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COLLECTIVE CRITICAL CARTOGRAPHY- A TOOL IN GEOGRAPHICAL STUDY

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Abstract

Teaching and learning is a complex process. In the recent years, the focus has been learning centric teaching. Since, the engagement of students becomes the core of learning process. Mapping is the basic tool in learning and teaching geography. There has been an array of cartographic tools for representation of spatio – temporal data. Collective Critical Cartography (CCC) is one of them. Collective Critical Cartography is a set of new mapping practices and theoretical critique grounded in critical theory. It differs from academic cartography in that it links geographic knowledge with practical knowledge about the surrounding.It is a process which use collaborative methods to complete or rewrite information which transmitted by traditional maps (and last but not at least, the world view which is mediated by them). Collective critical cartography or CCC is a method which uses co-operative mapping as a tool. An activity on mental mapping was carried out with fifteen Post-Graduate students of Geography of Parvatibai Chowgule College (Autonomous), Margao-Goa. These students were divided into three groups. The main aim of the activity was to mobilize the knowledge of a particular community about the surrounding area, which can then be improved and made more efficient. Therefore, the college campus area was taken into consideration as a particular community. It was noticed that each group had different perceptions about the surrounding area of the campus. Hence, this practice helps to understand how humans look at the particular area and process the information internally and externally.

Introduction

Our representations of the world are extremely important when defining a critical position in respect to it. Reflecting about our territory and forming new perceptions is essential as we organize ourselves and think through tools of social transformation. Collective Critical Cartography is a creative tool that facilitates the construction of a collective story over a territory. Three main important aspects of CCC are a) collective construction b) Open participation and c) Critical knowledge production of diverse realities.

Mental maps are a part of a broader movement of people's environmental perception and they represent the social construction of an area (a district, town, country and so forth). This means that these maps are associated with the spatial tasks of orientation and the behavior of people (Gregory et al, 2009). Everyone has his individual ideas about the 'real' world based

on their own knowledge, experiences and impressions of an area. Some people have a very narrow and localized map. This means that they live in a small world (for example in a very small village). People who live in a large world have a more abstract and broader mental map.

History

Collective Critical Cartography was developed in the late 1980s and early 1990s in opposition to the dominant tradition of mapping as a progressive and neutral reflection of the environment. (Wood, Denis; Krygier, John , 2016). Since ancient historical times, maps have been produced to benefit the visions of the ruling class. Advocates of critical cartography aimed to reveal the "hidden agendas of cartography as tools of socio-spatial power". Collective Critical cartographers put forward new mapping practices, called Counter-mapping, that challenge formal maps of the state. Counter-mapping mostly refers to maps made by indigenous cartographers but can include maps from other sources as well. Indigenous cartographers engage in counter-mapping in an attempt to represent their land to reduce threats posed by external forces. Counter-maps are especially important because they demonstrate community claims for rights over land. The aim of CCC is to reduce the gap between a more technically oriented map design and a more theoretical analysis of power in society. Organizations such as Counter-Cartographies Collective (USA), Iconoclasistas (Argentina), and Bureau d'Etudes (France) work to change the way people think about maps and power.

Discussion

A mental map is a first-person perspective of an area and how they interact with it. An easy example would be the image you have of your neighborhood. Your mental map of where you live allows you to know how to get to your favorite coffee shop. It is what you use to plan activities and routes to travel. (Matt Rosenberg, 2017)

The activity on collective mapping was carried out by Mrs. Kata Muranyi, a Research Scholar from the University of Pecs, Hungary. To start with the activity, a map of a particular area, a set of trigger questions (where is the canteen, gym, football ground, parking lot, danger zone of high electric lamp posts etc) and a series of signs and symbols are required to be prepared. The activity of collective mapping was carried out based on three stages: 1) Pre-field work, 2) Field work and 3) Post-field work.

Mrs. Kata Muranyi briefing the students about Collective mapping

In the Pre-field work, three groups were formed; each group consisted of five members. Group leaders were selected from within the groups. The map (Google Map with streets) of Chowgule College campus, colour paper strips and stationery was provided to each group and the instructions of the activity were given. An example of how a mental map should be prepared was delivered.

Mrs. Kata Muranyi explaining of how the activity should be conducted

During the fieldwork, respective group leaders conveyed the instructions of the activity to their respective group members which was then followed by a group discussion among the members to set trigger questions. All the group members contributed their work collectively, identified and figured out different features, places, attributes on the map which were then symbolically represented on the map. The group members had to draw a rough sketch with symbols symbolizing the cultural features, places and attributes on a chart paper and coloured sticky notes along with the name of the symbols were attached on the chart paper. The session of the activity was for one and half hour. A final sketch of a mental map representing

the college campus area was prepared using various symbols, signs, demarcating zones with lines and points.

Post-Graduate students engaged in the activity

In Post-field work, all three groups reported back with their respective mental maps prepared by them and to know what was worked and how. This part of the activity is very important because learning is then shared and a debate emerges from the distinct points of views. Comparisons of all three maps were done by the groups. In the process of comparison, there was identification of unknown features that varied from each group. Elements such as roads, landmarks etc are important in mental maps because people use these features to orient themselves and to navigate within a place or region. The last step was to systematize all three maps to one common map. From all three maps, the information from different groups was condensed into one common map.

Comparison of mental maps of three groups

According to Kamini Raikar, *"Collective mapping is a fun based learning activity which helps one to think and produce a picture of a particular location or place".* While Delcia D'Souza said that, *"It is a great tool for us as students to see and explore things in greater detail".* Adrel Gomes stated that, *"It helped him to provide greater understanding of places being studied" and* Apurva Desai remarked that, *"Though I am a part of my college for three*

years, I thought I knew everything around the campus. But after this activity I learnt some new elements that existed in my college which I never knew before". The question is where this engages and enhances teaching-learning of geography. Based on the above responses, it can be firmly stated that this activity helps one to think and produce a picture of a particular place, to explore things in greater detail and to provide greater understanding of places. Secondly, the most important skill acquired by the students were, how to work together in a group, the communication between team members and most importantly how to imagine and memorize the geography of one's surroundings.

Conclusion

Collective Critical Cartography is a process of knowledge production and transformation. It is not just the 'final product' but the process itself can involve learning together and producing new knowledge by bringing together multiple perspectives, by connecting different personal maps, or by creating collective maps through rotation, negotiation or consensus. It is a best way to democratize knowledge-production. Mapping can also emphasize relations to institutions, landscapes, wildlife and environments, leading people to re-conceive their relation to invisible structures or the natural world. More fundamentally it involves a reconfiguration of relations to space, dis-alienating one's relationship to space through the application of imagination.

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THE ROLE OF GOVERNMENT POLICIES IN GIRLS EDUCATION

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Abstract

The present study is an attempt to understand the status of girls' education in India. This research paper is an analytical overview of different government policies and programs for increasing literacy rate, enrolment rate at higher education among the female. The rural-urban disparities in female education are another important area covered in this research. The study is based on secondary source of information. This is an attempt to understand the variation in the literacy rate and enrolment rate. The major part of the present research paper includes the analysis of different programs and policies frame by the Government to improve the educational status of women in India. How under the various plans different grants are allotted and how it has performed at different sates of India. No doubt certain girls show promise of growing into artists, writers, orators, politicians and so forth, others may prefer to follow such professions as doctoring, teaching and law and still others may like to become steno-typists, secretaries, business executives, receptionists, telephone operators, etc. But the majority of girls have naturally a distinct preference for a general education, after which they will enter matrimony and settle down in their homes.

Introduction

Research on female education in many countries has shown that educating girls and women is critical to economic development. Female education creates powerful poverty-reducing synergies and yields several inter-generational gains. For developing countries, where women represent an untapped source of human capital for development, policies to reduce gender gaps in access to education can yield economic and social benefits that accrue to individuals, families and the society at large. Education is also important because it can help to eradicate poverty and hunger. Given the benefits of female education, it is important to promote equal access to education by boys and girls.

Hence, girl's education, as a development issue, has been the concern of both international and national leaders for some time now. This is evident in the commitments made during the 1990 World Conference on Education for All (EFA) in Jomtien that were

realigned at the Dakar World Education Forum of April 2000, and reaffirmed by the Millennium Development Goals (MDGs) of 2000. In particular, MDGs 2 and 3 sought to ensure that, by 2015, children everywhere, boys and girls alike, are able to complete a full cycle of primary education and that gender parity is achieved at all levels of schooling.

Education is the most important level for social, economic and political transformation. A well-educated population, equipped with the relevant knowledge, attitudes and skills is essential for economic and social development in the twenty-first century. Education is the most potent tool for socio-economic mobility and a key instrument for building an equitable and society. Education provides skills and competencies for economic well-being. Education strengthens democracy by imparting to citizens the tools needed to fully participate in the governance process. Education also acts as an integrative force in society, imparting values that foster social cohesion and national identity[1].

Before 1976, education was the exclusive responsibility of the States. The Constitutional Amendment of 1976, which included education in the concurrent List, was a far-reaching step. The substantive, financial and administrative implication required a new sharing of responsibility between the Union Government and the States. While the role and responsibility of the States in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standard including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country.

In order to achieve UEE (Universalisation of Elementary Education,) the Government of India has initiated a number of programmes and projects[2]. The Government adopts an integrated approach in the implementation of the various centrally sponsored schemes, in keeping with principles of the National Policy on Education, to ensure that the education of equitable quality for all to fully harness the nation's human resource potential. The common objectives are to enhance access through the expansion of quality school education; to promote equity through the inclusion of disadvantaged groups and weaker sections, and to improve the quality of education.

[1] India, Planning Commission, Draft Twelfth Five Year Plan (2012-2017) Volume-III, p. 48

[2] India. Ministry of HRD, Department of Higher Education: Status of Education in India; National Report, prepared by National University of Education Planning and Administration, 2007, p. 18

Education is also important strategic areas of empowerment for women. It enables them to make free choices about their lives. Education is not a luxury in the Indian context, rather it is considered as a basic human right through the implementation of the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women. There has been a significant progress in girls' education in India Between 1970 and 1992. The combined primary and secondary enrolment for girls in developing countries rose from 38 per cent to 68 per cent -- with particularly high rates in India[3]. Female education is receiving a great impetus and considerable advances made by our country in this direction.

A focus on girls' education was put in place since the 1986 National Policy on Education and the 1992 Programme of Action, followed by the SSA programme launched in 2001, National Curriculum Framework in 2005 and the National Curriculum Framework for Teacher Education in 2010. These policies were complemented by other schemes such as National Programme for the Education of Girls at the Elementary Level, Kasturba Gandhi Balika Vidyalaya Scheme, Women's Hostel Scheme of UGC both ensuring inclusion and quality education for girls. The Mahila Samakhya programme was launched in 10 states targeting marginalized sections of rural women.

Access to education was also facilitated by separate schools for girls, availability of open learning resources, residential schooling, coaching facilities; scholarships, textbooks, uniforms and transport including bicycles. The Right of Children to Free and Compulsory Education (known as RTE) Act, 2010, created a successful new dimension for gender equality in education in India. Since Independence the ratio or the participation of girls has been increasing, though slowly but steadily, in the education sectors. There have been various programmes and policies government had defined to increase the participation of girls in the education sectors. The present paper discusses the select reforms and policy initiatives the Government of India had taken towards girls' education in both the elementary and higher education.

[3] Women's Education in India: an analysis,G. Sandhya Rani, Asia pacific journal of Social Science, Vol. II, (01), January-June 2010, PP 106-124.

Female Literacy Status

Table 1: Literacy Status in India

Year	Total Literacy (in millions)	Literacy Rate			Male Female Difference
		Male	Female	Total	
1951	60.1	27.2	8.9	16.7	18.3
1961	105.5	40.4	15.4	24.0	25.0
1971	161.5	46.6	22.0	29.5	24.0
1981	241.0	56.4	29.8	36.2	27.4
1991	362.2	63.1	39.3	43.3	23.8
2001*	666.94	75.3	53.6	64.84	21.7
2011#	778.45	82.14	65.46	74.04	16.68

**Exclude J&K*

Source: Selected Educational statistics 2002-03, MHRD, Govt. of India.

#Paper 1 of Census 2011, RGI, Government of India.

As shown in the above Table I, there has been a considerable increase in the literacy rate of female in last two decades. It was observed that during 1951-2011, the literacy rate of female has been increased by 7.3 times where as in case of male; it is 3.01 times. Again it was observed that since 1981, the male-female difference is getting closer which is a positive indication on the part of the education of women in our country. However, it is noticed that the rate of female literacy is 65.46 per cent as against the male literacy which is of 82.14 percent. This shows that the per cent of literacy among female is increasing steadily.

Table 2: Children of primary school age in school (percent), India 2000 and 2006

	2000	2006	Change 2000 to 2006
Male	79.2	85.2	5.9
Female	72.3	81.4	9.1
Urban	82.5	88.5	5.9
Rural	73.8	81.5	7.7
Poorest 20%	66.1	69.4	3.2
Second 20%	69.2	81.2	12.1
Middle 20%	78.8	87.5	8.7
Fourth 20%	82.1	92.2	10.1
Richest 20%	89.1	95.7	6.6
Total	75.9	83.3	7.5

Data sources: India Multiple Indicator Cluster Survey (MICS) 2000, India DHS 2005-06.

Data from Demographic and Health Survey (DHS) shows that the primary school attendance rate has increased by more than one percentage point annually. In 2000, 76 percent of all children of primary school age (6-10 years) were in school. By 2006, this value had increased to 83 percent. The attendance rate of girls increased by 9 percent over the period of 2000-2006 and the attendance rate of boys by 6 percent. Forum on Public Policy School attendance rates also grew in urban and rural areas, and across all household wealth quintiles. However, close to 17 percent of all children of primary school age still continue to be out of school.

Higher Education for Girls in India:

There has been a tremendous expansion of educational opportunities for women in the field of higher education both general and technical. Women education at the university and college levels has been diversified and reoriented in tune with the changing requirements of the society, industry and trade. Because of which the participation of women at the higher education has been increased to some extent.

Table3: Enrollment of women in higher education, UGC 2012, various Annual Reports

Year	Total Enrollment ('000')			Women as Percent of all students
	All Students	Men	Women	
1950-51	174	157	17	10.00
1955-56	295	252	43	14.60
1960-61	557	468	89	16.00
1965-66	1067	849	218	20.40
1970-71	1954	1563	391	20.00
1975-76	2426	2131	595	24.50
1980-81	2752	2003	749	27.20
1985-86	3571	2512	1059	29.60
1990-91	4425	2986	1439	32.50
1995-96	6426	4235	2191	34.10
2000-01	8001	4988	3012	37.60
2005-06	11028	6562	4466	40.50
2011-12	26651	15521	11130	41.76

Higher Education system of India is considered as one of the largest in the world. Women constitute 48% of the total population of India. The trend of participation of women in higher education measured in terms of their proportion in total enrollment is presented in the above table. The total enrollment increased from only 174,000 in 1950–51 to 26.6 million in 2011-12. It is a phenomenal growth in 55 years at the annual compound growth rate (ACGR) of 7.6%. During the same period, the enrollment of men increased from 157,000 to 15.52 million recording a Annual Compound Growth Rate (ACGR) of 7.0% while that of

women increased from only 17,000 to 11.13 million at an ACGR of 10.6%. The percentage of share of women enrollment has been increased from only about 10% to 41.76% till the present. Women entering in higher education at 1950-51 was10.9 percent and in 2011-12 it were 41.76 percent. This shows that women enrollment increased faster than total enrollment as well as that of men.

Thus it is important to discuss the select reforms and policy initiatives the Government of India had taken to increase the participation of girls in both the elementary and higher education.

The Policy Prospective: An Overview

The National Policy on Education, 1968[4] emphasized on "Equalization of Education Opportunity." The education of girls should receive emphasis, not only on grounds of social justice, but also because it accelerates social transformation. The National Policy on Education (1986 and revised in 1992) brought out a marked shift in the policy perspective towards girls' education[5]. While the National Policy on Education, 1968 emphasized on equalization of educational opportunities, the National Policy on Education (NPE), 1986 (revised in 1992) emphasized on education for women's equality and stressed on ending all kinds of social evils and practices derogatory to women. The NPE (1986) clearly states " The National Education System will play a positive, interventionist role in the empowerment of women" The NPE and its Programme of Action (POA), 1992[6] laid major emphasis on increasing women's participation in vocational, technical and professional education at different levels along with school education. It further states that the policy of non-discrimination is recommended to eliminate sex stereotyping in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies. The National Policy for the Empowerment of Women, 2001[7] also focuses on equal access to women quality education at all levels and reducing the

[4] NATIONAL POLICY ON EDUCATION, 1968, http://www.indg.in/primary-education/policiesandschemes/national_policy_on_education_1968.pdf
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gender gaps in secondary and higher education. The Empowerment of Women has found a special mention in the National Policy, 2001.

1. Elementary Education (Sarva Shiksha Abhiyan & Girls Education) for the XIth Plan:

The National Policy of Education 1986, as revised in 1992, had indicated three thrust areas in Elementary education:

1. Universal access enrolment;
2. Universal retention of children upto 14 years of age; and
3. A substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

These objectives were carried out during the 10th Plan period through the 'Sarva Shiksha Abhiyan' which is the flagship programme of the Government of India in partnership with States and UTs. The 86th Constitutional Amendment Act 2002 made education a Fundamental Right for children between the age group of 6-14 years by providing that:

"The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine".

The achievements of the programme are:

A. Reduction in the number of out of school children:

From about 320 lakh in 2002-03, the number of out of school children had reduced 70.5 lakh based on reports of States and UTs in March 2006.

B. Decline in gender and social gaps:

The gender gap at the primary stage reduced from 5.5 percentage points in 2002-03 to 4.2 percentage points in 2005-06. At the upper primary stage this gap reduced from 10.7 percentage points to 8.8 percentage points. The GPI at the primary stage in 2005 was 0.95 and 0.88 for the upper primary stage. The share of SC students in total enrolment was 20.72% at the primary tage and 19.42% at the upper primary stage. For ST students, share in total enrolment was 11.75% at the primary stage in 2005-06 and 9.28% at the upper primary stage.[8]

C. Reduction in dropout rates:

[8] Evaluation Report on Sarva Shiksha Abhiyan, Programme Evaluation Organization, Planning Commission, Government of India, New Delhi, May 2010

The gross dropout rate, reflected in the Selected Education Statistics of MHRD declined from 39.03% in 2001-02 to 28.49% in 2004-05. For girls, the decline in dropout rate has been significant. During this period it decline from 39.88% to 24.82% - a decline of more than 15 percentage points. The dropout rate for the entire elementary stage is however declining less rapidly.

2. National Programme for Education of Girls for Elementary Level (NPEGEL)

The NPEGEL, launched in September 2003, is an integral but distinct component of the Sarva Shiksha Abhiyan. It provides additional provisions for enhancing the education of underprivileged/disadvantaged girls at elementary level through more intense community mobilisation, the development of model schools in clusters, gender sensitisation of teachers, development of gender sensitive learning materials, early child care and education facilities and provision of need-based incentives like escorts, stationery, work books and uniforms etc. for girls. All Educationally Backward Blocks have been included under NPEGEL. Under NPEGEL, around 40,384 Model cluster schools have been opened, 2520 ECCE Centers are being supported, 26838 additional classrooms have been constructed, skill development to 17,44,693 girls, 967738 girls covered under exposure visits, bridge course covering 657622 girls, including additional incentives like uniforms etc. to about 1.6 crore girls (upto 31st October, 2010). An outlay of Rs.389.62 crore was approved under NPEGEL for 2010-11.[9]

3. Kasturba Gandhi Balika Vidyalaya (KGBV)

Kasturba Gandhi Balika Vidyalaya (KGBV) is a scheme launched in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25%, is accorded to girls from families below poverty line. The KGBV scheme very specifically targets:

- Adolescent girls unable to go to regular schools.
- Out of school girls in the 10+ age group who are unable to complete primary school

[9] Guidelines for implementation of The 'National Programme for Education of Girls at Elementary Level (NPEGEL)' as a component of the scheme of Sarva Shiksha Abhiyan (SSA)

- Younger girls of migratory populations in difficult areas of scattered habitations that do not qualify for primary/upper primary schools.

The KGBV scheme provides for a minimum reservation of 75% seats for girls from SC/ST/OBC and minorities communities and 25% to girls from families that live below the poverty line. The scheme is being implemented in 26 States/UTs namely: Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Dadar & Nagar Haveli, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand and West Bengal. 3598 KGBVs were sanctioned by Government of India till date. Of these, 492 KGBVs have been sanctioned in Muslim concentration blocks, 667 in ST blocks, 1075 in SC blocks. As on 31st October, 2010, 2839 KGBVs are reported to be functional (i.e. 78.90%) in the States and 2,61,465 girls enrolled in them [801921 SC girls (30.67%); 64764 ST girls (24.77%); 68843 OBC girls (26.33%); 21596 BPL girls (8.26%); 26070 Muslim Girls (9.97%)[10].

The Kasturba Gandhi Balika Vidyalaya scheme had merged with Sarva Shiksha Abhiyan in the XIth Plan with effect from 1st April, 2007. The National Evaluation of the KGBV scheme was undertaken between 29th January to 20th February 2007 in 12 States of Karnataka, Tamil Nadu, Andhra Pradesh, Madhya Pradesh, Rajasthan, Gujarat, Jharkhand, Bihar, Himachal Pradesh, Uttar Pradesh, Arunachal Pradesh and Orissa, with 12 independent experts in girls education and another joint Evaluation of NPEGEL & KGBV scheme was also undertaken between 19th November to 14th December, 2007 in States of Assam, Manipur, Chhattisgarh, Maharashtra, Haryana, Punjab, Jammu & Kashmir, Uttarakhand, Meghalaya, West Bengal, Mizoram, Tripura and Dadar & Nagar Haveli.

4. Early Child Care & Education (ECCE)

Early Child Care & Education under Sarva Shiksha Abhiyan directly supports girl's education, especially at elementary school stage as it relieves girls from sibling care. The situation of street children and thousands of visible and invisible working children are mapped annually with the help of voluntary organizations working in the urban area. Preschool education of children up to 6 years has been formally transferred to the Department of Women and Child Development. But the education department continues to play a

[10] www.sandhan.org/annualreport11_12.pdf

strategic role in strengthening pre-school education and ensuring child care facilities for children under the age of six.

5. Mahila Samakhya Programme

The Mahila Samakhya Programme was initiated in 1987-89 to translate the goals of NPE and POA into a concrete programme for the education and empowerment of women in rural areas, particularly of women from socially and economically marginalized groups. Mahila Samakhya Education for Women's Equality was launched as a pilot project in 10 districts of Karnataka, Gujarat and Uttar Pradesh in 1989 with Dutch assistance. The project was extended to Andhra Pradesh at the end of 1992 and to Kerala in 1998-99. In 2002, after the bifurcation of Uttar Pradesh, a separate Programme was located in Uttaranchal. From 2003- 04 the states of Bihar, Jharkhand and Assam have also been covered under the central scheme of the MS programme.

At present the programme is being implemented in 5287 villages in 33 districts of Uttar Pradesh, Uttaranchal, Karnataka, Gujarat, Andhra Pradesh and Kerala. During the 10th Plan, the programme is to be expanded to 27 new districts in specially identified educationally and socially backward blocks in states of Bihar, Jharkhand, Assam, Uttar Pradesh, Uttaranchal, Karnataka, and Andhra Pradesh. Innovative educational interventions were encouraged to enable women and communities to become equal partners and took charge of educational processes. At the same time, MS endeavored to develop a gender sensitive pedagogy and learning materials, and other educational processes which helped them to participate in the mainstream educational practice.

6. Women's Hostel Scheme of UGC:

To achieve the goal of enhancing the status of women and harness the potential available for the development of the society at large, as also to bring about gender equity and equal representation of women, the University Grants Commission had started funding to colleges and Universities to construct women's hostels and other infrastructural facilities. During 2011-12, a total grant of `125.19 Cr had been released to 673 state colleges by the UGC Regional Offices for construction of Hostels for Women[11]. The UGC took special initiative to increase the number of hostels for girls and the amount of grants. No doubt the

[11] Annual Report 2011-12, UGC, New Delhi.

participation of girls in the higher education has been increased by this particular scheme of the UGC.

Conclusion

In spite of this India represents a picture of contrasts when it comes to education and employment opportunities for girls in both the rural and the urban areas. Cultural, social and economic factors still prevent girls from getting education opportunities. The question of equality is still a long way to run. The status of the girl child has been a subject of much discussion, controversy and debate. While more and more families are beginning to value girls as equals to boys, there are still overwhelming cultural and economic reasons why female children are not receiving the same medical, emotional and educational attention as their male counterparts. No doubt certain girls show promise of growing into artists, writers, orators, politicians and so forth, others may prefer to follow such professions as doctoring, teaching and law and still others may like to become steno-typists, secretaries, business executives, receptionists, telephone operators, etc. But the majority of girls have naturally a distinct preference for a general education, after which they will enter matrimony and settle down in their homes. So the government should look to have all possible arrangements exist in schools and colleges to encourage talent or aptitude for a particular profession for girls. The average girl should be educated and trained as to enable her to make her life happy, healthy and civilized.

