures, and the overall interaction of the kinds will increase.

Strict Action against Racism:

Racist comments are very common in schools, especially for children of different races. Strict action should be taken against anyone who is found making racist comments or acts, a racist act on anyone in the form of an action or words can be very hurtful and demoralizing for the victim. Giving punishments to the wrong – doer will bring a sense of security to the new students and will teach students to take responsibility of their own actions.

Academic Curriculum:

The academic curriculum will have to be structured in a way, that it does not focus or brag about any one particular culture or community. To make a multicultural classroom environment, a little bit from every culture should be embedded in the academic curriculum. This way, a multicultural view and perspective will dwell in the minds of children.

Variety of Instructional Approaches:

Children coming from different cultures will have different understanding levels and grasping capacities for different teaching methods. It is very important to improvise the way children are taught and instructed. Use of PPTs, movies, audio clips etc., should be made to describe and explain different concepts and things. For, if one has not seen or known one particular thing, then merely reading up on it will not make him/her understand it. Many times a visual or an audio clip helps in understanding a concept better.

Keep a Variety of Activities:

There should be a variety in the activities performed in school because, children can be good at different activities. By adding a variety, kids are exposed to all sorts of activities which enhances their overall development. Therefore all sorts of activities like sports, drama, singing, dancing, playing musical instruments, etc., should be inculcated in the curriculum. Varied activities bring children together leaving behind their differences. In this way, children with similar interests will come together, creating a healthy multicultural environment.

What Teachers Can Do

To bring a multicultural environment into a classroom it's not just the structure of the academic curriculum and the activities organized that need to be changed but also the approach of the teachers toward the students. A teacher plays an important role in the upbringing of the children and in bridging the cultural gaps in them. It can also be difficult

for the teacher to adjust with kids from different cultures as they behave in a different way and can be considered as rude or harsh. Here's what teachers can do to build a healthy multicultural environment in the classroom.

Learn About Different Cultures:

As the first step to create a multicultural environment, teachers should first learn about different cultures. Once they have understood how people from different cultures behave, it will be easier for them to understand what a child is trying to communicate. Also after teachers know how children are, he/she will not get offended by their opinions and reactions.

Appreciate the Differences:

As a teacher, they can learn to appreciate the differences that pertain in children coming from different regions. They can have a different tone and diction while talking, and expressing themselves. Also, how they perceive the term 'school' or 'a teacher' can also be different. Many students blindly believe their teachers, assuming that everything that they say is correct. A teacher should show gestures of appreciation and understanding in front of the class, so that other students can see it and learn the same.

Variety in Teaching Technique:

There should be a variety in the techniques used by the teacher while teaching. This is because many children will not be able to understand everything taught through speech or reading. It is essential that video, audio clips, and other means of technology are used whenever possible. These methods increase the understanding of whatever children learn in class.

A Teacher should choose the project partner:

It is obvious that a student will choose his/her friend when a project or a group assignment is assigned to him / her. But what a teacher can do is, instead of giving this option to the students, she/he can pair students coming from different backgrounds. Even if they initially refrain or look hesitant in communicating and approaching each other, soon they will get talking and will try to explain things to each other. This will definitely

increase the interaction and the understanding between the kids. The teacher meanwhile should observe how children are behaving and reacting, and then make changes accordingly to help them out.

There are many benefits associated with creating a multicultural environment in a classroom. It encourages cooperative social skills in children, and creates the feeling and understanding to unity in diversity. It also helps the children coming from different walks of life to feel comfortable with other children and have a boosted self – esteem. All of this in turn only does well to the society on a whole, as tomorrow these children are going to be the citizens of the world.

Conclusion

Multiculturalism is becoming more important than at any other time in history in conclusion for society and people. So it is positive we need to enhance and develop multiculturalism in our lives.