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ROLE OF FIELDWORK IN GEOGRAPHY: OPPORTUNITIES, CHALLENGES AND EXPERIENCES

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Abstract

Virtually all lecturers in geography recognize the importance of fieldwork as a vital mode of teaching in the subject. This paper draws on material produced as part of a HEFCE review of teaching and learning in the fieldwork and assesses the implications of recent changes in higher education for fieldwork studies in geography. The literature on the development of, and recent changes in, fieldwork practice is reviewed and assumptions about appropriate forms of teaching and assessment are challenged. The need for carefully integrated preparation of project-orientated fieldwork is stressed and the importance of debriefing and feedback after field visits is emphasised. Various suggestions for guidelines on good practice are presented. Finally, a range of future issues and problems in fieldwork is identified and discussed.

Keywords*: Geography, fieldwork, literature review, teaching, assessment, good practice.*

Introduction

During school and college days most of the students would like the subject Geography. Searching for a known country, state, district, river, mountain and desert on a map are the happiest moments for students. Curiosity and the desire to explore other countries, culture, language and economy are the main aspects of growth in geography. It is believed that only in 9th century A.D, the first map was developed. After usage of maps began in sea explorations and other important human activities, the division of Geography began to grow to a greater extent. Modern dimensions of geography are geographic information system, urban planning and meteorological science.

Now days, in this industrial revolution era we need to examine the growth of Geography. Geography is used to analyze the things like unprecedented growth, constant growth, urbanization and meteorological issues. Thus, Geography has changed to a situation of analyzation from the state of datas.

Fieldwork

Effective learning cannot be expected just because we take students into the field. (Lonergan & Andreson, 1988, p. 70)**.** Fieldwork is widely regarded as an essential part of

undergraduate education in geography and lecturers generally agree that it represents one of the most effective and enjoyable forms of teaching and learning for both staff and students. Field studies provide the opportunity to experiment with a wide variety of different modes of course delivery and have a valuable role as a vehicle for the integration of many theoretical and practical concepts taught within a geography degree. Field experience is also seen as vital for the development of students as qualified practitioners in all aspects of geography, since a great deal of research in the subject is fieldwork based (Gold, 1991). Despite the importance attributed to fieldwork, few departments require more than 24 days in the field during an undergraduate degree and the average British department of geography requires only 15 days (Higgitt, 1993). The aim of this paper is to review the development and contemporary position of fieldwork in geography in British institutions of higher education, to highlight problems and issues for the future and to stimulate debate. The new Teaching Quality Assessment (TQA) systems administered in England, Scotland and Wales have also become an important driving force for change, requiring universities to examine critically their fieldwork programmes (Bull & Church, 1995; Higgitt, M., 1996).

New research methodologies and technologies have become available, which have partially invalidated some traditional types of field practice and necessitated the introduction of new ones. One example is the fall of the Davisian paradigm in geomorphology and the rise of process-based studies, where the old observation, surveying and sketching of landforms has been supplanted by hypothesis generation and testing, involving measurements of phenomena such as streamwater quantity and quality using a range of instrumentation and laboratory methods, followed by statistical analysis and interpretation.

Other examples related to new technology are the use of video cameras and camcorders to gather data on projects designed to assess people's `sense of place' , and the use of portable computers to record and provide instant analysis of project data while still in the field, enabling `on-site' decisions to be made in terms of evaluation of sampling strategies or redesign of questionnaires after pilot testing.

There have also been enormous changes in the content and delivery of the school curriculum over the last 30 years and therefore the abilities and expectations of students have changed dramatically. A `trickle-down' process has occurred to A-level syllabuses with fieldwork exercises previously used at degree level entering the school curriculum through geography graduates, who have become teachers, using or adapting exercises and approaches

that they themselves experienced while on their original geography degree. This has driven further changes in fieldwork style and practice in higher education.

Definition of `the Field' and the Changing Nature of Fieldwork

Lonergan & Andresen (1988) define `the field' as any place where supervised learning can take place via first-hand experience, outside the constraints of the four-wall classroom setting. The range of fieldwork delivery methods and styles varies considerably and the type and style of fieldwork within geography has changed rapidly since the 1950s. In Figure 1 a general model summarizing the major shifts of emphasis and approach in field teaching in geography over the period 1950-97 is presented. Obviously, patterns and the exact timing of the adoption and integration of the different approaches have varied from one institution to another. For example, some geography departments will claim always to have done project-based fieldwork since the 1950s. The early role and continuing significance of the Field Studies Council in this respect deserves mention (Barrett, 1987). Gardiner (1996) has stressed the dynamic nature of approaches to fieldwork teaching and the need for both staff and students to adapt to change. The most significant developments within the past 15 years have been:

(a) the integration of skills with fieldwork within higher education following the *Enterprise in Higher Education* initiative of the mid/late-1980s (Bull & Church, 1995; Kneale, 1996; Livingstone, 1996; McEwen, 1996b) ;

(b) growth of cohort size combined with wider ability ranges of students (Gibbs & Jenkins, 1992; Hindle, 1993; Jenkins, 1994; Clark, 1996; Gardiner, 1996; Higgitt, M., 1996);

(c) increasing budgetary constraints leading to the transfer of ® eldwork costs from the institution to individual students and/or their parents (Gray, 1993) .

Types of Fieldwork Activity

Direct observation of processes

This method requires direct observation of the processes at work. For example, you can design a questionnaire to find out why people shop where they do. This is a very common method used for fieldwork.

Mapping and correlations

This method requires you to measure or map two or more variables and attempt explanations on the basis of correlations observed. This method is simple and a useful first stage but

correlations often leave questions unanswered about the processes. It is also sometimes difficult to conclude as to why things are correlated as many factors can enter into play.

Location-for-time substitution

This method -also called the *ergodic* method- is another way to study change over time: it involves finding places that are at different stages of development and, by comparing them, learn about the process of change they may go through. For example, you can study gentrification by comparing three neighborhoods that are similar but at different stages of the process. However, you must beware of assuming that because a particular sequence occurs in one place it will necessarily occur elsewhere.

Simulations

In the real world, change can be too slow to observe. An effective way of studying change, therefore, can be to make scaled-down version of reality (e.g. use a fridge and oven to simulate heating/cooling of rocks in nature). You can therefore obtains results more quickly. This is mostly used for physical geography (e.g. climate, etc)

Reconstruction methods

If you are studying change over time, it is usually necessary to reconstruct the past, by using old maps for example. This type of method is more difficult, since you need to appropriate secondary data. Keep in mind that your fieldwork must be based *primarily* on data YOU have collected and/or observed.

And most important types are,

Observational Fieldwork

Observational fieldwork is an important way of passing on staff experience and ideas, and is comparatively easy to organise. The principal problem with observational fieldwork is that students are only required to `be there' with the result that their attention may actually be elsewhere, especially if the experience is protracted· Students often describe this type of activity as boring, since they are not deeply engaged in the fieldwork process (Brown, 1969), but it can

be useful at the start of a field course, to give a first overview of an unfamiliar landscape. Couch (1985) argues that carefully directed observation can be a useful learning method, especially if reinforced by on-site tutorial-style discussion.

· Students become more engaged, typically, if the tour is on foot and they have the opportunity to converse with staff, rather than being lectured at (Gold, 1991). This format

allows students to make some observations independently and to follow up in an informal way, issues they find interesting with staff.

· Unfortunately, during observational fieldwork, if unprompted, students often miss key features, and if prompted, have a tendency to reproduce the staff viewpoint uncritically (HMI, 1992; Haigh & Gold, 1993). Engagement can be encouraged by informing students before the start of the fieldwork that they will be required to submit an assessment describing phenomena that they themselves, rather than the staff, have seen.

· The art of field note taking on observational fieldwork always has and continues to cause problems for many students. Lewis and Mills (1995) provide a useful set of guidelines, particularly with respect to ® eld sketches and the need to annotate them
clearly.

Learner-practitioner and Participant Observation

In human geography and the social sciences, particularly sociology and anthropology, participant observation is an alternative fieldwork format. This can also have its place in physical geography. In human geography, individual students join social groups and participate in their lifestyle. In physical geography, students can, for example, take on the role of environmental manager or consultant, where it becomes known as learner practitioner activity.

Objectives of Fieldwork

The objectives of any fieldwork exercise need to be clearly identified, since they condition the type of fieldwork and its success as an educational exercise. Table I summarises the objectives of fieldwork as expressed in the literature (Adderley, 1975; Tranter, 1986; Lonergan & Andresen, 1988; Gold, 1991; Jenkins, 1994). Additionally, the design of a fieldwork programme in geography must be integrated into the structure and learning objectives of the complete degree that it supports. Bearing in mind the numerous possible objectives listed in Table I, the following key factors must be considered in the planning of an individual field course:

· Fieldwork should be compatible with the educational experience and state of progress of the students. The knowledge and academic and practical abilities of the students should be sufficiently advanced that the work envisaged will be challenging, but not so advanced that it will lead to boredom and disaffection.

· Field teaching and learning methods should complement the teaching methods, content and ethos of the rest of the course.

· Teaching and learning methods should ensure the safe, effective and sustainable use of the terrain and socioeconomic circumstances in which the fieldwork will operate.

· Planning of a field visit must include consideration of problems of access to land or to institutions that may be willing to supply relevant information.

Preparation and Briefing

Preparation is critical for efficient fieldwork. Staff should ensure that students have been adequately prepared for fieldwork and have the conceptual tools and knowledge to be able to carry out the proposed activity (Laws, 1981; Barass *et al.*, 1985; Couch, 1985). Field time is too rare and expensive to waste on lectures and other preparation which could have been given before coming into the field (Garver, 1992; Gold & Haigh, 1992).

· During preparation for fieldwork, students should explore what will be required of them in the field and acquire the knowledge and skills to enable them to carry out their tasks in an efficient way.

· Briefing should deal not only with the logistical aspects transport, dress, equipment, food and safety but also with the academic context, aims and objectives of the fieldwork. Successful briefing provides a structure for learning and sets limits within which activities including learning will happen (Laws, 1981; Lonergan & Andresen, 1988). The student should be sensitised to the environment in which the fieldwork will take place. The briefing process inevitably conditions the students' perception of the field environment and care must be taken to avoid the perpetuation of prejudices and stereotypes.

Feedback

Feedback is a critical, but often neglected component of the fieldwork.

· Briefing is an important part of the process of working in the field with students. In the field, students may need briefing· Briefing is an important part of the process of working in the field with students. In the field, students may need br ie· Briefing is an important part of the process of working in the field with students. In the field, students may need br ie· Briefing is an important part of the process of working in the field with students. In the field, students may need br ie· Briefing is an important part of the process of working in the field with students. In the field, students may need br ie· Briefing is an important part of the process of working in the field with students. In the field, students may need br ie® ng before

the commencement of each activity, particularly in unfamiliar and challenging environments where multiple activities are planned.

· Feedback should consolidate the learning experience and prepare students for progression to the next stage of the course. Feedback is also a very important way of integrating.

· Adequate preparation by staff is critical for successful fieldwork. Academically, this includes literature search, analysis of cartographic and remotely sensed information, Internet/Wor ld Wide Web searches, physical reconnaissance of the field site and assessment of its suitability, safety and durability for the proposed exercise. Logistically, there needs to be arrangement of travel and accommodation and briefing of bus drivers, hostel wardens, hoteliers and guides for the requirements of the field course.

Assessment of Fieldwork

The assessment method chosen should always complement the teaching and learning strategy and be considered at the initial planning phase. Assessment can be summative, formative, or both. Summative assessments essentially grade students but do not provide much feedback for the student to be able to learn from mistakes. Formative assessment can play an important part in the debriefing process, since strengths and shortcomings can be analyzed and the student can learn from the experience.

Conclusion

Fieldwork is vital to geography teaching, yet the problems and difficulties of organizing and running an effective field course are increasing at the present time (Clark, 1996; Gardiner, 1996; McEwen 1996b) . This paper has reviewed the existing position, summarized most of the relevant literature on the subject and provided some pointers for good practice. Although research into teaching and assessment methods in geography and their effectiveness has increased greatly over the past 10 years, many questions remain, particularly in relation to fieldwork. Various assumptions are widely made about the best ways to carry out and assess fieldwork but little objective research has been completed on their relative value and success. The demands for maximum efficiency and value for money from this most important component of geography teaching are guaranteed to increase. More objective evidence is inevitably going to be required to justify the continuation of fieldwork by all university geography departments and its place at the centre of virtually all geography degrees.

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THE ROLE OF EDUCATION IN ECONOMIC DEVELOPMENT

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Introduction:

Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition it plays a very crucial role in securing economic and social progress and improving income distribution.

Till recently economists have been considering physical capital as the most important factor determining economic growth and have been recommending that rate of physical capital formation in developing countries must be increased to accelerate the process of economic growth and raise the living standards of the people. But in the last three decades economic research has revealed the importance of education as a crucial factor in economic development. Education refers to the development of human skills and knowledge of the people or labour force.

It is not only the quantitative expansion of educational opportunities but also the qualitative improvement of the type of education which is imparted to the labour force that holds the key to economic development. Because of its significant contribution to economic development, education has been called as human capital and expenditure on education of the people as investment in man or human capital.

Speaking of the importance of educational capital or human capital Prof. Harbison writes: "human resources constitute the ultimate basis of production human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations, and carry forward national development. Clearly, a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else."

Consumption Benefits of Education:

We have explained above the investment benefits of education and therefore its effects on productivity and national output. But investment benefits are not the only benefits flowing from education. Education also yields consumption benefits for the individual as he may "enjoy" more education derive increased satisfaction from his present and future personal life.

If the welfare of society depends on the welfare of its individual members, then the society as a whole also gains in welfare as a result of the increased consumption benefits of individuals from more education. Economic theory also helps us in quantifying the consumption benefits derived from education.

In economic theory, to measure the marginal value of a product or service to a consumer we consider how much he has paid for it. An individual would not have purchased a product or service if it were not worth its price to him. Besides, an individual would have bought more units of a product if he thought that the marginal utility he was getting was more than the price he was paying.

Thus relative prices of various products reflect the marginal values of different products and the amount consumed of various products multiplied by their prices would, therefore, indicate the consumption benefits derived by the individuals.

It may, however, be pointed out that the prices in a free economy are influenced by a given income distribution and the presence of monopolies and imperfections in the market structure and therefore they do not reflect the true marginal social values of different goods.

However, an objective measure of consumption benefits of education may be difficult and has yet to be found out, but it should not lead any one to ignore the consumption benefits of education and its policy relevance. It may also be noted that, according to the new view, economic development is not merely concerned with the growth of output but also with the increase in consumption and well-being of the society. Therefore, consumption benefits of education may also be regarded as developmental benefits.

External Benefits of Education:

We have explained above the investment benefits and consumption benefits flowing from more education both for the individual and for society. The analysis of benefits has been based on the assumption that private interests of individuals are consistent with the social good.

However, private and social benefits do not always coincide for instance social benefits may exceed private benefits. This is the case with the education of an individual which not only benefits individual privately but also others.

First, education makes people better neighbors and citizens and makes social and political life more healthy and meaningful. Secondly, the most important external benefit of more education is its effect on technological change in the economy. More education, especially higher education stimulates research and thereby raises productivity which undoubtedly benefits the society.

The individual inventor may not receive earnings equal to his contribution to the research. Denison's study of contribution of education to growth whose main findings have been mentioned above clearly shows the external benefits of education.

After estimating the contribution of labour (including educated labour) and physical capital to economic growth he obtained an average residual of 0.59 percentage point. Denison attributed this to the increase in knowledge which is the direct result of research and indirectly of higher education. "If the entire residual indeed stemmed ultimately from education, as some human capital enthusiasts have implied, this would mean that education, directly or indirectly, contributed over 40 per cent of total output growth and 80 per cent of increased productivity from 1929 to 57." If Denison's residual is regarded as mainly due to research stimulated by additional education then this is indeed a major external benefit of education.

Education, Inequality and Poverty:

An evaluation of the role of education in economic development must not be confined to judging its impact on growth in output but should also include its impact on structure and pattern of economic development as well as on the distribution of income and removal of poverty.

In the 1950s and 1960s, the most important objective of development was the maximization of rate of economic growth, i.e. growth of material output and in conformity with this the economics of education also focused on estimating the contribution of education to the growth of national output. But now-a- days policy of economic development has been increasingly concerned with the distribution of income i.e., how gains of economic growth are distributed and whether poverty is being reduced.

But recent studies have revealed that education, given the present education system, has tended to increase the inequalities in income distribution rather than reducing them. The adverse effect of formal education on income distribution has been explained through establishing a positive correlation between level of education received by an individual and the level of his life-term earnings.

It has been shown that those who are able to complete their secondary and university education earn as high as 300 to 800 percentages more income in their life time than those who complete a part or whole of their primary education.

"Since levels of earned income are so clearly dependent on years of completed schooling, it follows that large income inequalities will be reinforced and the magnitude of poverty perpetuated if students from middle and upper income brackets are represented disproportionately in secondary and university enrolments. If for financial and/or other reasons the poor are effectively denied access to secondary and higher education opportunities, then the educational system can actually perpetuate and even increase inequality in Third World Nations."

There are two important economic reasons why in the present education system, children and boys belonging to the poor families cannot complete their education up to the secondary level and in many cases even up to the primary level.

First, the private costs especially, 'the opportunity costs' of primary education for the children belonging to the poor families are higher than for students belonging to the rich families. Children of the poor families are needed to do work on their family farms or in other family occupations, that is, cost of studying in school is family work sacrificed. On the other hand, benefits of education to the poor students are also lower as compared to those to the rich students.

This is because it is difficult for the poor students to be selected for the jobs because of poor contacts and influences as compared to rich students, even though they may possess the same level of education.

Even in agriculture where it can be said that more education can benefit all equally because it raises the labour productivity, the more benefits of education and consequently of higher productivity in agriculture are likely to be obtained by those who own land and have adequate resources to modernize their agriculture. The benefits of more education and

consequently higher productivity of landless labour may go to the landlords for whom they work.

It follows from above that as a result of higher private costs and lower expected benefits from education of the poor students, the poor family's rate of return from investment in education of a child is much lower. As a result of this, the children of poor families are likely to 'drop out' during the course of primary education.

The fact that children and boys of poor family are unable to complete their secondary education coupled with the fact that there are large income or wage differentials between different persons of different levels of education explain that education in underdeveloped economies tends to increase income inequalities and perpetuates poverty rather than helps to reduce them.

Education and Rural Development:

If the objective of raising the standards of living of the people in general and removal of mass poverty is to be attained in less developed countries like India, then rural development must get the highest priority.

In the 1950's and 1960's in most of developing countries, the modernization and development of the urban sector was given the highest priority in the development plans and more resources were allocated to this sector. But in recent years the thinking among economists all over the world has undergone a significant change, since the development of the large scale industries and the urban sector has failed to solve the twin problems of poverty and unemployment.

It has now been increasingly realized that it is through the emphasis on agricultural and rural development in the strategy of development that the problems of poverty and unemployment can be solved. Since 80 per cent of the population of less developed countries directly or indirectly depends upon agriculture, rural area needs to be given the highest priority.

Now, education can play an important role in agricultural and rural development provided it is suitably modified and given a rural bias. The present system of education has a strong urban bias so that it is ill-suited to the requirements of agricultural and rural development. Moreover, the emphasis in the present education system in on general education rather than on vocational education.

A relevant and meaningful education can raise the productivity of the rural labour in agricultural work. It can create new employment opportunities if during the schooling students are educated and trained in some useful vocations.

Moreover, education to the poor people will induce in them desire to have fewer children with the result that not only their private level of living will rise, but it will also help the general economic development by checking the growth of population. Above all, education will bring about improvement in their health and nutrition. Phillip H. Coomb, an eminent educationist and economist, has classified different types of education that should be provided to the rural people so as to promote rapid rural and agricultural development.

They are:

1. General or Basic Education:

This should cover teaching the students about reading, writing, elementary mathematics and about understanding of basic science and one's environment. This type of education is being currently provided.

2. Family Improvement Education:

Under this students should be provided knowledge, skills, attitudes which are useful in improving the quality of human life. Accordingly, this should cover subjects such as health and nutrition, family planning, child care, home repairs and environment improvements etc.

3. Community Development Education:

This type of education should be so designed as to improve the working of rural institutions and processes so that rural community should be developed. This should cover subjects such as local self-government, co-operative enterprise, running rural development projects etc.

4. Occupational Education:

Under this students should be educated and trained for performing various agricultural activities properly and efficiently and for imparting education regarding particular agricultural skills and occupations. This would enable the students to make their living through self-employed occupations in agriculture, agro-industries and other non-agricultural works after completing their education.

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SIGNIFICANCE OF CONDUCT IN VALUE EDUCATION

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Abstract

The values are essential and integral part of Buddhist philosophy as they mainly emphasis one's own behavior and control over self that constitute major principal and part of Buddhist teaching as the emergence of Buddhism was a reaction to the excess practices of ritualism and overemphasis on the sacrifices prevailing in the pre Buddhist society . The Buddhist philosophy in its two sutta i.e Dammachariya and Kimsila Sutta especially distinguish between wrong and right conduct that one person must understand and should opt to follow at all possible way. The Buddhist philosophy are important in value education as the conduct of a person and its collective impact on society have great potential to be explored as the individuals are going to form the society and the improvement of the individuals conduct can lead society to accept that persons qualities and skills as ideals by which other members of the society can benefit from, here the conduct is is living example which one person or group of people can set in front of the society to be practiced and followed to make the social life of individuals more cherish able as a human.

Keywords: *Conduct, value education, persons qualities, harmony, constructive development.*

Values are integral part of Human nature as the vary fundamental for the smooth functioning of the Society and maintaining the harmony among the different section of the society. For constructive development of the society value education is a continuous process that can lead a person to behave in a positive way not only for the upliftment of individual but one should aim at betterment of the whole society.

Value Education awakens curiosity, development of proper interests, attitudes, values and capacity to think and judge about oneself. It helps in Promoting Social and Natural Integration.

Buddhist education aims at a personality transformation into a highest form of humanity through ethical, intellectual and spiritual perfection. These three faculties of perfection of human life undoubtedly lead a man through mundane happiness to supra mundane happiness, which is the highest achievement we all are equally looking for. Therefore, the Buddhist education is grounded on the primary psychological need of all living

beings. The goal of Buddhist education is to attain wisdom. In Sanskrit, the language of ancient India, the Buddhist wisdom was called Anuttara-Samyak-Sambhodi meaning the perfect ultimate wisdom. The Buddha taught us that the main objective of our practice was to achieve this ultimate wisdom. The chief aim of Buddhist education is all round development of child's personality. This includes his physical, mental, moral and intellectual development. The other aims of Buddhist Education are to make a free man, a wise, intelligent, moral, non-violent & secular man. Buddhist Education system developed on the basis of some basic principles. This education gave emphasis on the moral, mental and physical development and also to divert the students towards the *Sangha* rules and guide them to follow it. The main stress was given to have a clear idea of *Tripitaka* which consists of *Sutta Pitaka*, *Vinaya Pitaka and Abhidhamma Pitaka.* The entire *Tripitaka* consists of *Buddhas* teachings, message, philosophy and rules for the *Bhikkhus* and *Bhikkhunies.* The curriculum was chiefly spiritual in nature. It was because the chief aim of education was to attain liberation. So the study of the religious books was most important. This type of curriculum was meant only for the monks.

Buddhist Education was wide open and available to the people of all walks of life. The system of Buddhist education aimed at regaining our intrinsic nature. It also teaches absolute equality which stemmed from Buddha's recognition that all sentient beings possess this innate wisdom and nature. Buddha's teaching helps us to realize that innate, perfect, ultimate wisdom .With wisdom, we can then solve all our problems and turn suffering into happiness. In school, children are members of a small society that exerts a tremendous influence on their moral development. Teachers serve as role model to students in school; they play a major role in inculcating their ethical behavior. At the same time, peers at school may also diffuse boldness about cheating, lying, stealing, and consideration for others. Though there are rules and regulations, the educational institutions infuse the value education to the children in an informal way. They play a major role in developing pro-social behavior in children. The prime concern of education is to evolve the good, the true and the divine in man so as to establish a moral life in the world. It should essentially make a man pious, perfect and truthful. The welfare of humanity lies neither in scientific or technological advancements nor in acquisition of material comforts. The main function of education is to enrich the character. What we need today more than anything else is moral leadership founded on courage, intellectual integrity and a sense of values. Since education is a powerful

instrument of social change and human progress, it is also a powerful tool to cultivate values in an individual. Therefore all the educational institutes have greater responsibility to impart learning and cultivation of values through education.[1]

Conduct

These self-evident truths may have to be pointed out first but after deep insight practice will be known from a practitioner's meditative experience. "Practicing Dharma" is the best practice of generosity, moral conduct, loving kindness and compassion with all beings near and far, human and nonhuman. That becomes "according to the Dharma" with awakening or breakthrough experiences. No views of any kind are held, grouped, or believed by those who have seen things as they really are, not even "Buddhist" views.[2]

Right views are those which accord with Dharma whether in matters of moral conduct, meditation or in wisdom. Teachers' Dharma, both their instructions and their conduct, was wonderful, the words and actions of those gone beyond self. They had hundreds or thousands of pupils who revered them as models of the Dharma manifest in a living person. So of course, they could "take so many others across".

Morals refer to human behavior where morality is the practical activity and, ethics describes the theoretical, systematic, and rational reflection upon that human behavior. Values are linked to beliefs and attitudes and guide human behavior. Morals, values, and ethics are strongly attached to society, spirituality and culture. There are three meaning of ethics. Firstly, ethics is commonly taken as a synonym for morality, the universal values and standards of conduct that every rational person wants every other to follow. Secondly, ethics is a well-established branch of philosophy that studies the sources of human values and standards, and struggle to locate them within theories of human individual and social condition. Thirdly, professional ethics, and it is not universal nor is it ethical theory; it refers to the special codes of conduct adhered to by those who are engaged in a common pursuit. Professional ethics is an integral part of the concept of a profession.

A wide range of misunderstandings and misconceptions surround morals, values and ethics. Morals, values and ethics are sometime difficult to understand because the misunderstandings and misconceptions surrounding them hinder arrival at the correct explanation. The objective of moral education lies in the fact that it can develop shared feelings with others, and makes one committed to one's own personal responsibilities and actions. Moral agency is a dual state that encompasses the teacher as a moral person engaged

in ethical teaching through professional conduct and, as a moral educator who teaches students with the same core values and principles that he or she strives to uphold in practice. Ethical knowledge can best capture the essence of teaching professionalism as it enables the teachers to appreciate the complexities of their moral agency. Ethics is firmly connected to virtues of responsibility, trust and credibility. It should always be fair, honest, transparent, and respectful of the rights and privacy of others in society. Numerous sets of values exist in society.[3]

Value Education

Values are principles, fundamental convictions, and ideals, standards of life which act as general guide to behavior or as a reference point in decision making. Values are beliefs about what is right and what is wrong and what is important in life. Value literally means something that has a price, precious, dear and worthwhile; one is ready to sacrifice for.

It is a set of principles which guide the standard of behavior. Values are desirable and held in esteem. They give strength to a person's character by occupying a central place in his life. It reflects ones attitudes, choices, decisions, judgments, relationships, dreams and vision.

The guiding principle of life which is conducive to all value development, it is like the rails which keep the train on track. Without values, life will be chaotic. Values are virtues, ideals and qualities on which actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes and conduct. The moral values present a true perspective of the development of any society or nation. They tell us to what extent a society or nation has developed itself.

Education is a methodical effort towards learning basic facts about humanity. And the core idea behind value education is to cultivate essential values in the students so that the civilization that teaches us to manage complexities can be sustained and further developed. It begins at home and it is continued in schools. Everyone accepts certain things in his/her life through various mediums like society or government. Value education is important to help everyone in improving the value system that he/she holds and put them to use. Once, everyone has understood their values in life they can examine and control the various choices they make in their life. One has to frequently uphold the various types of values in his life such as cultural values, universal values, personal values and social values. Thus, value education is always essential to shape one's life and to give him an opportunity of performing himself on the global stage. The need for value education among the parents, children,

teachers etc, is constantly increasing as we continue to witness increasing violent activities, behavioral disorder, lack of unity in the society etc. The family system in India has a long tradition of imparting value education. But with the progress of modernity and fast changing role of the parents it has not been very easy for the parents to impart relevant values in their wards. Therefore many institutes today conduct various value education programs that are addressed to rising problems of the modern society. These programs concentrate on the development of the children, young adults etc. focusing on areas like happiness, humility, cooperation, honesty, simplicity, love, unity, peace etc.[4]

Wrong Conduct

"The practice of *Dhamma*, the practice of continence, mastery of this is said to be best if a person has gone forth from home to the homeless life. But if he is garrulous and, like a brute, delights in hurting others, his life is evil and his impurity increases.

"A quarrelsome *bhikkhu* shrouded by delusion, does not comprehend the *Dhamma* taught by the Awakened One when it is revealed. Annoying those practiced in meditation, being led by ignorance, he is not aware that his defiled path leads to Niraya-hell. Falling headlong, passing from womb to womb, from darkness to (greater) darkness, such a *bhikkhu* undergoes suffering hereafter for certain.

"As a cesspool filled over a number of years is difficult to clean, similarly, whoever is full of impurity is difficult to make pure. Whoever you know to be such, *bhikkhus*, bent on worldliness, having wrong desires, wrong thoughts, wrong behavior and resort, being completely united avoid him, sweep him out like dirt, remove him like rubbish. Winnow like chaff the non-recluses. Having ejected those of wrong desires, of wrong behavior and resort, be pure and mindful, dwelling with those who are pure. Being united and prudent you will make an end to suffering.[5]

Right Conduct

"By developing what habit, what conduct, what actions may man be correctly established in and arrive at the highest goal?

"He should respect his elders and not be envious of them. He should know the right time for seeing his teacher. If a talk on *Dhamma* has started he should know the value of the opportunity and should listen carefully to the well-spoken words.

"When the time is right let him go to his teacher's presence, unassuming, putting aside stubbornness. Let him keep in mind and practice (what he has learned): the meaning and the

text (of the Teaching), self-control and (the other virtues of) the Holy Life. Delighting in the *Dhamma,* devoted to the *Dhamma,* established in the *Dhamma,* skilled in investigating the *Dhamma,* let him not indulge in talk harmful to the (practice of) *Dhamma*. Let him be guided by well-spoken truths.

"Abandoning the uttering of laughter and lamentations; giving up anger, fraud, hypocrisy, longing, conceit, violence, harshness, moral taints and infatuation; let him live without pride, self controlled. Understanding is essential (for listening) to a well-spoken word. Learning and understanding are essential to meditation, but a man who is hasty and heedless does not increase his wisdom and learning.

"Those who are devoted to the *Dhamma* made known by the Noble Ones (ariya) are unsurpassed in speech, thought and action. They are established in peace, gentleness and concentration, and have reached the essence of learning and wisdom."[6]

In the *Kimsila Sutta* the Buddha explain the right Conduct, when *Sariputta* asked for in following words:

Let that one be an honourer of elders, never envious,
a knower of the right time for the teacher seeing,
and when Dharma's being taught, a knower of that time
to listen precisely to those well-spoken words.
And at the right time go to the teacher's presence
in an unassuming way, discarding obstinacy,
with restraint and recollection of the way to practice,
remembering the Dharma for the life of purity.
Dwelling in the Dharma, delighted in Dharma,
in Dharma established, and skilled in deciding Dharma,
never uttering words to the Dharma's detriment,
Let such a one be guided by well-spoken truths.
Disputatiousness, gossip, complaints and ill-will,
deception, hypocrisy, longing and pride,
aggressiveness, harshness, defilements-attached,
fare abandoning these, pride-free, of steady mind.
Understanding's the essence of well-spoken words,
while that and the learnt is the essence of calmness;

but wisdom and learning in one do not grow—
that person who's hasty and negligent both.
Delighting in Dharma by Noble Ones taught,
their mind, speech and body all unsurpassed—
in gentleness, peace, meditative-states firm,
attained to the essence of wisdom and learning.[7]

Conclusion

The objectives of values education depend on the people who claim to be doing the values education. Religious people will want to impart their specific set of values. People with a particular social perspective (socialist or capitalist) will want to impart socialist or capitalist values. However, there is a growing realization that the underlying purpose of values education is to help people to behave more responsibly.

The Buddhist teaching are vital in understanding the role of conduct in value education as the conduct of a person is more valuable and pivotal in inculcating the righteous principals in the society as the practicing the moral conduct in day to day life. In understanding the role of conduct in value education one must be aware about the difference between the good conduct and wrong conduct as prescribed by the *Dammacariya Sutta* and *Kimsila Sutta* of the Buddhist scriptures, proved beneficial one in infusing good conduct in people to uphold the values in practice.

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CSR: POLICY, APPLICABILITY AND CONTRIBUION IN HIGHER EDUCATION

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Abstract

Education plays an important role in the growth and good living of everyone's life. It is also essential for the development of the country if every citizen of the country is well educated then the future of the country is bright. Excellent education system always helps in improving the economy of the country and takes the country to the peak of success. If describes in the simple words then education is important in every area to get success in the life. Education is the base of a good economic system and a good citizenship. but there are the many problems to achieve the targeted goal of education .Along with central, state government and lot of corporate sectors playing a vital role in this under CSR to make education success and reachable to all. The International Organization for Standardization's Guidance Standard on Social Responsibility, ISO 26000, published in 2010. It say,:"Social responsibility is the responsibility of an organization for the impacts of its decisions and activities on society and the environment, through transparent and ethical behavior" In this paper based on lot literature review trying to focus on conceptual framework of CSR and policy of CSR in India. Paper emphasis on how they are contributing in overall education system. Highlighted the fundamental problems in educations also. Discussed on some of cases of famous industry /companies contribution in higher education.

Keywords: *Education, Higher education Corporate Sectors Responsibilities, Applicability, Policy,*

INTRODUCTION:

By Lord Holmen and Richard Watts, 'Corporate Social Responsibility is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large'. The Government of India in 1976 had inserted the term "socialist" in the preamble of country's constitution thereby committing itself to ensuring a development process. But, post liberalization (1991) can be seen in the context of the larger role being consciously carved for the private sector in an economy which was earlier largely controlled and managed by the State. Now, increasing acceptance of CSR by large number of corporate. The idea of CSR first came up in 1953 when it became an academic topic in Howard R Bowen's "Social Responsibilities of the Business" book. World Business Council for Sustainable Development defined CSR as "the continuing commitment by business to behave ethically and contribute to economic development while

improving the quality of life of the workforce and their families as well as of the local community and society at large."

BRIEF HISTORY OF CSR IN INDIA : Atharvana Veda says that "one should procure wealth with one hundred hands and distribute it with one thousand hands". The Yajurveda says that "enjoy riches with detachment, do not cling to them because the riches belong to the public, they are not yours alone". In the Rig Veda, there is also a mention of the "need for the wealthy to plant trees and build tanks for the community as it would bring them glory in life and beyond. *"Let us walk together, Let us talk together, Let our heart vibrate together".* KautiIya also "emphasized ethical practices and principles while conducting business".

CSR& Religions: Islam had a law called Zakaat which ruled that a portion of one's earning must be shared with the poor in the form of donation. Similar to Islam's Zakaat, Sikhs followed what they called Daashaant.

India`s new Companies Act-2013 has introduced several new provisions which change the face of Indian corporate business" Companies Act 2013 (Companies Act) has introduced several new provisions which change the face of Indian corporate business. One of such new provisions is Corporate Social Responsibility (CSR). The concept of CSR rests on the ideology of give and take. Companies take resources in the form of raw materials, human resources etc from the society. By performing the task of CSR activities, the companies are giving something back to the society.

Ministry of Corporate Affairs has recently notified Section 135 and Schedule VII of the Companies Act as well as the provisions of the company's Corporate Social Responsibility Policy, rule which has come into effect from 1 April 2014. In the current scenario in India, the new companies mandates the corporate to spend 2% of their average net profits of the last three financial years towards CSR. This is applicable for companies with a turnover of 1000 Cr/ PAT of 5 Cr/ or net worth of 500 cr. The new bill replaces the Companies act 1956 and emphasizes carrying forward the agenda of Corporate Social Responsibility.

SIGNIFICATION OF CSR :CSR helps in strengthening the relationship between companies and stakeholders. It enables continuous improvement and encourages innovations. Every company's tring to attracts the best industry talent as a socially responsible company. Provides additional motivation to employees. Enhances ability to manage stakeholder expectations and take care for all Stakeholders. Ethical functioning and respect for Workers' Rights and Welfare also. Main significance of CSR is that respect for

Human Rights, respect for Environment and plan activities for Social and Inclusive Development of society.

Applicability: Section 135 of the Companies Act provides the threshold limit for applicability of the CSR to a Company i.e. (a) net worth of the company to be Rs 500 crore or more; (b) turnover of the company to be Rs 1000 crore or more; (c) net profit of the company to be Rs 5 crore or more. Further as per the CSR Rules, the provisions of CSR are not only applicable to Indian companies, but also applicable to branch and project offices of a foreign company in India.

CSR Committee and Policy: Every qualifying company requires spending of at least 2% of its average net profit for the immediately preceding 3 financial years on CSR activities. Further, the qualifying company will be required to constitute a committee (CSR Committee) of the Board of Directors (Board) consisting of 3 or more directors. The CSR Committee shall formulate and recommend to the Board, a policy which shall indicate the activities to be undertaken (CSR Policy); recommend the amount of expenditure to be incurred on the activities referred and monitor the CSR Policy of the company. The Board shall take into account the recommendations made by the CSR Committee and approve the CSR Policy of the company.

DEFINITION OF THE TERM CSR: The broadest definition of corporate social responsibility is concerned with what is – or should be – the relationship between global corporations, governments of countries and individual citizens. More locally the definition is concerned with the relationship between a corporation and the local society in which it resides or operates. Another definition is concerned with the relationship between a corporation and its stakeholders.

The term CSR has been defined under the CSR Rules which includes but is not limited to:

- Projects or programs relating to activities specified in the Schedule; or
- Projects or programs relating to activities undertaken by the Board in pursuance of recommendations of the CSR Committee as per the declared CSR policy subject to the condition that such policy covers subjects enumerated in the Schedule.

This definition of CSR assumes significance as it allows companies to engage in projects or programs relating to activities enlisted under the Schedule. Flexibility is also permitted to the companies by allowing them to choose their preferred CSR engagements that are in conformity with the CSR policy.

ACTIVITIES UNDER CSR: The activities that can be done by the company to achieve its CSR obligations include eradicating extreme hunger and poverty, promotion of education, promoting gender equality and empowering women, reducing child mortality and improving maternal health, combating human immunodeficiency virus, acquired, immune deficiency syndrome, malaria and other diseases, ensuring environmental sustainability, employment enhancing vocational skills, social business projects, contribution to the Prime Minister's National Relief Fund or any other fund set up by the Central Government or the State Governments for socio-economic development and relief and funds for the welfare of the Scheduled Castes, the Scheduled Tribes, other backward classes, minorities and women and such other matters as may be prescribed.

The company make the annual report of CSR activities in which they mention the average net profit for the 3 financial years and also prescribed CSR expenditure but if the company is unable to spend the minimum required expenditure the company has to give the reasons in the Board Report for non compliance so that there are no penal provisions are attracted by it.

PROBLEMS OF INDIAN EDUCATION SYSTEM: The following are some prominent problems of Indian education system that legging it behind.

Poor Education System-The maximum area of India is covered by the rural areas. In rural areas, more than 50% of the population is young and children, who are in dire need of education for their bright future. These children and youngster are future of the county. In such a situation, due to lack of good schools, they are not getting a good education. For education, the people have to send their children away from home to a city. Those who have good economic status do so, but 50% of the people cannot send their children for education to the city because of their bad financial condition. To come out from this problem, the necessary action must be taken by the government of India.Apart from this, there are some problems that keep children away from the good education.

• Lack of good schools.

• Lack of skilled teachers.

• Lack of teacher’s good performance and deep motivation.

• Lack of dedication for teaching to the children.

• Lack of infrastructures like the facility of drinking water, functional toilets and separate toilets for girls.

• Lack of valuable lessons.

• Lack of quality training for teachers.

• Non-teaching duties.

• Poor maintenance of the government schools.

Expensive Higher Education A very small amount of subsidy is provided in higher education, so if a student wants to obtain higher education then he comes out automatically from the admission due to poverty or lack of financial resources

Infrastructure in Education Institutes The infrastructure in Indian educational system is completely poor, which does not meet the needs of the students. Even today, the maximum schools are not in line with the full set of RTE Infrastructure Indicators . The lack the convenience of drinking water, lack of functional normal toilets

Gender Disparities Even after growing in the world, gender disparities are seen in India even today, especially in the field of education. Traditional Indian society follows various forms of discrimination, so there are many obstacles in the education of non-recognized sections of the society such as women, scheduled castes, scheduled tribes and minorities. Gender disparities are mostly seen. There are many backward areas where teachers also discriminate. These kinds of inequalities create a lack of encouragement in the students. Therefore they are unable to show their natural talent.

Insufficient Government Grants and Funding Providing the sufficient fund amount for all A very small amount for the schools and colleges. Therefore, the education institutions are not able to develop completely according to current requirements of the students. Due to lack of adequate funding, education institutions are not able to meet the needs of students, which affects their performance.

Medium of Education This is also a major problem that needs to be addressed. We are not able to make a decision on the basis of our education system. Nevertheless, the emphasis is given on English where most of the children are not able to understand this language. So how will they understand what the teachers are teaching? Therefore, it may be wrong to put more emphasis on English.

Missing Innovation and Creation If we talk about privileged children in India then they are not able to do something innovative and creative, while they are packed with the quality due to lack of helping hand from the authority. On another side some are getting these facilities but are not creative and demand for western culture. This is also coming as a fundamental problem in our education system.

Limited Seats A major problem in Indian education system that there are limited seats in colleges and universities, which increases the level of competition due to that most of the

students are deprived to get higher education in their desired university. As a result, either they leave studies or they have to choose an option which does not add value in their future

SOME CASES OF CSR

Reliance Industries Ltd

Project Details: Scholarships, Community Development, Reliance University, Initiatives Digitization of education initiative, Education – Partnerships, Education- at manufacturing locations.

Implementation By: Reliance Foundation

Amount spent: INR 215 Cr

Location: Across India

For Reliance, education and skill development are the cornerstones of a progressive society and it has continuously provided quality education.

Reliance seeks to provide quality education, training and skill enhancement to improve the quality of living and livelihood. The Company focuses on promoting primary and secondary education, enabling higher education through scholarships, promoting higher education through setting up and supporting universities and skill development through vocational training.

a. Dhirubhai Ambani Scholarship Programme

The Dhirubhai Ambani Scholarship (DAS) Programme aims to fulfill late Shri Dhirubhai Ambani's vision of providing opportunities to the youth and empowering them towards becoming future leaders.

b. Reliance Dhirubhai Ambani Protsaham Scheme

Reliance Dhirubhai Ambani Protsaham Scheme supports financially poor and meritorious students (Class X pass-outs).

***c**. Education For Specially-Abled Children*

Reliance has set up an Early Intervention and Rehabilitation Centre in Thallarevu, Andhra Pradesh to facilitate and enhance the development process of children with speech and hearing impairment.

Estimated Impact: 687 meritorious students were given scholarships to pursue higher studies (over 12,000 since inception). Quality education was provided to 85,000 students through six 'Education for All' NGOs (70,000 students and 13 Reliance Foundation Schools (15,000 students). Student from marginalised communities got access to better education and

skill development. 687 meritorious students were given scholarships to pursue higher studies (over 12,000 since beginning).

Wipro Ltd.

Project Details: Education and Community

Implementation By: Vikramshila Education Resource Society, Shikshamitra, Shiksharth, Digantar Khelkud Evam Shiksha Samiti, Digantar Khelkud Evam Shiksha Samiti, Olcott Education Society, Community Educational Centre Society (CECS), Door Step School (DSS), IIM Bengaluru, IIM Ahmedabad, IIM Ahmedabad, V-Excel Education Trust.

Amount spent: INR 108.13 Cr

Location: Across India

Wipro Education:

Engineering education- Wipro Academy of Software Excellence (WASE) program. The Wipro Academy of Software Excellence (WASE) program helps Science graduates to study for a Master's degree in Software Engineering (M. Tech) run in partnership with the Birla Institute of Technology & Science (BITS), Pilani, India, and this unique program blends rigorous academic exposure with practical professional learning at the workplace. There is a program called WISTA in collaboration with Vellore Institute of Technology (VIT) for science graduates without a mathematics background. Wipro has supported and enabled more than 25000 students to graduate from the WASE and WISTA programs with an MS degree in Software Engineering. During 2015-16, the total number of new entrants into the two programs was 1810 while the aggregate strength across four years was 13805.

Mission10X

Mission10X is a not-for-profit initiative of Wipro Limited which was started on September 5, 2007 towards enhancing the employability skills of engineering students by building capacity of engineering education infrastructure. The first phase of Mission10X focused on training teachers on pedagogy while the second phase has focused on "SMALLER and DEEPER Engagement" philosophy where a set of selected Engineering colleges have been given a deeper educational interventions.

Wipro's increased participation reach to 2,000 schools, 1,500 colleges and 2,200 teachers in 45 districts across 21 states.

Estimated Impact:

Wipro Applying Thought in Schools supported 113 projects so far and associated with 69 organizations at different levels.

Wipro-earthian (Sustainability programme for school and college) benefited of over 3,000 schools and colleges.

Bajaj Auto Ltd.

Project Details: Financial support to educational institute infrastructure.

Implementation By: Directly (in collaboration with college/ schools)

Amount spent: INR 75.84 Cr

Location: Maharashtra

Bajaj Auto spent part of their CSR funds on up gradation and construction building in educational sector. More than 20 activities were conducted by Bajaj auto in educational sector.

Few of major activities are enlisted here,

a. Up gradation of the Mechanical Engineering building (College of engineering Pune).

b. Expanded the Pune public school building by 8 classrooms.

c. Constructed administrative building for Nagpur University

d. Upgraded the schools in PCMC area (Pune)

e. Constructed building for school, research laboratory and Library at Aurangabad Police Public School.

Estimated Impact: Improved the poor condition and infrastructure of educational institutes.

Samsung India Electronics Pvt Ltd

Project Details: Smart Class, Samsung Technical School, Digital Academy

Implementation By: Direct (On site implementation undertaken by agency)

Amount spent: INR 50.51 Cr

Location:

1. Smart Class: Across India
2. Samsung Technical School: Industrial Training Institute at Patna, Jaipur, Cochin.
3. Digital Academy: IITs at Delhi, Kanpur and Hyderabad.

Samsung India is at the forefront of empowering India's youth with education through technology. Today, Samsung Smart Class present in Navodaya Vidyalaya across rural India. Each Samsung Smart Class consists of the latest audio-visual tools, like Samsung Tablets (41 tabs per class), interactive smart board, printer and other devices. These classes also have learning apps for Computer Science, Mathematics, English and Science. These latest technology tools help students to learn complicated concepts easily. Samsung Smart Class also enables teachers in retaining the students' attention due to this modern and interactive

learning environment. Samsung technical schools across the country established to provide hands-on industry training.

Estimated Impact:

Samsung smart class reached 398 Jawahar Navodaya Vidyalaya across rural India and more than 2 lakh students has been introduced to modern learning through this initiative.

Infosys Ltd

Project Details: Helping hand to distant school, Nurturing higher education, Build better and learned India.

Implementation By: Infosys Foundation

Amount spent: INR 43.6 Cr

Location: Across India

In 2015, Infosys foundation renovated seven schools in Arunachal Pradesh and two schools in Assam. Infosys foundation has partnered with number of academic institution across India to institute chair professorship. For supporting higher education Infosys launched TFI fellowship.

Estimated Impact:

• Renovation of school directly benefited at least 3000 students and staff.

• Under the objective of promote excellence foundation across eight academic institute

• TFI fellowship programme for higher education befitted more than 1000 students.

Mahindra and Mahindra Ltd.

Project Details: Promoting education

Implementation By: Through various Implementing agencies like (K. C. Mahindra Education Trust & Naandi Foundation, Children's Movement for Civic Awareness, Myrada, Centre for Human Empowerment through Education Related Services and ESOPs, J C Mahindra Memorial School and others)

Amount spent: INR 33.41Cr

Location: Across India

Mahindra and Mahindra implemented number of CSR projects in education sector. Projects are like Mahindra Scholarships for students, research projects of the Indian council on global relations, Providing infrastructure, Mahindra Saarthi Abhiyaan, Undergraduate engineering students are provided with a platform in the form of a project that allows hands on experience in all aspects of automobile engineering, Supporting 28 English medium, Quality education provided to underprivileged children.

Estimated Impact:

- Provided education to population from socially and economically disadvantaged communities,
- Provided a variety of scholarship programs, which range from providing opportunities to low income group families

ITC Ltd.(Indian Tobacco Company Limited)

Project Details: Education (Creating Future Capabilities)

Implementation By: ITC Education Trust

Amount spent: INR 23.25 Cr

Location: Across India

ITC's Primary Education Programme addressed the lack of quality primary education in rural communities. Aiming to strengthen the government primary schools' vast network by stemming drop-outs, increasing enrolments and improving learning outcomes, the Programme puts in place mutually reinforcing interventions that are coordinated to support a move towards child friendly schools.

The Education Programme provided access to children from weaker sections with focus on quality and retention. The Primary Education Programme focused on retention and improving learning outcomes in government primary schools. Primary schools were provided infrastructure support comprising boundary walls, additional classrooms, sanitation units, and furniture.

Estimated Impact:

The programme covered 45,823 children while 164 government primary schools were provided infrastructure support. This takes the total number of children covered under the programme to date to 4.60 lakhs while a cumulative total of primary schools supported stands at 1,322.

Adani Ports and Special Economic Zone

Project Details: Educational Assistance and Support (14 Projects)

Implementation By: Adani Foundation

Amount spent: INR 21.94 Cr

Location: Across India

Adani Foundation believes that Education represents the stepping stone to improve the quality of life, especially for the poor and the vulnerable. The ideology behind the education initiatives lies in the essence to transform Lives through the continuous enhancement of

knowledge and empowerment. The objective behind the education initiative is to provide 'quality' education to all, along with a unique learning experience to young minds.

Company also provided "Free of Cost" quality education to the deserving young minds coming from the weaker economic backgrounds.

Estimated Impact:

• Project Udaan, an inspirational exposure tour has benefitted 7,869 students.

• Company has initiated and implemented several other educational programmes benefitting nearly 9,940 students

• Total of 7,827 students from 27 schools completed the M-KEN project successfully.