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Attitude of Teachers towards Multicultural Education: A literature review supporting Teacher Multicultural Attitude Scale (TMAS)

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ABSTRACT

This study reviewed research papers published from 2007-2019 and who used (TMAS; Ponterotto et al., 1998) in preparing interns of New York City, Greece and in other multicultural countries. Based on the framework of TMAS and multicultural teacher education, this literature review paper analysed issues and problems existed in the teacher education programs in addressing cultural knowledge and competence of preparing pre-service teachers in a multicultural society.

This research asked for application and reliability of TMAS in finding attitudes of teachers towards multicultural education all over the world.

Keywords: multicultural education, attitude, scale, Teacher Multicultural Attitude Survey (TMAS)

1. INTRODUCTION

In recent years, educating pre service teachers for cultural diversity has become an increasingly important part of teacher education programs across the globe. As Mule (2010) pointed out, this issue is true for at least two reasons: “the changing nature of public education and the growing popularity among universities and colleges of the community engagement movement” (p.9). Facing the challenges emerge from students’ cultural, racial, linguistic, socioeconomic, and educational diversities, there is a call for the widespread implementation and training of culturally responsive teachers, who “cultivate cooperation, collaboration, reciprocity, and mutual responsibility for learning among students and between students and teachers” (Gay, 2010, p.45). Evoking current teachers’ cultural awareness is important, a more central effort needs to be accomplished is to adding diversity and multicultural content in teacher Education programs. It is central to educate pre-service teachers and students in teacher education programs in a culturally responsive way, as well as to facilitate teacher candidates construct effective teaching pedagogies which drawing on experiences and knowledge developed in their professional training processes.

Facing the challenges of educating teachers for diversity, teacher education programs have routinely come to include diversity-focused courses (such as multicultural education, urban education, and teaching English language learners), placements in urban and diverse schools, and community-based field experiences in their curriculum (Mule, 2010). Through adding diversity-focused courses and emphasizing the importance of collaboration with communities, more opportunities will be offered to teacher education students to interact with diverse communities, especially communities that differ from the mainstream where most of teacher education students are grown up by social class, race and ethnicity, and primary language.

1. Multicultural Understanding

As Sleeter (2000) pointed out, today many teachers rarely understand a community to which they do not belong to as well as they think they do. Many teachers assume they know their students well because they see them daily in schools. Teachers, especially community teachers need to learn about their school communities by participating in them. Connecting teacher education programs to communities could contribute to foster prospective teachers' multicultural understanding and caring to their future students and parents. In this regard, as Murrell (2001) addressed, community-teachers could demonstrate understanding of what it means to “struggle to find meaning and opportunity in the educational system” (p.59). They are dedicated to improving the lives of urban youth; develop effective ways of working with urban youth in community settings other than schools, as well as view the community connectedness and local knowledge as a valued source which can be integrated with their teacher preparation and future instruction (Murrell, 2001).