• The career guidance programme, Disha, benefited 2,797 students from 21 government schools of Mundra (Gujarat) and 131 students from three high schools in Tiroda (Maharashtra).

Jindal Still & Power Ltd

Project Detail: Community Education

Implementation By: Direct

Amount spent: INR 12.01 Cr

Location: Angul, Barbil, Tensa (Odisha), Raigarh (Chattisgarh), Patratu, Jeraldabaru (Jharkhand)

The company recognises education as one of the building blocks of any nation and consider it as a priority area for its CSR activities. The aim is to nurture young minds and educate them, so that they contribute to the nation's development. Realising the importance and relevance of education, a number of initiatives have been undertaken in this respect like establishing a global university, specialised institutes and schools. All these initiatives have been undertaken to benefit the communities the company is operating in, by helping to increase the literacy levels of these areas.

Estimated Impact:

The company is running co-educational schools at Raigarh, Nalwa and Tamnar in Chhattisgarh, Angul in Odisha and Patratu in Jharkhand, where quality education is being imparted to over 10,000 students.

Why Corporatists enter into Education sector:

Businesses have begun to take a more targeted approach in their corporate social responsibility programs and are seeking to impact areas that have a correlation with their own business goals. For many businesses, education is an important part of their plans, since the

needs exist in all geographic areas, across all subject areas, and for all kinds of people. CSR activities serve as an effective way for the company to seek better reputation while contributing to the society. Participation in educational endeavors gives companies a positive image as being concerned about young generations and a hopeful future. Corporations are getting involved in education sector for a number of reasons, including Improved financial performance, building a positive reputation and goodwill among consumers, employees, investors, and other stakeholders, Increased ability to attract and retain employees developing brand recognition, whether to increase consumer loyalty, boost sales, or establish the company as an industry leader, easier access to capital; building a more educated workforce; raising consumer awareness about a particular issue; and fulfilling a company mission or mandate.

Challenges of CSR :

- Lack of Awareness of General Public in CSR
- Activities Need to Build Local Capacities & Issues of Transparency
- Non-Availability Of Well Organized Non-
- Governmental Organizations Visibility Factor
- Narrow Perception towards CSR Initiatives
- Non-Availability of Clear CSR Guidelines & Lack of Consensus

Conclusion:

India has to restructure the education system at all the levels i.e. elementary, secondary and higher education level. This is possible when the corporate also perform there responsibilities towards society. The role of CSR in education is thus mitigating the skills gap with considerable experimentation, and learning-by-doing along the way. In this process, the affected individuals, companies, and society at large are likely to benefit.

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TYPES OF INSTITUTIONS OF HIGHER EDUCATION, POLICY FRAMEWORK AND NATIONAL POLICIES ON EDUCATION (NPE) IN INDIA

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After independence, which coincided with the post-Second World War era, India made concerted efforts to improve access to higher education. Today, availability of institutions of higher learning within a radius of 100 kilometres for rural areas and at a much lesser distance for semi-urban and urban areas, has been ensured. Several sections of society, hitherto neglected and deprived of access to higher education because of socio-economic reasons, have benefited from the expansion of the system. The percentage of first-generation learners acquiring a degree is on the rise. Trained labour in science and technology is also increasing. All this has been achieved through the complex system of higher education, with its diverse constituencies – central universities, state universities, deemed-tobe universities, institutions of national importance, affiliated colleges, autonomous colleges, constituent colleges, etc. – that vary in their structure and the linkage they have with each other.

Universities: Only universities and university-level institutions are conferred with the power to award degrees. Universities are basically of two types – unitary and affiliating. Unitary universities are confined to teaching and research in their own departments. In most cases they have a single campus with provision for postgraduate instruction, in addition to strong emphasis on research. The University of Hyderabad and Jawaharlal Nehru University are notable examples. An affiliating university generally has a central campus with departments or schools that impart postgraduate instruction and conduct research. It would also have various affiliated colleges to them that may be distributed throughout a large number of districts, in accordance with the jurisdiction of the university. The collegesare mostly responsible for undergraduate teaching, though some of them also have postgraduate classes in selected subjects. In states like Tamil Nadu the colleges offer a range of postgraduate programmes and some of them are also active in research. Most Indian universities are of the affiliating type with the larger ones, such as the Osmania University in the state of Andhra Pradesh and the Bangalore University in the state of Karnataka, having more than 400

affiliated colleges each. The affiliating university legislates on courses of study and holds examinations centrally on common syllabi for its affiliates. In addition, there are two other types of university-level institutions – 'Deemed-to-be universities' and 'Institutions of national importance'. Deemed-to-be universities (also referred to as Deemed universities) are institutions that are conferred with the status of a university by virtue of their long tradition of teaching, specialization and/or excellence in a particular area of knowledge. Examples are the Birla Institute of Technology and Science (Pilani) and the Tata Institute of Social Science (Mumbai). The central government is responsible for the declaration of educational institutions as 'Deemed-to-be universities' on the recommendation of UGC. The 'Institutions of national importance' are established, or so designated, through Acts of Parliament. There are eleven institutions of this type, including the six Indian Institutes of Technology. As a special case, they are empowered to award their own degrees – a privilege normally granted only to universities.

Colleges: Colleges are managed by their respective governing body, which secures and manages the finances and appoints both the principal and the teaching staff. It is composed of representatives of the promoters of the college, the university, the state government, andthe teaching staff, besides the principal as an ex-officio member secretary. The university has substantial authority over the colleges. It prescribes the physical and financial standards to be met by the colleges, as well as course content and textbooks for the various courses of study offered. The university quite often also nominates the experts on selection committees for teachers and principals. Examinations are the prerogative of the university and colleges prepare students for the degree awarded by the university. The university has the power to inspect the colleges and scrutinize their financial and academic records. It monitors the activities of the colleges so that they operate according to the norms and standards prescribed. The state government as the funding body has its own monitoring mechanisms and colleges must therefore comply with the norms and stipulations of both the university to which they are affiliated and the state government. Colleges are of several types. They can be classified into various categories depending on the freedom they enjoy to innovate in curriculum, funding pattern, programme offerings, management structure and their relationship with the parent university.

Affiliated v. autonomous colleges: The present affiliating type of higher education system in India, called the 'London Model', is a British legacy. Though the UK has done away with this system, India still follows it for want of better alternatives acceptable to the majority of

its academia. In this model, affiliated colleges function under the governance of a university and the parent university acts as the supreme body in all academic matters: designing curricula, conducting examinations, publishing results and awarding degrees. The curricular transaction alone becomes the responsibility of the colleges. This system was efficient when the number of affiliatedcolleges was small. With their increase, however, the dissatisfaction with the affiliating system has also grown. To overcome the rigidity of the affiliating structure, various committees on education recommended 'academic freedom' to deserving colleges. The concept of 'academic autonomy' found a place in the Report of the University Education Commission (1948). It was further reiterated in the Report of the Committee on Colleges (1964), the Education Commission Report (1964–1966), the Recommendations of UGC (1973) and, later, in the National Policy on Education of 1986 (NPE-1986). NPE-1986 observed that: "In view of mixed experiences with the system of affiliation, autonomous colleges will be helped to develop in large numbers until the affiliation system is replaced by a free and more creative association of universities with colleges". Autonomy for a college means and implies that both the college and its teachers assume full responsibility and accountability for the academic programmes they provide, for the content and quality of their teaching, and for the admission and assessment of their students. The parent university continues to provide general guidelines, and confers degrees upon the successful candidates, accepting the evaluation performed by the autonomous college and mentioning its name. Though the Programme of Action of the NPE-1986 had envisaged the establishment of 500 autonomous colleges in the Seventh Plan (1985-1990), the number of colleges granted autonomy so far falls short of this target. In some states there is resistance to the scheme due to apprehensions related to faculty workload, power of the management, the conduct of internal examinations, financial implications and operational difficulties in its implementation. Hence the number of autonomous colleges at the end of the year 2000 was only about 130.

Government v. private colleges: Colleges can also be classified into three types of establishment: government-run, privately-managed and university-run colleges, depending on who manages and administers the institution. The government-run colleges are few, only about 15 per cent of the total. Although they are managed by the concerned state government, as in the case of other colleges, the university to which these colleges are affiliated lays down the courses of studies, conducts their examinations and awards the degrees. Privately-managed trusts or societies have founded the greater number of colleges – about 70 per cent

of the total. More than a third of these colleges have been established in rural areas. Their management is constituted according to norms laid down by the statutes of the university concerned. The University Act and Statutes define the relationship between the colleges and the university. The power of granting affiliation to a college generally vests with universities and is exercised in consultation with state governments. University colleges, called constituent colleges, are run and managed by the university itself. Their total number is very small.

Arts and science v. professional colleges: Depending on the courses of study offered, colleges may be classified into two types – arts and science and professional. Professional colleges are mostly in disciplines of medicine, engineering, education and management, and for a few others. Most of them are private initiatives.

Grant-in-aid v. self-financing colleges: The private colleges established before the eighties obtained substantial government funds and are known as grant-in-aid colleges. More than 95 per cent of their financial support comes from the state government. The self-financing colleges do not receive substantial funds from the state and charge fees from students in order to cover their capital and runningcosts. While higher education in grant-in-aid institutions is almost free for the students (Until recently the student fee per annum was around US$10 in many institutions. Even the current revised fees are not more than US$ 60 for most of the programmes), the fee structure in self-financing institutions is relatively high. The growth of private colleges after the eighties has its background in the resource crunch experienced by the government. When India became independent from British rule in 1947, the then national government virtually 'nationalized' all existent universities and colleges and commenced funding them directly. Those institutions that were originally established and maintained by private philanthropists were taken over by the government, provided state support and have come to be known as grant-in-aid institutions. The number of universities grew from 21 at the time of independence to more than 200 by the late 1980s and the number of colleges increased from 500 to approximately 5,000 during that period. By then, the resources of the government had reached their limit and most of the state governments ceased to establish or fund new colleges. The students' preferences had also shifted from liberal arts and science to professional programmes of studies, particularly in areas related to engineering, medicine, management and computer applications. The combined effect of these two factors resulted in the emergence of a new category of private institutions, encouraged by the government. This new crop of private initiatives, locally called 'self-financing' institutions, functions under the

academic regulations of universities in the area and now outnumbers public institutions in many states, especially in the southern states of India. Nearly a third of the colleges are self-financing, and most of them have been established during the past 10 to 15 years. The spread of self-financing colleges in the country is not even. In southern states like Andhra Pradesh, Tamil Nadu, Karnataka and Maharashtra, thereare far more self-financing than there are public colleges; it is not the case in north India. In Tamil Nadu, one of the southern states in India, where private higher education flourishes, out of 477 general education colleges, 230 are public-funded and 247 are self-financing. The number of self-financing professional colleges is much higher than that of general education colleges. This pattern is true for other professional undergraduate institutions in medicine, management, law and education.

Policy framework and National Policies on Education (NPE):

India's commitment to the spread of knowledge and freedom of thought among its citizens is reflected in its constitution. The Directive Principle in Article 45 enjoins that "the state shall endeavour to provide within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years". Article 29 (i) provides that any citizen having a distinct language, script or culture shall have the right to conserve the same. Special care of the economic and educational interests of the underprivileged sections, particularly scheduled castes and tribes, is laid down as an obligation of the state under Article 46. With these constitutional obligations in the backdrop, the National Policies on Education (NPE) have played a major role in the development of the Indian higher education system. National Policies on Education are policy documents that spell out the policy framework and directions for the development of education in thecountry. They are evolved in the light of the goal of national development and priorities set from time to time. The NPE of 1968 marked a significant step by aiming to promote national progress, a sense of common citizenship, culture and national integration. It stressed the need for a radical reconstruction of the education system, to improve its quality at all stages. Since the adoption of the 1968 policy, there has been considerable expansion of educational facilities all over the country at all levels. Perhaps the most notable development has been the acceptance by most states of a common structure of education throughout the country and the introduction of the 10+2+3 system (10 years of schooling + 2 years of post-secondary + 3 years of undergraduate studies). A beginning was also made in the restructuring of courses at the undergraduate level. While the expansion of the system of higher education has been impressive, the other general formulations

incorporated in the 1968 policy were not, however, translated into expected outcomes. As a result, problems of access, quality, utility, financial outlay, etc. continued to accumulate over the years and assumed such massive proportions that the y had to be tackled without any further delay. This ushered in the need for a new education policy. Meanwhile, growing concern for the quality of education at all levels brought in the compulsion to make the Constitutional Amendment of 1976, in order to put education onto the Concurrent List so that the central government could have a meaningful role in ensuring quality of education. Until then, education had remained the responsibility of the state governments. This important amendment required the union government and states to share the responsibility of maintaining the standard of education. While the role and responsibility of the states remained essentially unchanged, the union government had a larger role once education was broughton to the Concurrent List. It must reinforce the national and integrative character of education, to maintain quality and standards, and monitor the educational requirements of the country as a whole. Concurrency signifies a partnership that is at once meaningful and challenging. The National Education Policy of 1986 was oriented towards giving effect to this meaningful and challenging responsibility in both letter and spirit. In addition to the yet-to-be-tackled problems identified by the 1968 policy on education and the constitutional amendment of 1976, the new Education Policy of 1986 had to take note of other national concerns such as education for all. Consequently, the policy document emphasized that, up to a given level, all students irrespective of caste, creed, location or gender, should have access to education of a comparable quality. While this aspect of the national policy is mostly related to school education, the changing conditions worldwide have brought in the additional responsibility of increasing access to higher education. Along with efforts towards universalization of elementary education, the country had to improve access to higher education of a comparable quality. With reference to higher education, the policy noted that in the near future, the main thrust would be on consolidation and expansion of facilities in existing institutions. It further emphasized autonomy, redesigning of courses, support for quality research, better teaching methods and state-level councils to keep a close watch on standards, and take urgent steps to protect the system from degradation. Subsequent to the announcement of the National Policy in 1986, the Government of India formulated the Programme of Action, which provided an indication of the nature of action required to be taken in order to implement the directions of the policy. The Programme of Action is the document that spells out strategies to achieve thetargets of the policy document assigning

specific responsibilities for organizing, implementing and financing its proposals. In 1992, the NPE-1986 was further updated with substantial modifications. It provided a comprehensive policy framework for the development of education up to the end of the century, as well as a Plan of Action (PoA) 1992. After ten years of implementation of the policy, the review of NPE-1992 is now in progress.

The highlights discussed so far would indicate that the Indian system of higher education is complex, diverse and huge, and by and large of British origin. Universities have hardly changed their role and functioning in relation to the large number of colleges affiliated to them, which remain the major centres of higher education for the masses. It may appear that the system has become unwieldy, but wellconceived strategies of national policies have been successful to a large extent in maintaining a balance in the system. The emerging trends in higher education indicate that India's policies and strategies are responding well to national and international conditions. The next chapter discusses these trends.

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REFLECTIONS ABOUT ATOMIC STRUCTURE BY MODIFIED CONCEPTUAL TEACHING METHODOLOGY IN HIGHER EDUCATION

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Abstract

In the recent years chemistry lessons in India have been unpopular due to traditional teaching methodologies[1,2]. In our study it was observed that Jigsaw Classroom method was also not fruitful in Indian classrooms[3]. In the present research work we applied modified conceptual methodology in higher education classes[4]. The students were divided into three groups and they are provided with study handouts, atomic models and different subtopics on atomic structure[5]. On the basis of questionaries' it is concluded that teaching of atomic structure by our method gave more positive results and new experiences which are tabulated and represented graphically. The final conclusion of our research is that conceptual teaching methodology fits for all Indian students of higher education more fruitful than Jigsaw method.

Introduction

In the present scenario of chemistry is that, it is getting unpopular among the Indian students (1-2). In the same condition has been reported in other country (3-4). It is believed that students' attitude towards science is negative.This leads to lack of motivation and lack of achievement (5-6). Behind this negative attitude of students' is the class room teaching method. Therefore various teaching methodologies are desirable because cooperative learning is a real potential to improve students attitude toward science (4,8). Due to lack of basic understanding and knowledge of given topic, most of the students develop more negative attitudes.

Another drawback of sciencelessons is that, it do not impacts on non cognitive objectives of education such as communication, social skills, and personal developments (10). Cooperative learning methods are believed to have the most potential to promote cognitive and noncognitive skills comparably (10-11). The various teaching methodology are rarely applied in science classes (7,13). Chemistry lessons are teacher centered and hence students are generally passive (1,16). In India simple traditional methodologies were used for teaching(19) or some modern methodologies like Jigsaw classroom method (20) have been recommended for teaching science in recent days (18). Jigsaw classroom method is a cooperative learning

method that has been used for teaching. Methodology bridges the students' positive attitude and knowledge.

For effective learning, students must have active involvement in the topic. Students have to develop their own learning process. Thus, applied methods must have a high degree of student activity and interaction. Recently several studies showed that the application of cooperative learning in science education leads to higher academic success and achievements (13,14,16). A constructive learning method also helps for teaching settings that take the varying skill levels of different students into account. Such differentiated teaching can be achieved best if students learn each subtopic of main topic in group discussion with group members means with other student of same group (15).

This study investigated the students' opinions on learning in a modified conceptual teaching methodology. The modified conceptual teaching methodology has the potential to make chemistry learning more attractive, and it can help to students to improve their communicative and social skills as well as its help for their personal development (like. positive attitude, self-confidence, leadership).

In India most of the students' are from rural area having no science background as well as in urban area students have negative attitude cause of traditional teaching method. As cause of it both of them have negative attitude towards science. In this introduction to atomic structure topic which is one of the central aspect because atomic structure topic is related to teaching the periodic system of the elements, atomic model theory, derivations of atomic radius and energy and electronic configuration.

So as per the teacher complaints and students negative attitude the study was carried out using a lesson design for teaching an atomic structure (19) in standard 11 (age range 15-17 years) chemistry classes in several Indian Junior colleges.

Objectives

- The aim to make chemistry enjoyable, understandable.
- To remove the negative attitude of students towards chemistry.
- The aim to make students to understand the basic knowledge about the concept.
- To develop the various skills in students like positive attitude, communication skill, leadership etc..

Modified Conceptual Lesson Design

The modified conceptual teaching methodology mainly consists of changing assignments in three groups. The students start working in groupsof ten students. Each student is called learner. A main topic (atomic structure) is distributed into three subtopics as structure of atomic nucleus, structure of atomic shell and electronic configuration.These subtopics are then assigned to each group. Then each group was provided with different study handout and atomic model or study materials according to requirements of their particular subtopic. Also students were suggested to play the constructive game on provided model. Each student of group is responsible for one subtopic which is assigned to their group. In these groups, the members are asked to familiarize themselves with their subtopic. After these each groupshave grasped the subtopic, each group has to prepare a teaching strategy that its members can use to explain their subtopic to the rest of the class. Then second and third time the subtopic assigned to each group alternatively as per the previously subtopic. It means that alternatively all groups study the atomic structure topic.

Modification in Application

We recommend that some changes be made to this method to ensure an effective working process and sufficient cognitive achievement. It may be difficult to apply if the lesson topic is not limited to a single concept. Most average learning groups in India may not have sufficient skills to complete that kind of task. Hence we modified the modified conceptual teaching methodology in different areas. The changes are as follows.

- The activities and lesson contents for the group work are planned to last for several lesson periods. All activities are structured by giving student tasks that lead groups through their work using teaching aids.
- Each subtopic is carried out thrice in three different phases. It allows all groups working on same subtopic. This ensure that each member of the group gain knowledge about given subtopic.
- After completion of all phases, the students group work through each phase all of the results are compared and discussed.

Introducing Atomic Structure using a Modified Conceptual Teaching Methodology

In India there are 29 states and 7 Union Territories and each of them has its own governmental syllabus for chemistry lessons. For chemistry, as in many other fields, the curricula vary widely from one school type to another. The chemistry syllabus for eleventh

standard students is according to Secondary and Higher Board of Education. However, concerning contents of atomic structure topic are quite similar in all regions of India.In this introduction to atomic structure topic which is one of the central aspect because atomic structure topic is related to teaching the periodic system of the elements, atomic model theory, derivations of atomic radius, its energy and electronic configuration.

For this study, we developed a new approach to teaching atomic structure. First we considered few complaints that are repeatedly heard from teachers:

1. In lower standards introduced only history
   of atomic theory and different model of atomic structure.
   e.g.… Daltons atomic theory, Rutherford and Bohr's atomic model.
   Includes in the syllabus. This approach often leads to inaccuracy.
2. Due to lack of basic understanding and knowledge of atomic structure topic, most of the students develop more negative attitudes toward chemistry.
3. As cause of inconsistency in the atomic structure topic, students often do not understand. Therefore students negative approach towards chemistry.
4. When teacher teaches chemistry about covalent bonding and ionic bonding to the students in atomic structure topic. It cannot be understood very well. As cause this topic is followed on the historical and theoretical aspects.

Group A : Structure of atomic nucleus

Group B : Structure of atomic shell

Group C : Electronic configuration

Figure 1 : Overview of the activities in the group work.

Therefore, using Participatory Action Research (21), we developed some changes towards teaching atomic structure topic according to modified conceptual teaching methodology.

Description of the Study

This study was carried out in eleventh class students (age – 16 years), with half member of three groups from junior college of Pune rural region and remaining half of the group members of each group from Pune urban areas (since each group consists of total ten students). None of the learner from each group was well trained in informal and cooperative learning methods, especially regarding science lessons, prior to this study.

At the foresaid teacher explain to group A regarding subtopic with the help of provided model.In between group B and C listening regarding it but they do not have model of atomic nucleus. Alternatively the same for group B and C as provided subtopic to above group.

Then second and third time the subtopic assigned to each group alternatively as per the previously subtopic.

All of the teachers decided to discuss all results again with the all learners of all groups after the group work was finished.

Figure 3(a): The graphical representation of cognitive achievement in the written test after teaching atomic structure topic in a Modified Conceptual Teaching Methodology.

Cognitive Achievement

The cognitive test was designed in such a way that students were asked to provide as much information as possible about atoms of different elements (atomic mass, number of protons, neutrons and electrons, and how many electrons are in the respective shell) with very limited given information. Each correct piece of information was given one point from each group of the students so totally 30 possible points from group A, B and C. A typical example of a test item is shown in *Figure 2*. The distribution of test scores is shown in *Figure 3(a), 3(b) and 3(c).*

for e.g.….. Model of silicon
Atomic mass (Z) = 28
Number of electrons = 14
Number of protons = 14
Electrons in shell 1 = 2
Electrons in shell 2 = 8
Electrons in shell 3 = 4

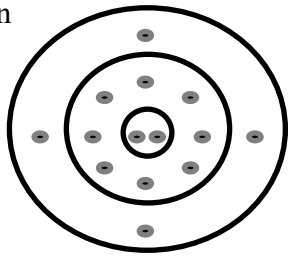
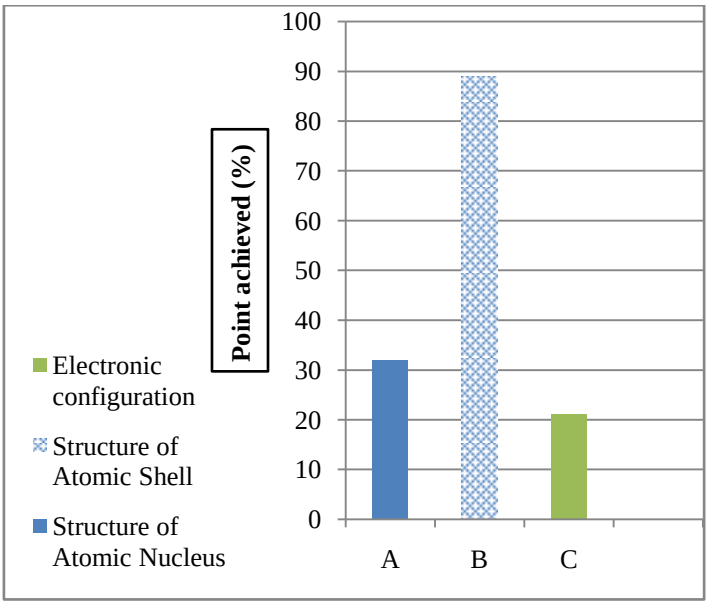


Figure 2 : Sample item from the written test. Students had to add the number of protons, neutrons and electrons in shells and sketch the atom, given the information is atomic mass and number of electrons.



Phase I

Phase II

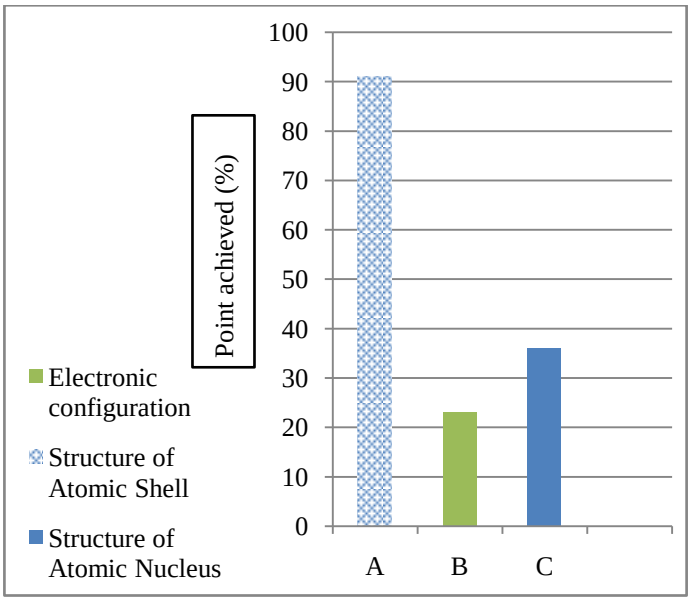


Figure 3(b) : The graphical representation of cognitive achievement in the written test after teaching atomic structure topic in a Modified Conceptual Teaching Methodology.

Phase III

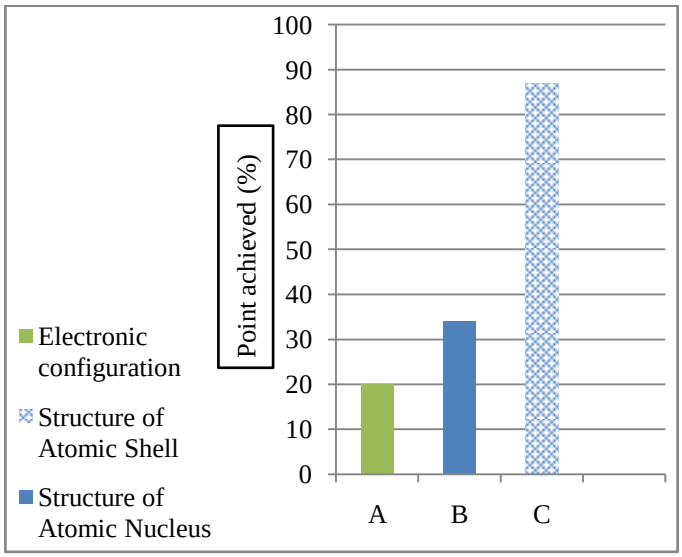


Figure 3(c) : The graphical representation of cognitive achievement in the written test after teaching atomic structure topic in a Modified Conceptual Teaching Methodology.

Curriculum

Due to lack of basic understanding and knowledge of chemistry topics, most of the students do not understand the subject in proper way leads to more negative attitudes toward chemistry. Also contents of main topic depends on understanding of its subtopic, students are failed to understand subtopics by conventional methods of teaching. This is the bridging gap in the curriculum. Chemistry is the center of all science subjects.So to understand science the study of chemistry is very essential. On account of that the modified conceptual teaching methodology is very helpful. It is very helpful to students to gain basic knowledge of concept. Therefore the curriculum in should be designed at par universal curriculum in order to have smooth sail with the subject in their higher education.

Results and Discussion

Students' found that modified conceptual teaching methodology (M.C.T.M.) in class room was more positive than Jigsaw classroom method.

- On the basis of results, it can be stated that students like science lesson more if teaching style is changed to more students' oriented and cooperative.

- On the basis of questionaries' it is concluded that introduction of atomic structure given by modified conceptual teaching methodology gives positive result.
- On the basis of discussion on modified conceptual teaching methodology, the students mentioned that they enjoyed working in small groups and they had more freedom to make individual as well as group discussion.
- On the basis of general discussion, the students' mentioned that they became aware of the aspect of learning and they got the starting point from which they improved skills.
- The students' positive opinion increased their positive attitude toward science.
- On the basis of results of social aspects above method is helpful to students.
- On the basis of socio economic background it empowered the group by modified conceptual teaching methodology.
- Criticism and negative opinions were rare in modified conceptual teaching methodology compared to Jigsaw classroom method.

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REFLECTIVE TEACHING PRACTICE: A RECENT TREND IN TEACHING LEARNING FOR HIGHER EDUCATION

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Abstract

In Indian knowledge driven society we expect a drastic change in the nature of higher education to build a vibrant society. Now a days number size and types of higher educational institutions are increases. Many recent trend arises and implemented in higher educational institution for example, online learning, Mooc courses, digital learning, flexible learning choice based credit system, skill based education to develop skills in the students, soft skill development etc. In technological era students are given more focus on online learning. Communication media and technology is in their hand. Because of easy access students are going very far from offline library especially in reading book. Many researches shown for the updation of knowledge we need the base of traditional knowledge then we can logically analyze the situation. The provision of online education to a learner is to accommodate more flexibility for them. The every higher educational institution are trying to maintain stability in globalized world. Student exchange programme offered in higher education level .It is useful for international collaboration and internationally student mobility for the transformation of knowledge.Teacher exchange programme are implemented for the participation in short /long term duration programme in foreign countries. The priorities of education are skill development, employment, value education and quality education. The skill development education prepares people for a specific goal which is necessary for utilizing expertise in particular field. In the present paper highlighted the recent trend in higher education is reflective teaching and learning.

Keywords- *Online, Higher education, reflective teaching, recent trends*

Introduction-

Teaching is a bipolar process in which students & teachers both are engaged. Teacher starts his training at pre-service level. Then he gets appointed in school .As the experience goes on increasing teacher's teaching quality gets raised slowly. But one may not pay attention purposefully in this process. If the teacher plans to observe his teaching through various techniques he might get mastery over teaching more efficient way. This process is called reflective teaching.

Reflective teaching means looking at what you do in the classroom thinking about why you do it and thinking about if it works- a process of self –observation and self – evaluation .By collecting information about what goes o in our classroom by analyzing and

evaluating this information , we identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching .Reflective teaching involves recognizing , examining and ruminating over the way an individual teaches.

A reflective teaching is a potential avenue for raising awareness and enhancing the practice of experienced teachers as well as advancing the professional development of novice teachers. Implementing techniques that promote reflective teaching plays an important role in the development of novice teachers. It can have a positive impact in the professional growth of graduate students in faculty –like positions which consequently has a twofold effect. It contributes to enhancing the quality of education received by undergraduate students and better prepares the future professoriate.

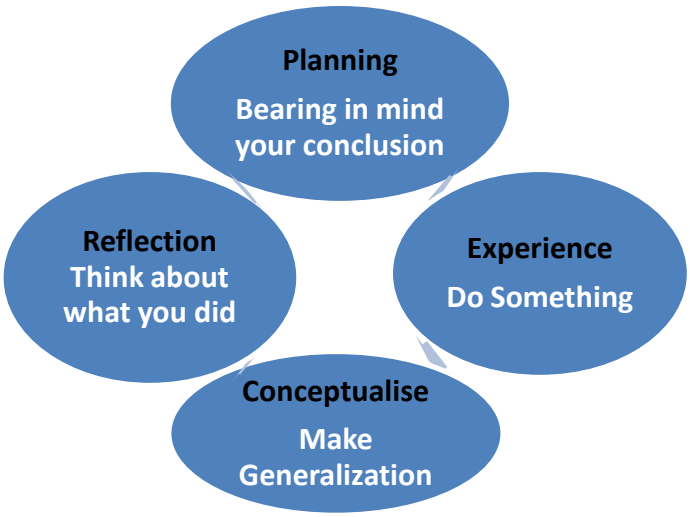
Reflection means carefully analyzing our action. Reflection can be done in anything in day to day life like thoughts our work and we can do it in a better way due to systematic thinking. Reflective thinking and reflective teaching are two very similar words .Reflection when it comes in teaching the term introduces reflective teaching.

Reflective teaching makes the teacher to introspect and do self-analysis. It is a process of self-observation and self-evaluation. For that teacher collects information about what goes on in our classroom. By analyzing and evaluating this information tend to get positive and negative things in teaching learning process. Then teacher makes changes and do improvements in teaching learning process. Reflective teaching involves recognizing, examining and ruminating over the way an individual teaches. If teachers have their cognitive and affective skills via reflective teaching, this could improve their ability to react and respond (as they are teaching) to assess , revise and implement approaches and activities on the spot. This could also develop further personal experience .Importantly this could aid in encouraging teachers in their role as autonomous professional by encouraging them to take greater responsibilities for their own professional growth by deepening an awareness of their practice set within their unique particular socio-political contexts.

All the teacher trainees start their teaching career through taking lessons. In that stage if they get an idea how to use reflective teaching strategy it will be helpful for their professional development . Various teacher trainees think about the preparation before their lessons. But they do not think and analyze their lessons through noting down the reflections. Reflective

teaching is based on experience and work on the actions based on that. So proper guidance would make help them to develop the teaching skills more efficiently.

Kolb's learning Cycle(Concept of Reflective Teaching)



Kolbs learning cycle is a well known theory which argues that individual learn from experience of life.According to kolb(19840 the process of lerning follows a patteren or cycle consisting of four stages that is planning,experience,conceptualization and reflection.

Phase I : Experience - life is full of experiences we learn many things from our surrounding. These experiences can use while learning.

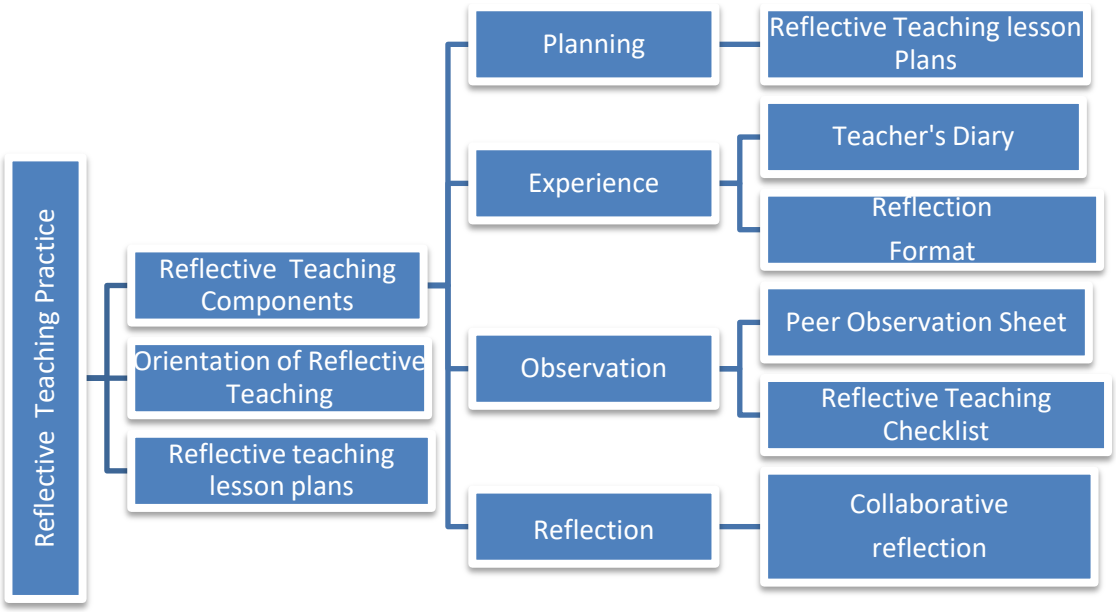
Phase II- Reflection-It involves thinking about what we have done and experienced.Reviewing their experiences and recording them.

Phase-III- Conceptualize- When we pass from thinking about our experiences to interpreting them we enter into the realm of conceptualization.

Phase-Iv-Planning-

Reflective tools - Reflective Teaching Lesson Plan**,**Teacher's Diary**,**Peer Observation Sheet and Reflective Teaching Checklist**,**Students Feedback Forms**,**Collaborative Journal of Reflection .

We can use tools as per the reflective phases. It has shown in following diagram



Reflective teaching is a process of self evaluation and self observation.It means what you do in the classroom, thinking about why you do it.Why it is important? It is the beginning of the reflection process. To know this we require,Teacher diary,Peer observation,Recording lessons,Student feedback.

Teacher diary – It is just like as personal teaching diary.After conducting lesson the teacher must write in a diary about what happened and also describe own reaction and feelings. It means teacher should mentioned his introspection in diary.

Peer observation -Invite a colleague to come into your class to collect information about your lesson. This may be with a simple observation task or through note taking. This will relate back to the area you have identified to reflect upon. For example, you might ask your colleague to focus on which students contribute most in the lesson, what different patterns of interaction occur or how you deal with errors.

Student feedback-You can also ask your students what they think about what goes on in the classroom. Their opinions and perceptions can add a different and valuable perspective. This can be done with simple questionnaires or learning diaries for example.

Reflective Teaching in teacher training curriculum

Reflective teaching plays a vital role in teacher training curriculum. Teacher training curriculum contains various things: theory & practical.The major part of teacher training programs is lessons. During lessons student teachers takes actual experience of classroom teaching. They get known about various things like class control ,narration etc. In this

process they are undergoing a training period of class & school environment. In this period if they use a technique of reflective teaching their teaching technique will be developed in more systematic way.

Reflective teaching analyzes the lessons, what was taught ,how it was taught ,what improvement is needed ,what are the ways for improvement.

If student teacher does self-observation & introspection of his own lesson he gets known what are the lacking things in his lesson.Then he may do more preparation for the next lesson & in such way his next lesson & in such way his next lesson will be more perfect. Reflective teaching helps in such a way student teachers for improvement of his own lessons.

If this technique is included in teacher training curriculum it will be beneficial for all student teachers to improve teaching style. Hence reflective teaching theory & practices should be included in teacher training curriculum.

Teaching Learning Strategies –Concept of reflective teaching

Reflective teaching is developed for making improvements in teaching & learning process .Reflection can be thought into three themes.

a] Learner characteristic

b] Classroom management and environment

c] Teaching strategies

a] Learning Characteristics were described in terms of both student strengths and weaknesses and included the performance modality of students.'Learning styles ' involved the identification of differing learning characteristics and focused on the learning styles of the students that would have implications for instruction. Performance modes of learning were described as the diverse ways in which learners approached the learning tasks.

b] Classroom management was identified as the pedagogical techniques used to maintain a healthy learning environment strategies included the ways teachers maintained control that were conductive to student growth. This area also focused on techniques aimed at decreasing disruptive behaviors and increasing productive behavior.

c] Teaching strategies included both what was taught and how it was taught. This theme was driven by how lessons were organized the content of instructional materials and the foci of the lessons. Planning methods, teacher and student-centered approaches for different content areas and individual and group teaching strategies also were considered as part of this theme

.The teaching strategies ranged from conversational questioning, content rules, small-group activities , contextual problem-solving to collaboration and authentic learning experiences.

Reflective teaching analyzes how a lesson was taught , what are the facts , situations and how it will be taught in a better way.

Importance of Reflective Teaching

Reflective teaching is a systematic way to improve teacher's teaching practices. It will be useful in the following ways.

- If a lesson went well we can describe it and think about why it was successful.
- If the students didn't understand a language point we introduced teacher need to think about what he did and why it may have been unclear.
- If students are misbehaving what were they doing? When and why We can find solutions to such problems.
- By reflective teaching teachers can find out his own ways for better teaching.
- Students academic performance will be raised.
- Classroom environment will be efficient and under control.
- Teacher trainee will be able to analyze his lessons.
- Teacher trainee will be able to find solution for his own problems.
- Reflection has got a psychological base and it promotes good effects on teaching.

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STUDENT'S ENGAGEMENT IN LEARNING: STUDENT'S PERSPECTIVE TOWARDS ASSIGNMENT WRITING

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Abstract

Education essentially needs to provide opportunities to acquire the knowledge skills that students will need to survive in a competitive world and be competent in changing demands. Therefore the educational system should be well shaped and effective in its approach. There is an increasing need for paradigm shift from "teacher centric" to "Student centric" or "Active learners", where the Teacher is no more a "disseminator" but "facilitator". There have been several methodologies of teaching learning like Experiential Learning, group discussion, group learning, use of ICT, problem solving, etc. Each method of learning has its own level of effectiveness and limitations. This paper looks only at Academic Assignment Writing (AAW) as a learning methodology.

Introduction:

It is an important academic need , to revise the teaching methodologies adopted by the teachers in higher education institutions, to make classrooms more educative and ensure effective learning. The transformation of classroom experiences requires a fundamental shift in how an individual instructor approaches teaching and learning, moving from an information-transfer, teacher-cantered model to one that is concept-focused, learner – centered and collaborative. Therefore, It essential to understand that the emphasis is shifting from conventional teaching to integrate teaching (Smith,2005) Accordingly, Teaching comprises of principles and methods used by the teacher to enable student learning. These strategies are determined partly on the subject matter to be taught and partly by the nature of the learner. Teaching approaches can be classified into teacher-centered and student-centered approach to learning. Whichever approach the teacher or the educational institute follows, the end goal is to achieve a better Student Performance Rating. (Shweta D, 2018)

Fortunately, this century has ensured multiple sources of information and knowledge thereby witnessing a paradigm shift from teaching centric to learner centric. Accordingly, the role of a teacher should not merely involve a simple transfer of knowledge to students. What is required is a transformation of teaching methodologies which will facilitate and influence the

process of active learning. The Core focus is critical thinking,problem solving, team work ,encouraging students to be lifelong learners and preparing them for the global market.It simply means integrating academic knowledge and practical knowledge.(Huber and Hutchings, 2004). Thus, The alternative methods based on lectures, seminars and assignments seems to be beneficial to student community (Chandra Ram, 2016)

What is Academic Writing? Academic Assignment Writing is a discourse where students follow specific guidelines to complete a topic in a clearly defined language that help the students know their statement of purpose of their assignment and outcomes. Structuring, developing paragraphs feature and arguments with evidences in a formal language are some of the characteristics of assignment writing. In this method, the teacher is no more a disseminator but a facilitator. The approach is student centric, where class rooms are place of active learning and knowledge creation.

According to Chandra Ram (2016) usually, many students do not write assignment responses on their own , instead try to copy from web or fellow colleagues. Thus, students are more interested in the product than the process. Therefore, it is challenging to make students understand that the assignment writing as such could be self learning mode that would also develop skills. If well planned, executed and timely interventions by the teachers would serve the purpose.

Objectives:

The main focus is to review assignment writing as an mode of active learning and participation of the students. Therefore , the objectives are :

- To assess the students motivation level, class participation level, level of competencies and effectiveness of the methodologies.
- Asses the skills learnt through these methodologies.

Data source and methodology

The following study is empirical, purely based on primary survey. 76 students of First and Second year were offered Geography at the BA Level of Parvatibai Chowgule College, Margao- Goa were chosen as samples.

An Assignment topic was given as assignment topic with necessary guidelines. The guidelines included date of submission, format of assignment, typesetting, and referencing style. A month was given for submission after the date of announcement of the assignment

topic. The assignment was to be worked in a group of 4-5 students who were independently off the college hours.

After the submission, this questionnaire was administered to the students to gauge their perceptions. The number of questions were 9 in number which had sub-questions related to announcements of the assignment, the assignment format, assignment structure, support and assignment group work and learning experience. This was purely on likert scale 1- 5 (indicating 1- strongly disagree and 5 – strongly agree). This was then computed and analysed and represented in the form of mean score and percentage.

Methodology and Format of assignment in Chowgule College

The timeline for assignment writing is as follows:

Timeline	Tasks
Week 1	Introductory lecture (topic and groups are distributed, guidelines and expectations are also provided) and Collection of resources in group
Week 2	Discussion and writing of assignment (rough draft)
Week 3	Teachers assistance to finalize
Week 4	Certification from the Writing Centre and submission

Structure of the assignment writing

a) Abstract

b) Introduction

- Objectives
- Review of literature methodologies

c) Discussion

- Main Idea
- Sub- Idea

d) Conclusion

- Remarks

e) Bibliography

The teacher plays a very important role in academic assignment writing, from the start till the end. The teacher meets the students in groups, only helps in giving directions, and monitors the student's progress. Finally, the only when the teacher is confident enough that the students have worked through the assignment permits the submission of the assignment.

Discussion

According to the study conducted to assess the level of effectiveness of Academic assignment writing, following were the results noted. In the process of conducting the survey, the

selected students were requested to use a particular method or procedure to complete the assignment. Through these procedures, the students were exposed/taught various computer skills and other skills of assignment writing skills such as avoiding plagiarism, etc. Among the acquired skills listed in the table 1, the mean scores of all the skills showed above 3. The highest mean score was for the computer skills acquired by the students. Most of the students learnt various computer skills such as assignment structuring, text formatting, referencing, etc. Apart from computer skills, the skills of information collection were also learnt, as depicted in the mean score. The students preferred to request their teachers/peer tutors for assistance compared visiting the writing centre. Most of the students showed positive feedback to group work learning.

Majority of the students agree that the assignment was given well in advance and the teacher clearly defined the expectations. The AAW demands certain standards and therefore the students needed to work collaboratively and therefore it was challenging to slice time out of their academic schedule and work on the assignment. The responses for the time was low (mean 1.23)

Table No 1 :Academic Assignment Writing : Responses of the Students

	Student's count & responses					Mean Sore
1. The assignment topic was given well in advance.	-	-	-	-	35	100 %
2. Proper explanation of the assignment	-	-	-	3	32	---------
Skills : Ratings scores	**1**	**2**	**3**	**4**	**5**	Mean Score
3. **While doing this assignment, I learnt these skills:**						
a. Skill of collection of information	2.85	0	60	22.85	14.28	3.45
b. Assignment Writing/ Structure	6.25	0	40.62	43.75	9.37	3.5
c. Computer Skills (text formatting, iinserting table, heading, subtitling, etc.)	0	11.42	11.42	57.14	20	3.85
d. Bibliography/ Referencing	0	14.28	40	28.57	17.14	3.48
e. Avoiding plagiarism (copy and paste)	6.06	27.27	36.36	9.09	21.21	3.12
4. For assignment, I used the following support/ assistance						
a) Teacher/ Peer Tutor	21.87	28.12	18.75	15.62	15.62	2.75
b) Writing Centre	80	6.66	6.66	3.33	3.33	1.43
c) Library	53.33	10	6.66	13.33	16.66	2.3
d) Computer Lab	48.38	9.67	12.90	16.12	12.90	2.35
5. Group work:						
a. I understand that learning in group is a good idea	12.5	0	40.62	25	21.87	3.43
b. There was proper co-operation/team	10	16.66	36.66	20	16.66	3.16

work in our group						
c. There was sufficient intervention by peer tutor/ teacher	3.44	6.89	55.17	24.13	10.34	3.31
d. The group had sufficient time to complete the assignment.	83.87	16.12	0	0	0	1.23
6. Learning Experience						
a. This experience of academic assignment writing has enabled us to become self learners	5.71	17.14	28.57	37.14	11.42	3.31
b. It has given me confidence of understanding	2.85	11.42	28.57	40	17.14	3.57
7. Doing assignment was enriching learning experience	0	8.57	91.42	0	0	2.91
8. Overall, my experience of using academic writing skills learning to write an assignment would be rated	0	0	70.58	17.64	11.76	3.41
9. Comparing previous assignment, I think the quality of assignment would be positively scaled to:	15.38	11.53	23.07	38.46	11.53	3.19

A total of three methods were used for comparison. These included chalk method, Information-Communication Technology and the Assignment writing method. According to the results of the survey, 67% of students felt that assignment writing was more effective than other methods listed above. On a likert scale, from 0 – 5, assignment writing achieved a score of 3.60, which is higher than the other methods.(Table 2) This is because, the chalk method and the ICT (Information-Communication Technology) method are more passive in nature compared to the assignment writing method.

Table No 2 : Scale of Effectiveness-Teaching Methodologies

Sr.No	Method	Scale of effectiveness (%)	Mean Score (0-5)
1	Chalk Method	40	2.76
2	ICT	58	3.00
3	AAW	67	3.60

Table 3 : Motivation and Class Participation (in Percentage)

Sr.No	Method	Motivation Level	Class Participation
1	Chalk Method	40	50
2	ICT	58	60
3	AAW	67	65

Traditional method of chalk method had low scores , while the use of ICT had above average score , both , motivation level and class participation. Students response to Academic Assignment Writing has been substantially higher than the other two method (table 3).

Skills Acquired

Academic Assignment Writing taught the students skills such as computer skills, language and grammar, team work, mutual understanding, understanding viewpoint in different perspectives, etc.

Student's Perception

Academic Assignment writing demands a particular set of skills in order to complete the research. Therefore students felt that these demands were taxing and had extensive research to put forth their arguments. Thus, Assignment writing indicated active and passive participants in terms of teamwork.

Conclusion

There is a need for in change in teaching methodology. Adoption of other learning-teaching methodologies proves to be more effective than conventional teaching techniques. Academic assignment writing(AAW) is an important part of any education system in order to ensure quality and is proved to be a more efficient and effective methodology. Writing skill is the basic necessity to progress in any academic/non-academic career. Academic assignment writing not only helps in shaping the student's writing skills but in bargain it teaches the students various other skills at a professional level.

The present study summarizes that, it is important academic need, to relook into the teaching methodologies adopted by the teachers in higher education institutions, to make classrooms more educative and ensure effective learning. The transformation of undergraduate classroom experiences requires a fundamental shift in how instructors approach teaching and learning, moving from an information-transfer, teacher-centered model to one that is concept-focused, learner - centered, and collaborative

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RELEVANCE OF SCOPE & ADVANCE TECHNOLOGY IN TEACHING METHOD OF GEO-FIELD

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Abstract

Transformation is the necessity of future. By this rule, the pedagogy is changing to books to e-books and advance technology exploration processes. In terms of generic learning, the research indicates the levels in collaboration and communication enhanced by the digitization and seeking knowledge and thinking skills. It has also been claimed that use of technology in classrooms can enable teachers to be more useful in helping students. While there may be some questions surrounding the methodology of these studies as well as some ex party extrapolation. It is certainly true to say that incorporating advance technology into classroom. Development in Geo field has been responsible for the progress of other branches. Present research work seeks to understand the various applications of ICT in geography, as this technology has opened up assets for the geography subject; particularly cartography has been changed drastically from simple map making to the data attachment and geo-tagging processes. Finally, a range of future issues and problems in fieldwork is identified and discussed.