Table 1. A synthesis matrix

S r. N o .	Author & Date	Purpose	Method	Sample	Finding	Limitation

<p>1</p>	<p>Terry Cicchelli, Su-Je Cho – May 2007</p>	<p>Preparing students for teaching in culturally diverse schools by providing cross-cultural experiences through coursework, internships & student teaching sites (NCATE, 2003) and to assess its effects.</p>	<p>During the 1st course of the 1st semester pretest data were collected. Students were provided with TMAS and during the last course of the 4th semester posttest data were collected</p>	<p>61 Interns/teaching fellows of New York City.</p>	<p>The multicultural attitudes of white intern/teaching fellows increased at a significant level when analyzing their pre-/posttest attitude scores. Conversely, there was no significant change in the pre-post attitudes scores of culturally diverse Intern/teaching fellows.</p>	<p>Relative to the sample population examined a limitation in the use of TMAS was observed.</p>
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2	Soner Yildirim, Erdogan Tezi-2016	To develop a scale - acceptable to potential studies in the context of multicultural education- for determining teachers attitudes regarding multicultural education.	Literature was examined primarily in the development of scale. 19 item pool for attitude scale was created & converted into five-point Likert scale form.	Two different samples were taken. 1) to ensure the linguistic equivalent of 10 teachers the reliability and factor analysis, working in various positions for 490 teachers in Kosovo	1) Scales are reliable and have moderate correlation between them. 2) It will help scales to be applied at international level.	One of the limitations of this study is that it analyzes conducted based upon the data collected from teachers who live in similar cultural environment.
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3	Athanasopoulos Aspasi, Tsitsas George, Psalti Anastasia, Yiotsidi Vasiliki, Kouneoukallia – 2018	To explore the psychometric properties of the TMAS in Greek teachers, in order to create a reliable instrument appropriate to appreciate the teachers attitude towards classroom multiculturalism.	Teachers who participated completed one extemporary questionnaire with demographic information such as sex, age etc and TMAS, of Ponterotto et al. (1998)	273 Teachers of the secondary education 7 masters of Informatics who were working as teachers in first grade.	TMAS is a reliable instrument and can be used in Greek population	It was given to a small sample of teachers, something that constitutes a problem about research in Greece.
4	Mehmet Ftiharacabey, Mustafa Ozder E, Kivanç Bozkus.	To determine the teachers attitudes towards multicultural education	Research was carried out with a survey Model. Model is based on Data collection (Fraenkel, Wallen, & Hyun, 2012).	524 teachers who were teaching Turkish to the Syrian immigrants in Sanliurf a.	Literature teachers have more positive attitudes than classroom Teachers.	Though TMAS is reliable a tool of foreign origin may have Prevented An understanding of the issues specific to Turkey as well.

Source: (Adapted from Sally, 2013).

The above table a synthesis matrix focusses on specific topic of research papers taken into

consideration for the study. It is organizing the sources in literature review and integrate them into a unique interpretation that not only serves as the foundation of your study but also contributes to the dialogue in your field and establishes your credibility as a scholar. There are limitless ways of structuring a matrix (Sally, 2013). The above studies from 2007-2019 have used TMAS and found it reliable.

3. Teacher Multicultural Attitude Survey (TMAS)

One of the most characteristic scales about the measurement of teachers' attitude towards multiculturalism is the (TMAS) Ponterotto, Baluch, Greig, & Rivera (1998), an estimation scale of the teachers' attitude towards multiculturalism. According to Ponterotto, the teachers that are aware of the current multicultural reality of the societies, confront the cultural variety as a qualification and therefore they consider as important issues related to multiculturalism to be included in their teaching subjects and in the training programs for teachers (Ponterotto & Pedersen, 1993).

Dotger (2010) used the specific scale in an educational training program of teachers, the Parent/Caregiver Conferencing Model (PCM), with very satisfying results. Moreover, Szabo and Anderson (2009), in their survey regarding the attitudes of candidate teachers towards the multicultural environments used Ponterotto's scale and confirmed the criterion validity (criterion validity) and the reliability of the specific scale. Lee, Summers, & Garza (2009) gathered alike results in their research regarding teachers.

3.1. Control of the Internal Structure of the Teacher Multicultural Attitude Survey Scale, TMAS

In order to examine the structure of the examined questionnaire the exploratory factor analysis was adapted according to the main components method. Ponterotto, Baluch, Greig, & Rivera, (1998) found a single factor according to the factor analysis about the control of the internal structure of the initial scale. The factor analysis of the scale data revealed three factors fluctuating from 5.53 to 1.34.

3.2. Reliability Control of the Teacher Multicultural Attitude Survey Scale, TMAS

In order to control the reliability of the questionnaire with the test-retest method (test-retest), another group of teachers (N = 30) completed the questionnaire twice during one month. From the answers to these two allowances of the Scale to the teachers a high consistency coefficient came out ($r = 0.77$, $p < 0.001$). Also, the internal consistency method was used (internal consistency) and more specifically the Cronbach alpha (α) in order to calculate the stability of the answers for every single criterion of the questionnaire.