Keywords: *- e-books, Pedagogy, Epistemological, Transformation, Extrapolation, Subculture.*

Introduction

The present research paper discusses the use of Scope & Advance Technology in education which is gaining currency in the new era of revolution has hastened the pace of globalization and vice-versa. Effective learning cannot be expected just because we take students into the field. (Lonergan & Andreson, 1988, p 70). These smart tools of the emerging smart economy would help to promote mass literacy and also narrow inter as well as intra-generational gaps. Most importantly, it will provide 'second opportunities' to the generation that missed them in the first place, thus helping adult learners, particularly the employed. The paper attempts to map the trajectory of Advance Technology and its increased usage across the world, spanning

Asia with a focus on India. The aim of this paper is to review the development and contemporary position of fieldwork in geography.(M. Kent 1997) Technology helps update, modernize, and revolutionize knowledge, information teaching-learning processes etc. All that help to bridge the digital divide on multi levels-between the rural and urban areas, between the young and old population, between the first and second generation learners and teachers that have become the essence of the new knowledge economy comprising smart students, teachers, policy makers, and communities all woven together through the yarn of the world wide.

More specifically, this paper aims to provide some guidelines on good practice (bullet-point paragraphs) through a comprehensive review of publications on fieldwork in geography and related disciplines (M. Kent 1997). Maps are important for systematic study of geography paintings and town planning.

Whether this effect is ultimately "good " or "better", however defined , still depends on a host of variable in particular the way in which ICT interacts with teachers epistemological and theories' and the concomitant challenges it presents to the established subject sub culture of schools.

History

In Sanskrit the great aesthetician Bharat Muni said that the purpose of poetry is not to give meaning but to create an emotional experience which he called '*Rasa*'. Puranas , kavyas and dramas were in drawing mapping have been used as a geography language and inspiring instrument for explaining various situations. As we know cartography has been an integral part of the human history for thousands of years. maps are useful for studying history of warfare and also show the route of army . From cave painting to ancient maps of Babylon , Greece, and Asia through the age of exploration. And into 21 century we create and used map as essential tool to help them define, explain, and navigate their way through the world. The field of geography is divided into physical geography, human geography, physical geography etc.(kalvimalar, Jan 3,2012).

Objectives

- To understand the impact of advance technology in geo field on the curriculum specifically teaching/ learning processes.

- Role of advanced technology in map making and representation of real world in various perspectives.

Transformations in geo field.

Traditional methods of surveying & navigation resort to tedious field & astronomical observation for deriving positional & directional information. Now it divers into a new technology in field of surveying and navigation. As it is tremendously benefited through electrical devices like GPS As we use remote sensing & communication technology for creating database about earth and environment we should understand the importance of geography.

Other Applications

A Geographic Information System (GIS) is a computer-based information system for input, management, analysis and output of geographic data and information. It deals with collection, storage, retrieval, manipulation, analysis and display of spatially related information. GIS systems are important tools for managing natural and other resources at all scales ranging from local to global. GIS capabilities include the overlay of information provided by different thematic maps according to user-specified logic as well as derivative map outputs. **Photo mapo** It is an application in iOS which easily transforms your photos into mapped masterpiece and adds GPS location, elevation etc. In this iOS software we use smart phones for navigation.

Remote sensing is the instrumentation techniques & methods to observe the earth's surface at a distance & to interpret the images or numerical values obtained in order to acquire meaningful information of particular objects on earth.

Aerial photography has been used since the early 20^{th} century. To provide spatial data for a wide Range of application. It is the oldest yet most commonly applied Sensing technique. It is the science of technique of making, measurements from photos or Image data.

Satellites & orbits an artificial body placed in orbit around the earth or moon. Another Planet in order to collect information or for communication.

By above all transformation we can understand the teaching methods of geo-field.

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INCORPORATING VALUES THROUGH CURRICULUM

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Introduction-

Value education is important for the character development of the students. Student is centre and teacher is soul in education system. Necessary values should develop in the students by teacher and school good things includes in values all good thing should develop in students. Good things are a good for every person and society. Value based person is need of society. School is very important place for inculcating values among student .school incorporating values through curriculum. Inculcate values through languages, social science, science, math, co-curricular activities .I discussed in this paper what is value education, Need of value education incorporating values through languages, science, social science, role of teacher and school.

What is value-Education-the very purpose and main function of education is the development of an all round and well-balanced personality of the students, and also to develop all dimensions of the human intellect so that our children can help make our nation more democratic, cohesive, socially responsible, culturally rich and intellectually competitive nation. But, now –a-days more emphasis is unduly lay on knowledge-based and information-oriented at education which takes care of only the intellectual development of child. According to C.V.Good-"Value-education is the aggregate of all the process by means of which a person develops abilities, attitudes and other forms of behaviour of the positive value in the society in which he lives."

Need of Value Education

1. Moral awareness should be endorsed to orient the progress in science & technology towards the welfare of mankind.
2. Common values should be re-discovered to unite human beings with the general decline of traditional values.

3. Teachers pass values to the students both consciously and unconsciously through their conduct in and out of class rooms. Therefore the need for a consciously planned value education program is obvious to establish a formal learning.
4. The students might face more complicated decision making situations about issues involving values. They should be helped in developing the ability to make proper choices in such situations through value education.
5. Increase in Juvenile delinquency is a crisis to youth who under goes the process of personal growth. In such situation value education assumes a special significance.
6. Value Education awakens curiosity, development of proper interests, attitudes, values and capacity to think and judge about oneself.
7. Value Education helps in Promoting Social and Natural Integration

Prayer- prayer is there in almost all the schools before the regular school period starts. Prayer must be held in mother tongue in proper, calm atmosphere and may be recited by both teacher and students. At the primary to Higher education level, particularly, value-education happens effectively through those teachers, who willingly and creatively choose to incorporate values through the regular curriculum.

Literature- All the values are the characteristics of leading a good life and these can be easily achieved by making the children read good literature, in the language periods; the teacher can select the reading materials which relate to the value being explored. The material that is included her are poems, short stories, autobiographies, philosophical writings or the current books in which the heroine or hero demonstrates the value that is in focus. The students will be asked to react to the materials they just read, to write about the value or to make-up their own poems some of the values that have been stressed through good literature are-

Money may be a measure of success in the material world, but one should be generous in handling it, as this is not an end in itself. If everyone tries to do ones best, competition is bound to be there, but one must try to play fair. He or she, who tries to play fair, wins through in the end. Evil contains the seeds of its punishment and destruction. Children should work tighter to accomplish their goals. One must give respect to ones elders and gain their blessings. it is hard work that pays and makes the person win.

Literature, by virtue of being imaginative, is capable to promote discussion. Because, when children read, their own imaginations are formed and their imagination enforces their ideals. Literature, in all its products and forms (as history, story etc) modify these ideals and has a

lasting influence. A poem or a novel or a drama definitely stimulates the thoughts of the readers. Developing children's interest n reading is not a simple task. Teachers have to take lot of initiative to create a craze and love for reading in the minds of children.

There are still many other activities or many other varieties of methods and modalities that can be used and students should be asked to reflect on effects of each positive value. Experience values through play, cooperative games and songs. Study different subject areas and apply respective values to those areas. Experience values artistically through drama, dance, songs-verbally or in written form through debate, discussion, essay, story writing, etc.

Science-The subject of science can be very neatly tacked by the science teachers for the inculcation of values among the students. Certain striking fact like extraordinary phenomena of intelligence in animals and birds has to be brought out by the teacher.

Development of the concept of value-consciousness should be made to precede steadily right from std I. values like maintaining punctuality, cleanliness and orderliness may be made clear to students while teaching the subject of science particularly while teaching a topic like Human body. Accordingly good habits like doing exercises and playing on the playground regularly will be developed in the students.

Co-curricular activities- main purpose of education is to develop all dimension of the human intellect so that our students can help make our country a more democratic cohesive, socially responsible, culturally rich, ecologically sustainable and internationally competitive nation. All such things can be achieved in a true sense of the term if there is a proper inculcation of values in schools. As discussed earlier, it can be done through curricular subjects but the inculcating of values can also be done through conducting various co curricular activities.

Games- from the various types of curricular activities, games is another approach for the inculcation of values. The main purpose or objective here is to help students focus their attention on the values they cherish and also disclose the same to each other. The techniques made use of are housie game, brain storming and discussion

Conclusion-Value education is important for good society, awareness will be creating about value education among the teacher, and teacher should try for inculcation values among the student in school. Language teacher, science teachers, social science teachers will get ideas for inculcation values in students.

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RURAL WOMEN EMPOWERMENT THROUGH SELF HELP GROUPS

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Abstract

The study was conducted for empowerment of rural women through self-help groups with specific objective to study the empowerment of rural women through self-help groups. It is no wonder that India has a long way to go in improving women's education, financial independence and entrepreneurial abilities. The literacy rate for women is 22.7%, which is less than half the rate for men (51.6%). It is sad to observe that though the women in rural India have inherent skills and expertise in making beautiful handicraft items with locally available raw materials like thread, beads, jute, straw, wood, paper, etc but they cannot do much as most of them live in remote areas, below the poverty line, earning less than a dollar a day, with no reliable source of a steady income. By the year 2000 there were a large number of Micro finance institution's and Self Help Group's (SHG) coming up in various part of the country. The Micro finance institution's provides micro credit for micro-enterprises which surprising result in elevating the livelihoods of these SHG members. Micro finance is emerging as a powerful tool for poverty alleviation in India. This approach has recognition in India after the launch of SHGs and Bank linkage programme. Despite substantial contributions of women to both household and national economy, their contributions are not recognized in the society. Rapid progress in SHGs and Bank linkage model has now turned into an empowerment movement among women in the country. From various empirical studies, it is found that micro finance through SHGs and Bank linkage model has enabled the members of SHGs to improve their socio-economic status. It also improves family savings, decision making process, self confidence among women section of our society. Micro finance is also necessary to overcome social exploitation and create confidence for self reliance among rural women and poor section of our society.

Introduction

Women empowerment is a term that has gained currency in the human development and government discourse. Amongst the 8th millennium economic development goals, women empowerment is one of the most crucial goals. The term "Women Empowerment" has

become popular in the development field since 1980s. It is intensely recognized that women empowerment is essential for sustainable economic growth and Reduction in poverty in developing countries. She is empowered when she is valued as a normal being of society who has the space to participate in public discourse. The educated Indian women are empowered because she knows her rights. But women belonging to the weaker or poorer sections of the society still face problems like domestic violence, dowry harassment, sexual harassment, etc. According to 2011 census report the 82.14% literate person are male where as only 65.46% women are literate which shows the educated society is dominated by male in India. Education is the main component for women empowerment which is out of reach in many Indian women. Women empowerment is still a cry in India. In rural India women are deprived of basic needs and education. So until and unless women are educated in the true sense, women empowerment will remain a distant dream. According to reports women constitute 48% of the total population in India. And they perform almost two thirds of the works and produce 50% of our food commodities. Women earn one third of the remuneration and own only 10 % of the property of the country. From such kind of study, it is found that women are still a prey of gender biasness in our society. The Self help groups are the most significant way of bringing about socio-economic change in our society. It is integrating the low income segment with the rest of the rural community through speeding up economic growth and improving the quality of women community in rural area. Women in India are the victims of a multiple socio-economic and cultural factors. They are an integral part of our economy. Empowerment of rural women is a necessary condition for nation's economic development and social upliftment. The formation of SHGs is not only a micro credit project but also an empowerment process.

Women in India are divided in caste, class, rural, urban, educational, occupational, and linguistic groups; but marginalization is the common thread of uniformity among them and it begins with the non-recognition of women's work. One has to recognize the fact that women works at two levels, at the private one and the public level. She forms network with the family of her birth and the one she is married into. Women also had a focal importance in contributing the livelihood of the family. Proverbially as the weaker sex, women in reality have proved to be the weaker sex and also strengthen biologically and not inferior psychologically and culturally.

Empowering women is the only solution for all questions. Her potential hidden power is to be utilized for which, her status in the society must be improved and economically she should be more strengthened. The poverty is the main cause for her low bargaining power hence poverty should be removed. Empowering women and removal of poverty go hand in hand. Woman if is educated and empowered, her potential power can be utilized for the economic development. Mahatma Gandhi says, "You educate a man, you educate an individual. You educate a woman, you educate an entire family".

SHGs have now come up in a big way all over the country. Although there can be all women, all men or mixed SHGs, it is seen that all women SHGs have sustained well over the years. The banks and nongovernment organizations took the lead in India to start such SHGs. Soon the government of India and the state governments realized that for the economic betterment and development of rural women the potentiality of these women SHGs need to be harnessed and that it could be an important agency through which poverty could be eliminated. With this in view, the study on empowerment of rural women through self-help groups

Women Empowerment in India

Women constitute about 48 percent of total population of the country, As per the 2011census; They suffer many disadvantages as compared to men in terms of literacy rates, labor participation rates and earnings. In order to address issues relating to social and economic advancement of women, the Department of Women and Child Development (DWCD) under the Ministry of Human Resource Development has been implementing various schemes. The national policy of employment of women was adopted in the country in 2001 with the ultimate objective of ensuring women of their rights.

Social empowerment of women is designed to create an enabling environment by adopting various affirmative policies and programs for development of women, besides providing them easy and equal access to all the basic minimum services to enable them to realize their full potential. Education is being an important tool for social empowerment of women.

Importance of Empowerment

While empowerment literally means "To Invest with Power", in the context of women's empowerment the term has come to denote women's increased control over their own lives, bodies, and environment. In discussions of women's empowerment, emphasis is often placed

on women's decision-making roles, their economic self-reliance, and their legal rights to equal treatment, inheritance and protection against all forms of discrimination. Women's empowerment is a flow rather than a stock variable manifesting into various outcomes and well being is a necessary but not sufficient condition for the former, i.e. well-being going through various pathways like gaining resources, autonomy and agency. These pathways denote expansion in capabilities in a way which brings changes in the lives of individuals; people who are previously denied power are now being empowered.

Women Entrepreneurs and Empowerment

Women Entrepreneurs may be defined as the women or a group of women who initiate, organize and operate a business enterprise. Government of India has defined women entrepreneurs as an enterprise owned and controlled by a woman having a minimum financial interest of 51% of the capital and giving at least 51% of employment generated in the enterprise to women. Empowerment strategies are varied and refer to those strategies which enable women to realize their full potentials. They consist of greater access to knowledge and resources, greater autonomy in decision making, greater ability to plan their lives, greater control over the circumstances that influence their lives and finally factors which would free them from the shackles of custom beliefs and practices. Unless they themselves become conscious of the oppression meted out to them and show initiative to push forward it would not be possible to change their status much. Some of the empowerment mechanisms identified are as follows:

Socio-psychological Empowerment of Self-Help Group Members

- Increased in self-confidence and self esteem
- Take decisions in family matter
- Literacy, higher and technical education
- Health care for herself and family
- Development of better communication skills
- Improved interpersonal relations in the family and take decisions in family matter
- Ability to visit friends and family
- Ability to travel freely in public places (public transport)
- Higher age at marriage
- Active work participation in the different sectors

- Self respect and dignity of being a woman.
- Social intermingling among community members
- Feeling of pride and value in the work

Economic Empowerment of Self-Help Group Members

- Involvement in productive activity like starting of enterprise, wage employment
- Financial and service support for self employment
- Contribution to family income
- Decision making on spending of income
- Control over income to spend on self
- Ability to sell and buy products from the market.

Legal and Political empowerment of Self-Help Group Members

- Ability to lead groups in community affairs
- Created awareness of gender equity in sharing of work —
- Participation in community Programme
- Contesting of panchayat elections
- Decision making in community affairs
- Ability to organize and mobilize community members
- Awareness of legal rights like age of marriage, harassment of women
- Ability to prevent violence
- Opportunities for higher positions of power including Governance
- Complete knowledge of her rights

The feature of empowerment are self-perception, perception of role of women in society, decision making, economic independence, innovativeness, desire to improve the present living condition, attitude towards group action and communication behavior. Empowerment is a process, which helps people to gain control over their lives through raising awareness, taking action and working in order to exercise greater control. In other words, empowerment facilities change and enable a person to do what one wants to do. Empowerment is the feeling that activates the psychological energy to accomplish one's goals.

Women's empowerment needs to occur along multiple dimensions including economic, socio-cultural, familial interpersonal, legal, political and psychological. Since these dimensions cover a broad range of factors, women may be empowered within one of these

sub-domains. Empowerment indicator is built on the following eight criterions: mobility, economic security, ability to make small purchases, large purchases, involvement in major household decisions, and relative freedom from domination by the family, political and legal awareness, participation in public protests and political campaigns. The core elements of empowerment have been defined as agency (the ability to define one's goals and act upon them), awareness of gendered power structures, self-esteem and self-confidence.

Several measures have been introduced to encourage women education. Incentives have been provided for larger enrollment of Girls in schools and reserved seats for higher education. Reduction in fees, provision of bicycles in rural areas, scholarship, exclusive schools & colleges for girls and many more literacy programs like each one teach one, project approach, continuing education approach are other measures. The % of literacy has risen; more girls are enrolled in technical education, like medicine/ engineering, Management etc. They are proving their merit in competitive examinations. Women have become sensitive to better health care for them and their children. In new Panchayat Raj System (under 73rd amendment) & in Urban bodies (under 74th amendment) they occupy 33% of the elective seats with decision making powers, which enables them to implement; & oversee all such welfare programs. Early marriage is now a rarity especially in urban area.

Women are working in most of the modern sectors. Some of the sectors are exclusively owned by women, with women in higher management seats. There are a large number of self help groups exclusively for women. They are managing it with profit. This is giving them confidence. The opportunities for higher positions of power have increased under Panchayat Raj Institutions & municipal bodies. They have developed confidence in occupying such seats of power and function without the crutches of their male relatives. All these measures have given tremendous self confidence, respect and dignity of being women.

Identification of Inherent Skills of Rural Women in India

Business opportunities for women comprise of using wood, stone, and metals like bronze, iron, steel to create handicrafts and handcrafted gift items, such as bangles, glass, utensils, cane and bamboo for making furniture, clay for making statues of Indian deities, pots, vessels, other decorative pieces, making baskets from straw, embroidery from thread called chikankari, carpet making, and retailing etc. Here is a list of Business opportunities for women in India:

- Floriculture
- cultivation
- Processing of milk / dairy products
- Agro - processing (dal, papad, badi making)
- Pickle, sauce, jam, jelly, squash etc.
- Coir work (preparation of yarn, door mats, rope, toys)
- Tailoring & Embroidery, Handicraft
- Agarbatti / Chalk / Candle / Phenyl preparation
- Jute Bags, Baskets, Hats
- Retailing / Salesman

The Role of Government of India in Women Empowerment

The initial few plans followed a welfares approach and treated women as recipients of aid. The first five year plan focused its attention on the problem of high infant and maternal mortality. Second plan was on the problems of women workers. The main thrust of the third & fourth plan was the expansion of girls' education. On the social welfare side the largest share was provided for expanding rural welfare services and condensed courses of education for adult women. The fifth plan gave priority for training of women in need of care and protection, women from low income family's needy women with dependent children and working women. Bureau of Women's Welfare and Development (WWD) was set up in 1976 to entrust with the major responsibility of implementing the National Plan of Action for Women besides coordinating the activities relating to women's welfare and development.

The sixth plan emphasis on Women and Development through economic independence, educational advancement and access to health care and family planning. A number of technology demonstration cum training centers at selected focal points all over the country were set up by the National Research Development Corporation (NRDC) to provide expertise and resources to women entrepreneurs. During the seventh five-year plan an integrated multidisciplinary approach was adopted covering employment education health nutrition application of science and technology and other related aspects in areas of interest to women. It is only during the seventh plan 'Women Development Corporations' were established for promoting employment generating activities for women.

Problems of Women Entrepreneurs in India

Rural Women in India face many problems to get ahead in their life in business. A few problems that women entrepreneurs face are:

1. India is still a male dominated society and this male dominant social order blocks women entrepreneurs in their way towards business success. Male members think it a big risk financing the ventures run by women.
2. Women's family obligations also bar them from becoming successful entrepreneurs. The financial institutions discourage women entrepreneurs on the belief that they can at any time leave their business and become housewives again. The result is that they are forced to rely on their own savings, and loan from relatives and family friends.
3. The financial institutions are skeptical about the entrepreneurial abilities of women. The bankers put unrealistic and unreasonable securities to give loans to women entrepreneurs. According to a report by the United Nations Industrial Development Organization, "despite evidence those women's loan repayment rates are higher than men's; women still face more difficulties in obtaining credit,". So, the women entrepreneurs suffer from inadequate financial resources and working capital as they lack access to external funds due to their inability to provide tangible security.
4. Women give more emphasis to family ties and relationships. The business success depends on the support the family members extend to women in the business process and management.
5. The literacy rate of women in India is at low level compared to male population. Many women in developing nations lack the education needed to spur successful entrepreneurship. They are ignorant of new technologies or unskilled in their use, and often unable to do research and gain the necessary training.
6. Low-level risk taking attitude is another factor affecting women folk decision to get into business. Low-level education provides low-level self-confidence and self-reliance to the women folk to engage in business, which is continuous risk taking and strategic decision making profession.
7. The feeling of achievement motivation and advancement of the women folk is found to be less as compared to that of male members. The low level of education and confidence leads

to low level achievement motivation and advancement among women folk to engage in business operations and running a business concern.

8. Finally high production cost of some business operations adversely affects the development of women entrepreneurs. The installation of new machineries during expansion of the productive capacity and like similar factors dissuades the women entrepreneurs from venturing into new areas.

How to Develop Women Entrepreneurs

Right efforts on from all areas are required in the development of women entrepreneurs and their greater participation in the entrepreneurial activities. Following efforts can be taken into account for effective development of women entrepreneurs:

1. Government should extend better educational facilities to women.
2. Adequate training program on management skills should be provided to the women community.
3. Vocational training should to be extended to the women community so that it enables them to understand the production process and production management.
4. Skill development programs should be conducted in women's polytechnics and industrial training institutes. Skills should be put to work in training-cum-production workshops.
5. Training on professional competence and leadership skill should be extended to women entrepreneurs.
6. Training and counseling sessions should be held on a large scale for existing women entrepreneurs so as to remove psychological problems like lack of self-confidence and fear of failure.
7. Counseling through the aid of committed NGOs, psychologists, managerial experts and technical personnel should be provided to existing and emerging women entrepreneurs.
8. Activities in which women are trained should focus on their marketability and profitability.
9. Government should make provisions for providing marketing and sales assistance to the women entrepreneurs.
10. Women’s development corporations should gain to have access to open-ended financing.
11. A Women Entrepreneur's Guidance Cell should be set up in each state to handle the various problems of women entrepreneurs.

12. District Industries Centers and Single Window Agencies should make use of assisting women in their trade and business guidance.
13. Women's participation in decision-making should be encouraged.
14. Training in entrepreneurial attitudes should start at the high school level through well-designed courses, which will help to build up confidence in women.
15. Government should come up with more schemes to motivate women entrepreneurs to engage in small scale and large-scale business ventures.
16. Non Governmental Organizations should be engaged in women entrepreneurial training programs and counseling.

Conclusion

Women constitute nearly half of the world's population. But how many women have any idea on empowerment? In India, majority of our population live in rural area and women living in rural India have no idea about the importance of women's empowerment as they are not properly educated. Women have been playing an important role for the socio-economic development of the society since time immemorial. They are considered as the back bone of a family. But women in particular often bear the brunt of poverty and limited access to economic opportunities, including unfavorable financial access. Thus it is very important to empower the rural women through self-help groups for economic development. From the study, it is found that micro finance through self-help group is helping the poor and upgrading women empowerment by making them financially strong. SHGs have increased their habit of savings and investment in some developmental activities. Thus it is universally accepted that SHGs and Bank linkage programme has profound influence on the economic status, decision making process and level of dependence of women in India.Entrepreneurship among women, no doubt improves the wealth of the nation in general and of the family in particular. Women today are more willing to take up activities that were once considered the preserve of men, and have proved that they are second to no one with respect to contribution to the growth of the economy. Women entrepreneurs must be moulded properly with entrepreneurial traits and skills to meet the changes in trends, challenges in markets and also be competent enough to sustain and strive for excellence in the entrepreneurial arena. Through micro- finance their entrepreneurship ability and skill levels can be enhanced. There are other major benefits that we can get through micro – finance. Status in family and

community has improved for women after joining SHGs. Still there are emerging issues that need to be addressed to make the role of women in the long run. It is from the study clear that by involving voluntary organizations in social mobilization and creating an enabling policy environment, micro finance can achieve a vast scale and can become a rational movement. The self-help group is important in re-strengthening and bringing together of the human race. It is concluded that SHGs have contributed to women empowerment.

Policy implications

In the global world micro credit movement has to be viewed from a long term perspective under SHGs frame work. There is a need for the innovative and diversified micro finance sector, which will make a real contribution to women empowerment. The Government policy makers should focus on the importance of small savings and loans provision for consumption as well as group formation. The Government policy can support the Self help groups (SHGs) in rural area by public investment in infrastructural development including education and health care. They should enact policy to regulate the quality of SHGs and could help in financial management of SHGs for responsible and sustainable growth.

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CREATIVE AND INNOVATIVE TECHNOLOGY FOR TEACHING OF BIOLOGY FOR UNDERGRADUATE

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Abstract

A growing revolution is under way in the teaching of biological science to undergraduates. It is driven by concerns about competitiveness as well as results from recent educational research, which explains why traditional teaching approaches in large classes fail to reach many students and provides a basis for designing improved methods of instruction. Discipline-based educational research in the life sciences and other areas has identified several innovative promising practices and demonstrated their effectiveness for increasing student learning Important practices are, creating flipped classroom, guided discovery problem, science at home, reward discovery, science clubs, field trips, mobile app science exhibition, peer to peer teaching, observation station science kits, documentation problem, PPT, Vidioclips, multimedia approaches, science museum, embodied learning, computational thinking, cross over learning, virtual science labs and social media.etc.

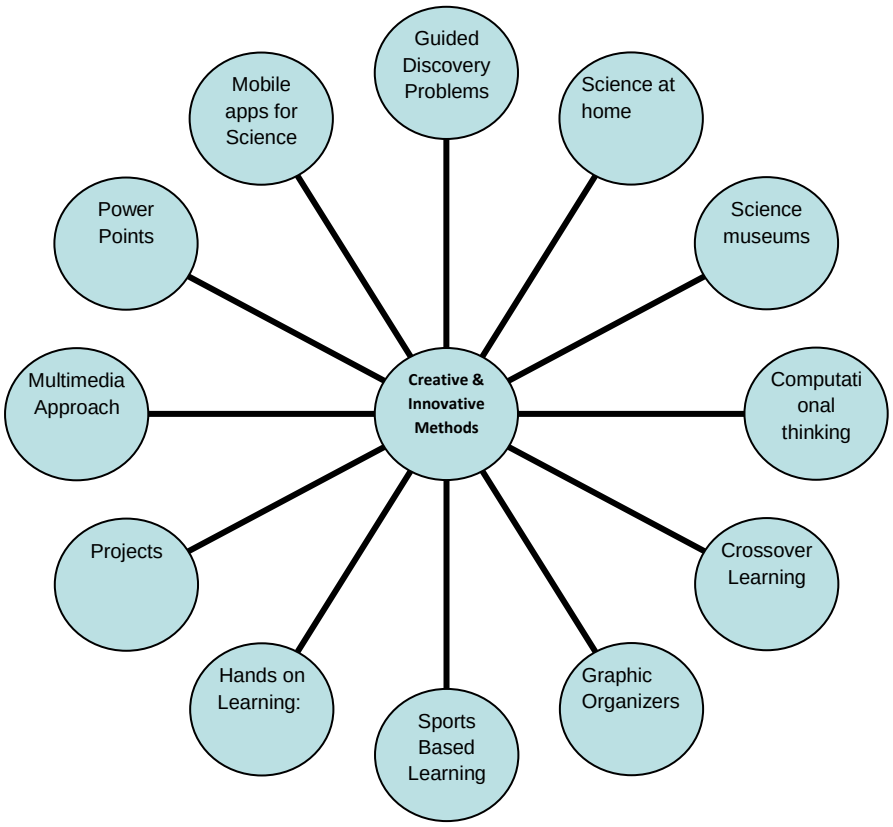
Keywords*: teaching approaches, multimedia, ppt, video clips*

Introduction

Why Technology Teaching with technology engages students with different kinds of stimuli- involve in activity based learning. Technology makes material more interesting. It makes students and teachers more media literate. Technology is a means to justify the end of composition outcomes and has become a seamless extension of the curriculum in the classroom. Technological Pedagogical Content Knowledge captures the qualities of this new hybrid educator who must find his or her place between the intersection of these qualities. To most effectively teach technology, we must model that techno

The purpose of education is not just making a student literate, but adds rationale thinking, knowledgeablity and self sufficiency. That's why teaching nowadays must include innovative communication methods that impart knowledge. Some innovative methods of teaching could be multimedia, the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience.

Innovative Teaching Method in Biology



1. Hands on Learning:	26. Video clips:
2. Story Telling:	27. Power Points:
3. Role Play:	28. Mini-labs:
4. Sports Based Learning:	29. Science Fair:
5. Visual clues:	30. Research books:
6. Instructional Conversations:	31. Documented Problem Solving:
7. Science Text Cards:	32. Science kit:
8. Word Games:	33. Science stations:
9. Graphic Organizers:	34. Observation stations:
10. Word Parts:	35. Peer-to-Peer Teaching:
11. Social media:	36. Science movies:
12. Virtual science labs:	37. Science games for kids:
13. Word walls:	38. Science songs:
14. Thinking Maps:	39. Science Exhibition:
15. Mini anchor charts:	40. Mobile apps for Science:
16. Crossover Learning:	41. Field trips:
17. Argue with Science:	42. Science clubs:
18. Context-Based Learning:	43. Reward discovery:
19. Computational thinking:	44. Interactive science journals:
20. Remote labs:	45. Science at home:
21. Embodied Learning:	46. Flipped Classroom:
22. Science museums:	47. Guided Discovery Problems:
23. Projects:	48. Fishbone:
24. Multimedia Approach:	49. Science Quiz:
25. ICT Enabled Learning:	50. Build your model:

1. **Hands on Learning:** This is the best teaching method invented so far that involves the active participation of students to experience scientific concepts than to just have an audience view. Schools are promoting the use of low cost apparatus in classrooms to helps students to have hands on learning experience.
2. **Story Telling:** Students love to hear stories and therefore, storytelling is one of the best ways to get their attention in class. Teacher can explain the facts of biology or the laws of physics in the form of stories.
3. **Role Play:** This innovative method is becoming an integral part of science education as students can intellectually and physically involve through activities while learning a new concept.
4. **Sports Based Learning:** This is an interesting approach to learn problem solving in physics or a step wise method to study complex chemical reactions. A game of football or cricket helps them to learn about percentage, average or probability which can find its use in physics problems.
5. **Visual clues:** Using visual clues easily supplements auditory information and students can easily connect better with ideas.
6. **Instructional Conversations:** Building instructional conversations is a key method to teach science vocabulary. Let them talk in between the lectures about the experience they had with an application related to the topic of discussion.This promotes their dialogue construction in science as they communicate using scientific and technical terms.
7. **Science Text Cards:** This is an innovative teaching method to convey the science facts in an easy and organized way. In this activity, statements related to science concepts are written on index cards. Students can work individually, pairs or in groups to sort the cards based on the given format. The formats include true/false,agree/disagree, matching pairs, classification, sequencing and more.
8. **Word Games:** This is a creative strategy to help elementary students to experience the language of science. Hangman, Pictionary, Dingbats, Bingo, Scrabble, Odd One Out, Charades, Trivial Pursuit etc. are the common games. Playing these games using scientific terms helps the students to work closely with different hard to understand words and use them fluently in their subject.
9. **Graphic Organizers:** This teaching approach is helpful for students to interact with science in a more organized and structured way. Teachers can use different types of templates to represent the data according to the topic that is being handled. A typical format for graphic organizer contains a central point from which different branches are formed and there may be sub-branches in certain cases. Arrows are used to point the direction or sequence of a process.

10. **Word Parts:** This teaching strategy is followed by teachers to educate the basics of science to elementary students. While introducing new scientific terms, they can reinforce the structure of words. Students are asked to identify and understand prefix, suffix, and base word, and to relate their meanings. For example, metamorphosis — meta (large), morph (change), osis (process); photosynthesis — photo (light), synth (make), isis (process).
11. **Social media:** The different social media platforms can be used wisely to teach science to make the science classrooms more interesting and engaging. For instance, students can be asked to follow scientists in Twitter and share his/her new thoughts and findings in class or to useFeedly for improving the content of their research projects. Students can also use Vine to document and to share science videos, Pinterest account for sharing images for research projects or writing prompts or WordPress class account for peer-to-peer learning.
12. **Virtual science labs:** There are many virtual science labs available online for free and therefore, this approach almost gives hands on experience of learning the subject without much expense. Detailed diagrams, illustrations or close up pictures allow students to virtually get inside a plant or animal part without actually doing it. Dissections in biology can be studied thoughtfully with a virtual hands-on sensation without the problem of odour and similarly, experiment a chemical reaction without burns.
13. **Word walls:** Science word walls in classrooms can stimulate the interest of students in the subject and an opportunity for them to illustrate different concepts. In an advanced technique, a more in-depth understanding of different scientific terms can be made possible with pictures that accompany the words. This is also an option to help them better understand words with multiple meanings. Teachers can design creative word walls or ask students to contribute to the idea weekly or monthly.
14. **Thinking Maps:** This is an ideal way to visually represent different thought processes which help to organize the science education with a better flow. There are different types of thinking maps available which can be chosen wisely to represent the particular topic. This includes bridge maps to teach relation between ideas, brace maps to break larger objects into smaller parts, flow maps to show sequence of events, multi-flow maps to show effects or causes of an event, tree maps to classify objects or ideas and more.
15. **Crossover Learning:** In this teaching method, students are given opportunity to learn in multiple settings such as inside the classroom, museums, field trips or clubs. Teachers can use this method effectively by proposing a question in class, taking students to informal settings to find answers and then, going back to classrooms to discuss and share the findings..
16. **Computational thinking:** This is an advanced technique to improve thinking and problem solving skills. The method comprises decomposition i.e. breaking large problems into small

units and pattern recognition-related problems/ 2021. Embodied Learning: In this approach, mind and body of the students work together to explore science. The physical feedback as well as the resultant actions will reinforce their learning process. This idea is well supported by today's technology such as visual systems that track movement or wearable sensors to collect physical and biological data.

17. **Science museums**: Give opportunity tostudents to visit a science museum as part of the learning process.This gives them access to innovative resources and they can visualize data they learnt in class. They can have a look at the real work of scientists which improves their urge to learn about it further. Regular visits to museums make learning science more engaging and interesting.
18. **Projects:** This can be an individual activity or group activity which helps students to showcase the application side of what they learnt through theory. This method involves choosing the idea, building a plan, executing the plan and finally evaluating it.24. **Multimedia Approach:** This method is a blend of text, audio, animation, video, still images or interactivity content forms to teach diverse difficult to understand concepts in science..
19. **ICT Enabled Learning:** ICT refers to the use of Information and Communications Technology to teach the scientific ideas that promotes open source learning. In order to make the accessing, storing, transmitting, and manipulation of information more easy, this approach integrates telecommunications, computers and relevant enterprise software, storage, middleware, and audio-visual systems required to handle the topic.
20. **Video clips**: This teaching technique makes use of instructional video clips available online or in libraries to show and teach a new concept. The animation of a process or evolution can be conveyed better with videos. It can also be videos of demonstration of an idea or an application side of a theory or an interview with a scientist, tutorial by a subject expert and more.
21. **Power Points: Instead of the conventional talk and chalk methods, teachers now include power point** presentations in their classroom sessions to make it more interesting. They connect the computers to projectors to address a larger classroom and include interesting slides with diagrams and flow charts to make the teaching more interactive.
22. **Research books**: Teacher can promote the use of research books in classrooms rather than just text books and lecture notes. Students are asked to do a research on whatever topic is covered in class by means of libraries, websites or by talking with experts. This can include the extended information of their syllabus and their findings with diagrams and charts to emphasize it. They can share their research books with classmates too.
23. **Documented Problem Solving:** In this method, the teacher insists students to record their thought process when solving a problem. They are asked to explain their reasoning for reaching

the particular solution rather than simply presenting a solution. This kind of documented problem solving helps them to have a deeper understanding of their process and gives an option for self analysis.

24. **Science movies:** Teachers take initiatives to take them for science movies in theatres or in school halls that clearly showcase the application side of scientific concepts. More than just entertaining them, many science movies captivate their attention and illustrate diverse science concepts in the real world. Science and nature-focused documentaries is one of the best ways to introduce science to kids than spoon feeding them with text book content.
25. **Science games for kids:** Kids always love to play and that is why smart teachers introduce science to them with interesting games. They can learn more about science and technology with fun. A wide range of games are available online that showcase the concepts of animals, plants, space, forces, light, sounds, magnets, electricity, weather and gases. There are games with multiple levels and passing each level teaches a new concept and illustrates scientific experiments.
26. **Mobile apps for Science:** A number of mobile apps are available online for elementary, middle school and high school students as well as for those undergoing advanced studies. Today's kids are tech savvies and they love to learn science using their gadgets. The advanced mobile apps built with innovative features in fact turn students into scientists.
27. **Science clubs:** Set up science clubs in your schools or community, which is an ideal approach to STEM education that assimilates high quality hands-on instruction. This is the right place for science enthusiasts to share and discuss new happenings in science world and to connect innovative ideas to what they actually learnt.
28. **Science at home**: Like scientists say, science starts from home. Encourage your students to discover science at home from elementary classes itself. Ask them to find out a specific science concept application at home as assignments and let them discover science on the go. There are fun science activities at home that involve parents and kids such as measuring Earth's circumference with a shadow, creating under water fireworks with chemistry, building a balloon powered toy car and a lot more.

Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. As such, many institutions are moving towards problem based learning as a solution to producing graduates who are creative; think critically and analytically, to solve problems. In this paper, we focus on using multimedia technology as an innovative teaching and learning strategy in a problem-based learning environment by giving the students a multimedia

project to train them. There are many multimedia technologies that are available for developers to create these innovative and interactive multimedia applications, such as Adobe Photoshop and Premier, Sound Forge and 3D Studio Max etc.

All methods are not emerging & innovative teaching methods. Innovations depends on the teacher that how they utilizes the instructional strategies while delivering lectures or teaching in clinical. Innovative applications should be evidence based. A teacher must see before class that Relevancy of selection of new app

1) Chat rooms
2) Discussions board
3) Webinars
4) Emails
5) Social media in class rooms
6) Image creators Motivator (motivational posters):

Conclusion- Any teaching method without destroying the objective could be considered as innovative methods of teaching. The researchers believe that the core objective of teaching ispassing on the information or knowledge to the minds of the students. There are a number of ways that teachers can bypass the system and offer students the tools and experiences that spur an innovative mindset.

From the above, we can make out that the Information and Communication Technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new example of learning, the role of student is more important than teachers. The concepts of paperless and pen less classroom are emerging as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge and the role of the teacher is changing to that of facilitator. We need to have interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and the spawning of a

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THE ROLE AND IMPORTANCE OF PRACTICAL GEOGRAPHY IN HIGHER EDUCATION

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Abstract

This study investigates the role and importance of practical geography in higher education. Practical in teaching is not only important for learner but it's very important in overall learning procedures. The present study is based on previous literature, authors and their valuable research, discussion with subject expert, observation and own experience. geography practical give student an very good platform in visual learning process through maps, field visit, GIS and Remote sensing, graphs, pictures, diagrams, photographs etc. the higher education challenges for excellence. Practical in geography give student learning experiences and immense source of knowledge, it illustrate theoretical concept in real world situation, it show how to do research, it trains students specific skills e.g. measuring land area, measuring flow of river, designing a questionnaire etc., it develop skills of student in observation and recording of data, it also helps in breaking down any barriers among student and between student and teacher. It also important in broadens of outlook of student about environment, social co-operation and working together. This paper explore practical used to illustrate how student approached the task and how they viewed the experience. It is concluded that in the learning process practical geography has good potential to increase student interest in study, encourage and empower student interest to take more responsibility in their own learning to be more reflective in the study.

Keywords: *Practical Geography, Role, Importance, Higher education, learning.*

Introduction:-

The higher education challenges us for expansion, inclusion and excellence. Practical geography give learning experiments/ experiences through practical on field not only for post graduate but graduate level also which will help to grow student intension towards learning process. Practical geography based on teaching geography 'in the field' and is assessed through a combination of field work and project work. As it is an important vehicle for the teaching of transferable skills. In order to assessment to be effective, if it is necessary to know what it is that is being assessed, be that conceptual understanding, procedural understanding, process skill of practical skills. Use of practically implementing in education

demonstrates the possibilities of a problem- and action oriented use as modern medium and tool of geography teaching.

Student who actively engage with what they are studying tend to learn more, understand more, enjoy more, remember more and be able to appreciate the relevance of what they have learned (Park, 2003) No line of development in modern education has been more remarkable than the growth of science teaching by the laboratory method study things themselves; learn by first-hand experience is a universally accepted principal (whitbeck, 2008).

Objective:

To assess the role and importance of practical in higher education.

Methods:

In the present study, the role and importance of practical geography in higher education assessed by secondary sources. On the context of higher education several authors contributed to evaluate different and techniques and learning tools in higher education. For the above study secondary sources of literature of previous authors, articles, books, discuss with experts and own experience have been used to assess and evaluate the role and importance of practical geography in higher education.

What is Geography?

The word geography used by 'Eratosthenes' first. Geo meaning Earth and graphy meaning Description/writing. Today geography means much more than description of the earth, but it reveals all the activities and changes those have been going since the beginning in the world. In Geography we study the places and their relationships with people and their environment or surroundings. Geography explores physical properties of the earth and the human societies spread across it and how human culture interacts with the natural environment, and the way places and locations can have an impact on people geography seeks to know where things are found why they are their how they develop and change over time .

Why practical geography

Practical in geography give learning experiences which will help to grow students intention towards learning process. Practical geography is basically concerned with the various aspect of the earth such as mining, agriculture etc. Unfortunately geography is neither widely taught nor well taught in our school today. Practical skills is skill the mastery which

increase a student competence to understand any type of science learning activity in which they are involved in observing real object or material. It helps us understanding the relationship among people, places and environment over time. It helps to use map, find routes, and be prepared for natural disaster. Practical geography is a branch of geography concerned with field study of photography interpretation, map work, statistic and research. geography practical give student an platform in visual learning process through maps, field visit, GIS and Remote sensing, graphs, pictures, diagrams, photographs etc.

Importance of geography

1. Help to understand basic physical system that affects everyday life.
2. To gain kill of observation, recording and interpreting phenomena.
3. To understand interaction between country and share idea of solving problems.
4. To develop knowledge and awareness about natural resources.
5. To acquire skills for combating environment problem in order to conserve and manage.
6. To gain the knowledge of employment opportunities – field work, cartography.

Aspects of practical

1) Skill in observation & recording of data. e.g. surveying
2) Data analysis and Presentation.
3) Ability to assess and interpret data.
4) Ability to plan procedures for solving problems.
5) Manipulative skill.
6) Attitudes towards practical work. A) Acceptance, B) Enthusiasm

Role of Practical geography

1) Skill development.
2) Student intension in learning process (growing).
3) GIS tools and techniques.
4) Field trip- explores and study surroundings.
5) Awareness about environment, social co-operation and working together.
6) Broadens of outlook.

Why practical are used.

1) Illustrate a theoretical concept in real-world situation. This makes the theory much clearer as well as showing how diverse and complex the world really.
2) Practical show- how to do research they train you in defining problem, Hypothesis testing, making observation, using analytical techniques and equipments safely, accurately.
3) Practical train you in specific skills (Such as designing a questionnaire or measuring the speed of flow of a river).
4) Practical can be fun, breaking down any barriers among students and between student and staff.

Conclusion:

This study investigates the role and importance of practical geography in higher education. Practical in teaching is not only important for learner but it's very important in overall learning procedures. It is concluded that in the learning process practical geography has good potential to increase student interest in study, encourage and empower student interest to take more responsibility in their own learning, to be more reflective in the study. Practical geography give student an very good platform in visual learning process through maps, field visit, GIS and Remote sensing, graphs, pictures, diagrams, photographs etc. the higher education challenges for excellence. No other discipline offers such a wide range of opportunities for development personal skills.

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CHEMISTRY LABORATORY EDUCATION AT UNDERGRADUATE LEVEL: A HISTORICAL PERSPECTIVE AND INSTRUCTIONAL STYLES

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Abstract

Chemistry is an experimental science and practical work has been an essential component of chemistry right from the days of alchemy and iatrochemistry. Laboratory provides a platform not only for understanding the methods of science but also to expose students to the fact that what we learn in chemistry lectures, emerges through hours of hard work and dedication in laboratory workspace. However, with substantial investment on the laboratory resources, a natural question is what, if at all, are the issues with the current laboratory practices;how could students' laboratory experience be improved and how could the laboratory program be designed for enhancing laboratory skills that includes cognitive and manipulative skills? Therefore, role and nature of laboratory education are two of the important chemistry education research areas. With this perspective, the paper presents a brief overview of the historical development of chemistry laboratory instruction and how it transitioned to the current state.The paper analyses different instructional styles with respect to its nature, objective, advantages and disadvantages. Further, the paper argues why problem-based learning is one of the most promising methods of chemistry laboratory instruction with special reference to Indian scenario.

***Keywords**: Historical development, chemistry lab, instructional styles*

Introduction

Chemistry Lab instruction was introduced with the perspective of enhancing technical and skills required for chemical experimentation. It also aimed to help student clarify and verify the concepts exposed to them in theory classes. Soon it was realized that laboratory instruction has a potential over and above clarification and verification of concepts; that is to enhance the cognitive ability and to expose students to methods of science. Efforts have been taken in this direction to design instructional styles that tend to make chemistry laboratory most effective in student-learning.

In the following section of the paper, historical development of laboratory instruction around the world and in India. This helps us understand how laboratory experience transitioned to current styles of instruction. The paper also aims to highlight advantages and disadvantages of different instructional styles in the subsequent sections.

Historical Development of Chemistry Lab Instruction

When chemistry was a part of natural philosophy during the early part of the millennium, laboratory instruction was carried out under medical arts courses where the stress was laid on pharmaceuticalchemistry. First attempts to include laboratory instruction under chemical arts were made in Europe and America in late 18th century. Prof. John Maclean in his letter to the President of the College of New Jersey laid emphasis for the first time on the need for laboratory course in 1795. Because of his initiative, by 1807, chemistry lab instruction found its way in the college chemistry course(Foster, 1929). Table -1 provides a historical account of the development of chemistry laboratory in different places of the world.

Table-1, History of Chemistry Laboratory Education

S.No.	Year	Instructor/chemist who initiated	Place	Instructional objective
1	1795	John Maclean	Princeton	Observation, relating observation to understanding concepts
2	1806	Friedrich Stromyer	Gottingen	Composition analysis, training on laboratory skills
3	1811	Thomas Thomson	Britain, Glasgow	Demonstration for clarification of concepts
4	1824	Liebig	Giessen	Synthesis, isolation, analysis of new and pure organic compounds
5	1858	Eliot and Storer	Harvard	Train the senses to observe with accuracy, proof from actual experiment
6	1873	Alexander Peddling	India	Lecture and demonstrations
7	1909	E.G.Hills	Allahabad	Learn some facts, to make and use apparatus, to maintain notebooks, errors as opportunity for learning

The pace of introduction of lab instruction was faster in Europe. Fredrich Stomeyer and Thomas Thomson(Herbert, S. K, 1948) were instrumental in setting up lab at Gottingen, Britain and Glasgow. The objective of lab instruction was to develop the observational, technical and analytical skill through demonstrations. Slowly, this got transitioned to

performance of experiments by the students individually. There were also private labs where students were trained and performed experiments.

A big leap in the style of instruction was observed when Liebig in Geissen established his laboratory where 5-10 students were admitted every year. They were attached to a mentor student. Their training typically involved performing compositional analysis of some 100 known substances before they could start directly working with Liebig on research projects. Liebig published around 32 papers every year with the help of his students and has made tremendous contribution to our current understanding of organic compounds. The instruction in lab had the objective of training the students in the area of synthesis, isolation and analysis of organic compounds. The lab could be equated to present day graduate research labs and was similar to inquiry labs of modern times (Lagowsky, 2009).

While knowledge transfer was happening between America, Europe and other colonial countries, another milestone was reached when Eliot and Storer (1858) came up with first laboratory manual(Davis, 1929). They believed thatobservational skills develop through the study of science without which, it is a mere exercise of memory. Their attempt to include physics and chemistry lab in entrance exam for Harvard and MIT resulted in introduction of lab instruction at school level and then on, research oriented practice got converted to exposition based lab course(Lagowsky, 2009).

Chemistry Laboratory Instruction in India

In India, attempts were made by Prof. Alexander Peddler(1873) to supplement his lectures with demonstrations that was received well both by the students and faculty of Presidency College, Calcutta(Basu, 1995). That heralded the first laboratory instruction in India. As a result of interesting demonstrations, more students got attracted to chemistry course. Subsequent to that, more lab instructions were introduced across India. The book,"Chemistry for Indian schools"by E.G. Hills (1909),draws attention to importance ofwell-kept lab notebook. He recommends that "in these notebooks, detailed account of all the experimental work must be written by students as the work progress and no fair copy must be permitted. Further he said, "Failure in an experiment should always be made the occasion for deducing the cause of failure. Experiment in chemistry are valuable for two reasons, the first reason is that each experiment teaches some fact about th**e** substances with which it is made. The second reason is that, it teaches students how to use and make apparatus as well as how to use their hand and eyes properly and well(E.G. Hills,1909)".This practice is still being continued and students spend a lot of time in thoughtlessly completing the laboratory journals

Continuing with the reform wave, later in 1991, a task force was set up in 1991 at US by ACS for bringing reform in general chemistry curriculum. As per their recommendation, the objective of chemical laboratory was directed to focus on 'hands on'as well as'minds on' experiences to motivate as well as help the formation of concept. Such experience has the objective to bring in cognitive sophistication(Rickard, 1992).