4. Conclusion

The results of the current research lead to the conclusion that the Teacher Multicultural Attitude Survey, TMAS, constitutes a reliable instrument and it can be used in the Greek population. One of the Scale's limitations is that it was given to a small sample of teachers, something that constitutes a problem about research in Greece. Further research is required

in order to understand the varying nature of the multiculturalism and help us to understand people much better as well as their attitude towards multiculturalism. With the limitations given above, the authors believe that the spirituality questionnaire represents a valid instrument to assess four core dimensions of spirituality.

Even in the event of weak loadings, which was not the case in the present investigation, the sample sizes were large enough to give valid results. All scales present with good reliability and a clear structure almost identical in the samples. The questionnaire is easy to apply, and respondents usually have no problems filling it out. Items are clearly worded and the answering categories seem adequate.

5. Global Implications and Discussion

Overall, most beginning teachers know little about the histories and cultures of varying groups along with the discrimination and disenfranchisement that they have encountered (Moll & Arnot-Hopffer, 2005) Informing Intern/teaching fellows about the lives and cultures of students from different racial, cultural and socioeconomic backgrounds other than their own, conjoined with opportunities for them to explore their own cultural values, biases, and attitudes, may prepare them to work more efficiently in their multicultural school settings. The significance of community based teacher education in preparing teachers in fostering multicultural awareness and caring to their students, valuing local community culture and knowledge, obtaining community knowledge base, and developing culturally responsive pedagogies that facilitate students learning as well as outreaching to their communities are well documented in western literature. Increasing linkages between university-based teacher education coursework and the fieldwork experiences in diverse communities could contribute to developing qualified teachers for diversity. Lessons from connecting teacher education to local communities are also implied in preparing culturally responsive teachers for other multicultural and multiethnic countries in the world.

Another challenge faced by preservice students and teacher education faculty was communication and professional development. As Griffin et al (2005) reported one significant and ongoing problem is ensuring that all classroom teachers who serve as cooperating teachers are educated about the goal of community-based teacher education programs and knowledgeable about core components of program coursework. This problem “is exacerbated by a lack of resources available for cooperating teachers to engage in related professional development opportunities” (p.94). Creating circumstances that could promote meaningful, ongoing process between the university and college based teacher education programs and schools/communities is essential for teacher educators to ensure this collaborative partnership between preservice teacher education and communities.

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The novel of Aravind Adiga: A critical study

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ABSTRACT

This paper entitled the fiction of Aravind Adiga. A critical study.” portrays subaltern issues in the Indian society such as caste, prostitution, culture conflict, dowry practice, economical status, zamindari system, poverty and corrupted educational system. This paper proves that how Aravind Adiga increases the voice against those corrupted people for oppressed people in India through the mouthpiece of the narrator Balram Halwai. It highlights how Balram tackles those social obstacles and become a successful entrepreneur. He is considering as the man of action and change. His deeds changed his life from darkness into light. He is depicted as the white tiger in this novel because a normal man cannot come out of the coop but a white tiger can.

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Keywords Indian Society, Zamindari System, Entrepreneur, Darkness, Fiction

I INTRODUCTION

The White Tiger is Aravind Adiga’s debut novel. It has won the Booker prize award in 2008. In this novel, Aravind Adiga raises his voice for the poor people against the people who are needs to suppress them. The White Tiger highlights the definitions of Indian individuality with the protagonist Balram Halwai, who actually born in lower caste. He grows in power by using nothingness. The White Tiger narrates how subaltern issues expressed in the life of Balram. Throughout the life history of Balram, Adiga exposes the actual condition of dark and light India. In postcolonial India, the term subaltern mainly occupies vital role which incorporates the subordinate position of the people in terms of caste, class and gender. These people are powerless to rise their voice and helpless to resist their exploitation. He has a great lack in education but he has known multiple languages and religions. Balram is accused as a murderer of his master Ashok. But he has none punishment by Indian society. It shows that the embrasure of nothingness in India and everything possible at that time. So we can sort out that there must be a way of individuals within the society to seek recognition through both legally and morally.

II INVESTIGATING ADIGA AND HIS WORKS

Adiga clearly captures in this novel that how the rich people, police man, politician are enjoying their lives with the help of deprived people. The White Tiger is full of suspense and questionable morality. It has bursting wit told by the utterly incomparable narrator Balram Halwai. He is a highly complicated man, an entrepreneur, servant, philosopher, murderer rolled into one. Over the seven nights he narrates his story to Jiabao and how he came to be a successful winner of his life. Even though he has nothing but his intelligence makes him into something. This village Laxmangarh is referred as the darkness in which the inhabitants are very poor. They worship the lord Hanuman because, “He is the shining example of how to serve your master with absolute fidelity, love and devotion”. Balram likes China because the Chinese are the great lovers of freedom and individual liberty. Balram comments thus: “Only three nations have never let themselves to be ruled by

foreigners: China, Afghanistan, and Abyssinia. These are the only three nations I admire” The White Tiger takes a grim vision of everything and really condemns every Indian social evil. It is self-reflective novel, which throws light on a man’s journey from dark India to light India and quest for identity. The central theme of The White Tiger is the powerless peoples are crushed under the hands of powerful people ever. It always reminds that rich get richer and poor get poorer in their lives. The White Tiger perfectly captures subaltern issues throughout Balram’s letter.

II A

This novel is written in an epistolary style to Jiabao by Balram. From this character, Adiga reveals that not only the voice of him but also the voice of underclass. There are lots of cruel factors in Indian’s society such as poverty, caste, deny to literate the people, political corruption and superstition are made the great participation to the sufferings of poor people. These factors may have chance to make their life as hell. In The White Tiger, the peoples of Laxmangarh want to change their life. So they decide to move the city in order to earn money, food for their routine life. Due to the population, the poverty becomes a common issue in India. The population deprived the basic needs of Indian life. An unemployment and population leads to poverty in India. It can makes a very pathetic situation throughout the nation so even the common people tries to commits in crimes for enrich their economic disparity in the country. Likewise Balram also commits in this sort of problem in this novel. Kiran Desai also points out the hard-hitting attack on the corrupt political system in India: “Not one truthful politician in the whole country. Yes, our parliament is made of thieves, each one answerable to Prime Minister, who is the biggest thief of them all” (Hullabaloo in the Guava Orchard, 20). Lack of poverty an innocent guy change into murderer and selfish. He has ready to do whatever for the sake of himself. Due to the poverty he had no name until his teacher calls him as Balram Halwai. Before he calls Balram Halwai by his teacher, he simply called “Munna” which means a boy. By his economic status he pushed to work in a tea shop at his early age.

III DIVISION OF SOCIETY

These are all the consequences of poverty in The White Tiger. In an ancient India, the people are into many castes but in two classes. They are low and high classes. The rich people of the village are considering as the zamindhar RESEARCH REVIEW International Journal of Multidisciplinary © RRIJM 2015, All Rights Reserved 446 | Page the village. These people need to improve their wealth by treating the lower people for their every work. But they never ready to give enough wages for their actual work. Nevertheless they treat the poor people as animals for only their needy. In The White Tiger there are four landlords namely Buffalo, Stork, Wild Boar and Raven. They got their names from their peculiarities of hunger that they had seen in them. So Adiga calls them “Animals”. The Stork, who owned a river in the outside of village and also he collect money from the people those who crossed the river and to reach the village Laxmangarh the stork who has agricultural lands and orders the people to touch his dust feet for working as labors in his lands. Due to the poverty the people are agree to this pact and worked there like slaves. Raven and Buffalo also sucks the bloods of people like vampires in this novel. Dowry practice is a main social evil that mainly occupies in India even still today. If anyone in India has many daughters he is consider as a cursed creature among the people. In The White Tiger Balram also dropped out his schooling and went to a tea shop as a labor for the sake of borrow money for his cousin Reena’s marriage from Stork . Prostitution also takes a great part in India. The women are forced into sexual slavery for their routine life. Even

now days also we can find red light areas in many cities in India such as Mumbai, Delhi and Bangalore. There one can borrow the price amount of those women. The person demands them in the basis of “high class or low class and virgin or non-virgin”. The aristocratic peoples always need “golden haired women”. In *The White Tiger*, Balram too wish to sleep with golden haired woman. His main inspiration for this motive is his master Ashok, who enjoys his life with golden haired young girls. Due to the corrupt administration and corrupt law, the underclass people life becomes worst. The Police always want to save the rich people by getting bribe from them. They never ready to consider that according to the law, all the humans are an equal. Nevertheless they biases all the time to the rich people instead of punish them under the law. This novel is a great evidence for such things. When Pinky, the wife of Ashok made an accident and tries to escape from this crime, the case is transferred to Balram. It exposes the corruption and laziness of police and magistrates. Caste discrimination is also one of the social evils in India. According to the people, who were born in their family, they divided into many castes. Balram was born in Halwai family. The job of Halwai family is to make sweets. Balram’s father was a rickshaw puller. In *The White Tiger* when Balram works as a driver in Stork’s family, one of co-driver asked him that “What caste you are? Stork also asks this same question “Balram, what caste is that, top or bottom”. In India the people are not judged by their quality and talents. Nevertheless they judged by the caste. This one is most occupying evil in the society of India even today. The marriage of Pinky and Ashok does not accepted by their parents and society due to the caste discrimination. It leads to the great disaster in their relationship. *The White Tiger* is the symbol of individuality and freedom. It shows how a half-baked man becomes a successful entrepreneur by using his intellectual power. The same time *The White Tiger* means power. So Balram also identified as *The White Tiger*. He does not want to be a slave anymore Instead of he wants to be a free man. Among his cruel action he does not care about whether cheat or kill his master Ashok. He feels that everything in power for personal gain. These kinds of people never bother about their violent actions. But they only concentrate of their personal interests, needs and desire. V. S. Naipul has highlighted the Darkness of India in his “Area of Darkness” (1964): “rigid caste distinction” “English mimicry”, “Indian lavatory and kitchens-the visitors’ nightmare” “clubs of Bombay and Delhi...poverty”, “misfortunes of refugee family”(68), underclass denied of opportunities; lack of hygiene and sense of sanitation: “Indians defecate everywhere”, “labour is a degradation”, businessman: “all his duty is, by whatever means, to make money”: “symbolic actions” irrational “reservation policy (which) places responsibility in the hands of the unqualified”. The close study of the novel, *The White Tiger* sorts out the society is separated into two groups such as rich and poor, exploitation and exploited, colonizer and colonized, man with big belly and man with small belly and haves and have-nots. In this novel Balram arises from the darkness to the light by killing his master. He supports voiceless people by his action and words. Balram wants to remove the trashes such as subaltern issues in Indian society. He decides to ignore the oppression from the society as depicts his stand “Let animals live like animals; Let human live like human; that’s my whole philosophy in one sentence”.

IV CONCLUSION

India's post liberalization is corruption indeed apparent and is the playground where Balram learns the game. His succeeding in moving from darkness to light through personal success traps him and makes him a part of the same corrupt system which catapulted him to the seat of an successful enterprise. Therefore he is socially upward bound still a prisoner of the corruption which engulfs the Indian system. In completing this transformation into an entrepreneur he is part of a new system while losing his family which represented the old system. His breaking his social constraints and moving upwards also reflects changes in the system of class and caste. It would probably be a second generation of these service class workers from the darkness who may move upward due to better opportunities of the future. In the present times it will be a rare 'White Tiger' who due to perseverance and grit succeeds in escaping the 'Rooster Coop'. Adiga has deftly entered a class of invisible people who are in the service of the urban affluent and portrayed an individual's struggle from so called darkness to light. Indeed a gripping novel which examines the relationship between the master and the staff. This work also indicates the increasing inherit flaws and strains visible with advent of media implosion and exposure to legal labour rights

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