At around the same time, in India with economic reform of 1991, funds were made available for higher education in general. As a result of which, some improvement in lab resources was noticed(Krishnan, Brakaspathy, & Arunan, 2016). Nonetheless, a brief analysis of the lab manuals of some of the universities indicates, the style adopted is that of exposition based and there exists a lot of scope for improvement. There is a need to work in the direction of enhancing laboratory experience. Thus, CER in India which is in its infancy has to gain pace. The following section aims at understanding the backdrop needed for such work.

Undergraduate Chemistry Laboratory education: the current scenario and scope for improvement

Laboratory program is a very integral part of chemistry education. Past literature suggests that the two learning outcomes mainly aimed from the current laboratory program are, first, to develop laboratory skills and second to verify the concepts learnt in the lecture class. Concepts are verified by following a well laid out procedure to get the correct result (Paul A. Kirschner, 1992). Such an approach though helps students replicate what scientists have done but tends to shifts the focus from process skills to product thereby providing a little scope for understanding errors and variations which otherwise is an inherent part of any experimental procedure. Discussions about the errors and variations are important for deeper understanding of experimentation both as a process and as a procedure.

Further, students need to view theory and practice of chemical concepts as very much intertwined with each other (Bennet, Seery, & Sovegjarto-Wigbers, 2009). The current chemistry course offers a delineated view of the two.

Finally, students in the traditional style work in isolation without engaging in discussions with peers. Collaborative work facilitates students' engagement with higher order skills such as critical-thinking, decision-making etc.(Zoller & Pushkin, 2007), which in my view should be one of the most important outcomes of the entire journey of education.

Some researchers have suggested that the role of laboratory should be to develop practical and other general skills. For example, Kirschner and Meester (1988) suggested that primarily the laboratories should aim at helping students to formulate hypothesis, solve problems, use

knowledge and skills in unfamiliar situations, to design simple experiments, interpret experimental data, to remember critical idea of the experiment over a long period of time (P. A. Kirschner & Meester, 1988).

Issues with the current undergraduate chemistry laboratory practices is the inadequate exposure to higher order thinking skills, lack of meaningful investigation, and non- educative assessment etc. Students are not confident of their skills and sometimes tend to manipulate the results obtained in order to match it with the so called 'correct' one. Also, the described procedure in the manual does not give a complete view of the chemical concept behind the steps that they have to follow. To give students an authentic experience of the laboratory practices, we need to understand the various possible instructional styles that are followed all over the world and see which one suits for adopting to our local laboratory condition.

Instructional Styles in Chemistry Laboratory

Domin (1999) reviewed the laboratory instruction and categorized them into four groups; namely, exposition based instruction, discovery instruction, problem based instruction and inquiry instruction. Process oriented guided inquiry learning (POGIL) is emerging as one of the popular alternatives. Table-2 gives comparison of different instructional style with respect to various descriptors.

Expository instruction is deductive in nature; meaning, the students come with prior understanding of the conceptand utilize their existing knowledge for performing the experiment. Procedure for experiment is given to them and the outcome is known to instructor and students as well. The result students obtain in an experiment need to match with the expected result. Expository method emphasizes on verification of existing knowledge. Learner is passive and is not exposed to scientific method. However, the advantage of this method is, a large group of students can be handled with minimum resources.

In discovery method, students are given the procedure for which they don't know the outcome whereas the instructor is aware of the outcome. This method adopts an inductive approach, and in this process students make so called discovery of the concept. Here, the emphasis is on data interpretation. This methodology receives criticism because pedagogically, it may be problematic. It is difficult to discover something without any prior theory or knowledge. Also, the fact that something lends itself for discovery also provides a chance for not be discovered. If one student group discovers the concept, what others arrive at is no longer a discovery. Hence, the use of the word 'discovery' is not very correct.

However, it may be motivational to students for having initiated an experiment to make "discovery" (Domin, 1999).

Problem based learning emphasizes on diverse path to problem solving. The procedure is student generated and the outcome is predetermined for the instructor. Though it is deductive in nature, yet the concepts are strengthened through the application of concepts in new context(Eilks & Byers, 2009).

Though both discovery method and PBL involves inquiry based learning, in case of open inquiry, the outcome is known neither to the instructor nor to the student. It is inductive in nature. The procedure is student generated and the emphasis is on the process and not on the result. Since the instructor does not have a control over the direction of the flow of investigation, pedagogical viability is not clear; however, it adheres to authentic scientific practice.

To address the problems of inquiry oriented learning, POGIL, acronym for process oriented guided inquiry learning, offers scaffolding to students and guides students in the direction of the expected outcome. It is a learning cycle where inductive and deductive approaches are used simultaneously to arrive at a predetermined outcome. The emphasis is on process skills and concept application. It is yet to be ascertained whether all topics of lab work can be handled by this method, but it may be advantageous in many other aspects such as collaborative work, student centric approach etc.; it is also based on the nature of learning and learning strategies(Hanson, 2006)

Table -2 Comparison of Various Instructional Styles

S. No	Instruction Style	Approach	Procedure	Outcome	Emphasis On	Disadvantages	Remarks
1.	Expository	Deductive	Given	Known to the instructor as well as students	Result, Verification,	Passive/Rote learning; no exposure to scientific method	Can handle large group with minimum Resources
2.	Discovery	Inductive	Given	Pre-determined for instructor	Interpretation of data; collaborative learning	Pedagogically problematic	Motivational to students, Ignores the need for prior theory
3.	Problem based	Deductive	Student Generated	Pre-determined for instructor	Values diverse paths to problem solving, collaborative learning	Time consuming	Concepts strengthened through application in new context

4.	POGIL	Inductive Deductive Cycle	Given	Pre-determined for instructor	Processes, skills, concepts, application	May not be applicable for all kinds of lab experiments	Complies with nature and strategies of learning,
5.	Inquiry	Inductive	Student Generated	Un-Determined	Process	Pedagogical viability unclear	Complies with authentic scientific practice

Adapted from Domin,1999

Problem-Based Learning

Problem based learning (PBL) is an instructional approach where students engage in self-directed learning towards solving a contextual problem. PBL includes collaborative work as one of the central themes. Critical thinking, cooperative learning, and acquiring knowledge for application in a new context are some of its characteristics.[1] Research on PBL has focussed on understanding students' role, problem design, tutors' role and students' learning.

Table-3 Description of the PBL features

Student's Role	**Use appropriate learning resources, cooperative/collaborative learning**
Problem design	familiar context, ill structured, no single correct answer, integrate theory and practice
Role of teacher	To provide optimal guidance, challenge students' thinking, debriefing after the experience.
Student learning	Transfer of knowledge, problem solving

Foundational principles of PBL: Philosophical and theoretical underpinning of PBL is rooted in constructivism. What is learnt is dependent on how it is learnt. Based on this premise, students' knowledge construction may happen at two levels. One, when they engage and interact with the environment at the individual level (Piagetian constructivism) and the other, when they engage in discourse for socially mediated construction of knowledge (Vygotskian constructivism). Social mediation expands understanding about the phenomenon through interaction with the group members. Social engagement also has the advantage of allowing students to test the knowledge constructed by collaborative approach, leading learners towards meta-cognitive awareness. In the case of PBL, a hybrid approach is facilitated where students must engage in social discourse to gather information as well as construct their own knowledge individually.

Conclusion:

Each of the methods has some advantages and some disadvantages. However, from the above it is clear that exposition method does not engage students in thinking. Unlike the other methods expository method does not emphasize on collaborative work either. All the other methods are based on social constructivist philosophy.

Active collaborative learning as against passive individualized learninggives more meaningful experience.Such approach may be useful for a group with variable learning ability. Developing such modules and checking their viability is one possible area of research.

With the substantial investment of resources for chemistry laboratory education, it is important to re-examine the curriculum and bring in changes for enhanced learning outcomes. Other than developing laboratory skills, students should also be exposed to opportunities to develop cognitive abilities as these takes a prominent place in the present-day teaching-learning context. Such an approach would help students who take up chemistry as a research career. It may also help student who opt for career other than chemistry. It is therefore important to develop such modules which strengthens students' chemical concepts through application in practical and contextual situation with hands on laboratory work.

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CHALLENGES OF HIGHER EDUCATION OF FOREIGNERS STUDENTS IN INDIA

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Introduction

The higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest system of its kind in the world. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century and in this century most of students have interest for studying abroad .

Studying abroad has been a rite of passage for adventurous university students around the world for many years. While the draw of new experiences and an exciting social life still appeals, **the academic, cultural, and career benefits of studying abroad are now more relevant than ever**.

Benefits of studying abroad

1_ getting opportunity to see the world

Studying for a degree abroad is not a vacation. It's hard work – exams, dissertations, assignments, networking events, mean your schedule will be packed. But the free time you do have can be spent exploring your new city, an unfamiliar country and truly experiencing a different part of the world. Studying abroad doesn't limit you to one country, embrace the opportunity to pay a visit to as many countries as you can.

1. 2_Developing a better understanding of other cultures

Travel is fatal to prejudice, bigotry, and narrow-mindedness." In a world that is more connected than ever, an open-minded appreciation and understanding of other cultures is essential**.**

Not only will living and studying abroad enrich your understanding of different people and customs**, you will also gain a broader context for understanding today's most pressing global issues. From your peers to your professors, learning in an international environment will challenge your assumptions and introduce you to new ways of thinking about the world.**

3_ Expanding your network

Meeting people from around the world is one of the most common reasons for studying abroad. As part of your degree studies, you'll collaborate with other students from all over the world, connecting you with an interesting and diverse new peer group and a professional network that spans the globe. Building a good relationship with your professors is also valuable while abroad, as their expertise, connections, and mentorship can prove a wonderful asset throughout your studies and beyond.

1. 4_ Gaining essential life skills and building resilience

"survival skills" is one of the biggest benefits of studying abroad. Once the culture shock fades, you will be left with a sense of self-confidence and independence. From mundane personal tasks like setting up an international bank account and registering with a doctor, to understanding how negotiation techniques and leadership qualities differ from culture to culture, your daily adventures overseas all contribute to you becoming a more confident and capable person. And these skills will prove immediately applicable in your professional life, regardless of your career path.

challenges of higher education system of foreigners in India

Being a student is a challenge, being an international student is an even bigger one. I believe student life in their home country is pretty easy, but being a student by yourself in a different country can be hard.

Since 2016 I am here in India as a foreigner which studying master degree in pune ,I've had some wonderful and some tough experiences that I will remember throughout my life. The journey has not been easy, there are challenges that I have faced that I believe most international students will experience when they first come to India .

My writing is mostly focused on problems that international students might experience **as well .**

1. Culture Shock

The first and foremost challenge that every international student has to face is the cultural shock you have to go through while you adjust to life in a new country .

The culture, the atmosphere and the people are different, but isn't that what we come abroad for? "The change"? I believe that you should not criticise that these things are done differently and rather try to adjust to them. It is our responsibility to try to make an understanding of these differences and jell in as quickly as we can. The culture here is welcoming and you will be respected if you don't do stupid things.

2. Communication

Another problem that I see most international students struggling here with is communication. Whether it be a language barrier, difficulty understanding an accent or being too shy to talk, communication in a new country can be difficult. The only solution I believe to such a problem is to open up to people. Even if you think that you are wrong or are too shy to start a conversation, try to go out and talk to people. That's the only way you can start to understand them. People in India are very good human beings and they will respect the fact that you are trying. One should not be scared of making mistakes, it's a good way to learn things.

3. Home-sickness

Home-sickness is another big challenge that you might have to face when coming to India , As I came here alone, knowing absolutely no one, I faced this problem every day for the first month or so. This is a very natural and common feeling, but again you cannot sit at a place and wish for things to change. Make a habit of talking to your friends and family back home regularly, but try not to only talk to them. Go out and talk to people here in your new home; make friends, some people, it's not bad.

Conclusion

Studying abroad can make person more social, this is in my opinion. This is because once any one can take their decision they can know the importance of their family and their relatives which is in my opinion is being social. One should stay out or abroad to know the importance of the culture. I even felt the same experience.

study hard , no matter if it seems impossible , no matter if it takes time , no matter if you have to up all night , just remember that the feeling of success is the best thing in entire world .

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RUSA-ACTION PLAN FOR HIGHER EDUCATION

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Abstract

The present paper deals with higher education in Indian universities where India achieved a Gross Enrollment Ratio of 24.5percent in higher education by 2016 through expansion schemes under the XI five plan. But quantitative expansion has not always led to quality enhancement. To address the mismatch between expansion vis-à-vis quality of employable, value-inculcated graduates and to bridge the quality gap a multi-dimensional reforms packages has been evolved by UGC in its XII plan .After the Assessment of the requirement for these reforms and the limitation of UGC, the government has evolved RUSA, a centrally sponsored Scheme for higher Education in a mission-mode to focus on state higher Education institutes. RUSA is a way to provide funding to large number of institutions. The funding is the based on performance indicators relevant to students, faculty and research. Hence RUSA is an excellent opportunities to the state universities to upgrade educational and research ambience of infrastructure knowledge resource and skill development expertise to produce international quality manpower.

Keywords *-RUSA, UGC, Higher Education, Gross Enrollment Ratio, quantitative expansion, Quality Enhancement reforms*

Introduction

Higher Education is of vital importance for the country, as it is a powerful tool to build knowledge-based society of the 21st century. India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human creative and intellectual endeavors. The expansion in institutional capacity in terms of numbers of universities/colleges and teachers has provides greater access to the students to post higher education.

The National Policy on Higher Education (1986) translated the vision of the Radhakrishnan Commission and the Kothari Commission into an actionable policy by setting five main goals for higher education, as enumerated below:

• Access: Greater access requires an enhancement of the education institutional capacity of the higher education sector to provide opportunities to all those who deserve and desire higher education.

• Equity: Equity involves fair access of the poor and the socially disadvantaged groups to higher education.

• Quality and Excellence: involve provision of education in accordance with accepted standards so that students receive available knowledge of the highest standard that helps them to enhance their human resource capabilities.

• Relevance: involves promotion of education so as to develop human resources keeping pace with the changing economic, social and cultural development of the country; and

• Value Based Education: involves inculcating basic moral values among the youth

Specialization-wise distribution of colleges

General	**63.8%**
Agriculture	0.3%
Medical	1.9%
Law	1.0%
Technical	14.8%
Veterinary	0.2%
others	18.1%

As an India is an agricultural country number of agriculture and veterinary colleges are very less as compare to other colleges.

Distribution of students Enrollment in regular and distance mode of education

Regular mode	82.7%
Distance mode	17.3%

In India distance mode also play an important role in higher education system. Government has set a target on increasing the Gross Enrollment Ratio from the present level that about 12 to 15 percent by the end of xi five year plan and to 30 percent by year 2020. Various new initiatives are being taken by the Government to increase GER.

Role of UGC in higher education-

For proper functioning of higher education different regulatory bodies are form by Government and UGC is one of the regulatory body which comes into existence on 28-12-1953 becomes a statutory body of Government of India by an Act of parliament in 1956. The section 12 of the UGC Act provides that the commission shall in consultation with the concerned Universities, take all such steps as it may think fit for the promotion and co-ordination of University.

Education and for the maintenance of standards in teaching,examination and research. For teaching and research, extension was added as the third dimension of education by the commission.

The UGC serves as a vital link between the union and state Government and the institution of higher learning, In addition to its role of giving grants to universities and colleges, the UGC also advises Central and state Government on measures necessary for the important of university education. It also frames regulations such as those on the minimum standards of instruction and qualification of teachers on the advice of the specialist and academician with whom it frequently interacts in connection with the formation evaluation and monitoring of programmes.

UGC interventions towards quality enhancement in higher education for 12^{th} five year plan.

Schemes for universities-

1. General Development Assistance to Central, State Deemed to be universities.
2. Operation faculty recharge-Initiative for Augmenting the Research and Teaching Resources of universities.
3. Enhancing faculty Resources of university.
4. Establishment of chairs in universities.
5. Academic staff colleges.
6. Special assistance programme .
7. Centre with potential for excellence.
8. Area study centre in universities.
9. Universities with potential for Excellence.
10. Internal Quality Assurance Cell.
11. Promotion of sports in universities.
12. Construction of women's hostel in universities.
13. Centre for social Exclusion and Inclusion in university.

Schemes for colleges-

1. Development grants for colleges
2. Construction of women's hostel in college
3. Establishment of new model degree college in Educationally backward areas
4. Faculty development programme for college
5. Organising conferences workshops and seminars in colleges
6. Autonomous colleges
7. Colleges with potential for Excellence
8. Promotion of sports in colleges

Schemes meant for both Universities and Colleges-

1. Development of women's studies in Indian Universities and colleges
2. Establishment of special cells for SCs and STs in universities
3. Career oriented courses in universities and colleges
4. E-content Development
5. Epoch making social Thinkers of India

Schemes for professional development of students faculty of universities and colleges and recognition of Academics of Eminence

1. Post Graduate merit scholarship schemes for university Rank Holders at Undergraduate level
2. Research Fellowship in science for meritorious students
3. JRF in sciences,Huminities and social sciences including languages
4. Dr.S.Radhakrishnan Post Doctoral Fellowship
5. Dr.D.S.Kothare Post doctoral Fellowship
6. Post doctoral Fellowship for women candidates
7. Post Gradauate Indira Gandhi Scolarship scheme for single Girl child
8. Rajiv Gandhi National Fellowship for SC/NT candidates
9. Emeritus Fellowship
10. Special Honorarium to teacher who are the fellow of at least two of the four science Academics identified by UGC
11. Research Awards
12. Major and Minor Research project
13. Incentivisation of Teachers subject/discipline based Association for organization of various Academic and Research Activities
14. Travel Grant Schemes for college teachers.

Action plan through RUSA

Keeping in view the recommendations of the Planning Commission, the need for reforms in the state higher education sector, using central funds in a strategic manner to ensure holistic planning at the state level and enhancement of allocations for state institutions, a new Centrally Sponsored Scheme is proposed. The scheme would be spread over the two plan periods (XII and XIII), and would be an over arching scheme for funding the State Universities and colleges in order to achieve the aims of equity, access and excellence.

This scheme is called the Rashtriya Uchchatar Shiksha Abhiyan (RUSA).

The scheme has the following salient features:

• It is an umbrella scheme to be prated in mission mode project that would subsume other existing schemes in the sector.

• The central funding would flow from MHRD to institutions, through the State budget.

• The funding to states would be made on the basis of critical appraisal of State Plans for Higher Education Plans (SHEPs). The plans would describe each state's strategy to address issues of equity, access and excellence in higher education.

• All funding under the RUSA would be norm based and future grants would be outcome dependent. Commitment to certain academic, administrative and governance reforms will be a precondition for receiving funding under RUSA.

Centre-state funding for the scheme will be in the ratio of 90:10 for North-Eastern States, Sikkim, J&K, Himachal Pradesh and Uttarakhand and 65:35 for other States and UTs. Funding will be available to even private-aided institutions, subject to their duration of existence, for permitted activities (not all) based on certain norms and parameters, in a ratio of 50:50.

The objectives of RUSA would be to achieve the target of GER of 32% by the end of XIII Plan, which the central Government has set for itself. Government of India aims to improve the quality of State Universities and colleges and enhance their existing capacities so that they become dynamic, demand-driven, quality conscious, efficient and forward looking and responsive to rapid economic and technological developments occurring at the local, state, national and international levels. The salient objectives of the scheme can be enumerated as follows:

• Improve the overall quality of existing state institutions by ensuring that all institutions conform to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.

• Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.

• Ensure academic and examination reforms in the higher educational institutions.

• Enable conversion of some of the universities into research universities at par with the best in the world.

• Create opportunities for states to undertake reforms in the affiliation system in order to ensure that the reforms and resource requirements of affiliated colleges are adequately met.
• Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
• Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
• Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.
• Correct regional imbalances in access to higher education by facilitating access to high quality institutions in urban & semi-urban areas, creating opportunities for students from rural areas to get access to better quality institutions and setting up institutions in un-served & underserved areas.
• Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.

All State Universities and colleges (both 12B and 2(f) compliant and non-12B and non- 2(f)) from all states and Union Territories (UTs) across the country would be eligible to be covered under RUSA. Subject to eligibility, an estimated 306 state universities and 850099 colleges will be covered under this initiative to improve the learning outcomes and employability of graduates and to scale-up research, development and innovations. The project will also support these institutions to improve their policy, academic and management practices. While public funded colleges and universities would be eligible for all the components, the private aided colleges would be entitled to some components (including infrastructure support) but the funding ratio would be 50:50. Funding to such colleges would be decided based on their antiquity and relevance. Funds would be provided both for infrastructure and quality improvement. Each institution will have to prepare a perspective plan (Institutional Development Plan) for all the components, which will be then aggregated at the state level, after imposing a super layer of state relevant components. The project would also enable and empower the states to develop sufficient capabilities to plan, implement and monitor initiatives for the higher education sector as a whole. Each state must undertake a Baseline Survey (as illustrated in the Institutional Development Plan and State Higher Education Plan templates) followed

by the preparation of State Higher Education Plans, which would be further broken down into annual plans. These annual plans will constitute the basis for determining the funding to states. The plans would have mainly two components, state component and institutional plans (aggregated). RUSA will support the states to create new systems and processes.

RUSA will fund the institutions under a few key components. The yardstick for deciding the quantum of funds for the states and institution will be the norms that will reflect 99 University Grants Commission Annual Report, 2011-2012, New Delhi the key result areas (access, equity and excellence). The State Higher Education Plans will capture the current position of the states and institutions on the basis of these norms as well as the targets that need to be achieved. The State Higher Education Council (SHEC) (discussed in following sections) will undertake this process of planning and evaluation, in addition to other monitoring and capacity building functions. The State Higher Education Councils will be the key institution at the state level to channelize resources to the institutions from the state budget. In order to realize the intended outcomes, certain a priori commitments towards reform process have to be made by the states. These conditions will be non-negotiable prerequisites, i.e., commitments made by the states as well as institutions, for them to become eligible for funding under RUSA. These prerequisites include academic, sectoral and institutional governance reforms, creation of State Higher Education Councils, funding commitments by states, filling faculty positions (or a commitment to do so within a fixed time frame) etc. Under the scheme an initial, preparatory amount will also be provided to the state government to prepare them for complying with the a-priori requirements will be required to indicate their interest to participate in RUSA. This will allow then to receive the preparatory amount to undertake all required activities as a part of the a priori commitments. Once eligible for funding under RUSA after fulfilling these prerequisite, the states will receive funds based on their SHEPs limited to the resource envelope for the state under RUSA to be decided by the PAB. Future funds flows would be determined based on outcomes and achievements against the targets. The emphasis would be not only on physical output, but also on the intended outcomes.

Strategic funding of state institutions must ensure that the issues of quality and access are addressed in an equitable manner. This would entail encouraging the states to prepare State Higher Education Plan duly keeping the following aspects in mind:

• Spatial and regional planning after due mapping

- Programme and discipline planning
- Mandatory accreditation and quality improvement
- Reforms – governance and academic
- Infrastructure saturation
- Review of the affiliation system
- Transparent and norm-based funding
- Outcome-based reimbursements
- Faculty planning
- Equity interventions
- Focus on research and innovation

The project will be implemented through the Ministry of Human Resource Development (MHRD) of the Government of India as a "Centrally Sponsored Scheme" with matching contribution from the state governments and Union Territories (UTs). Since a five year time frame may not be adequate for such an ambitious project, the project will be spread over two plan periods of XII and XIII Plans. MHRD and states will share the project cost. Project cost in the public funded institutions (12B and 2(f) as well as non 12B and non 2(f)) for all sub-components will be shared between the Central Government and state governments in the ratio of 90:10 for North-Eastern States, Sikkim, J&K, Himachal Pradesh and Uttarakhand and 65:35 for Other States and UTs. Funding will also be provided for private-aided institutions, for permitted activities based on certain norms and parameters, in a ratio of 50:50. The states would be free to mobilize private sector participation (including donations and philanthropic grants) through innovative means, limited to a ceiling of 50% of the state share. The ceiling is imposed to motivate increase in states spend and investment in higher education sector. A set of eligibility criteria for states will be enforced to achieve a high and sustained impact of the project. The criteria will seek to give the states and project institutions adequate decision-making powers that will enable and encourage them to deliver quality education and undertake research and innovation in an efficient manner. The primary endeavor is to transform the governments' traditional role of input control into a role of focusing on outcomes, and incentivizing improvements in higher
education.

The approach to RUSA

The project will require the project institutions to implement academic and nonacademic reforms for their self-conceived development programmes that focus on quality and relevance, excellence, resource mobilization, greater institutional autonomy with accountability, research and equity. The project will lay major emphasis on monitoring and evaluation. The primary responsibility of monitoring will lie with the institutions themselves. The management structure at the institutional level i.e. the Board of Governors (BoG) will monitor the progress of institutional projects on a regular basis and provide guidance for improving the performance of the institutions in project implementation. The information from project institutions will be collected through a scalable web-based Management Information System (MIS). State governments will also regularly monitor and evaluate the progress of institutions. The Project Appraisal Board (PAB) at the national level in MHRD will review the project annually. The monitoring will be based on action plans prepared by each project institution and achievements made with respect to a set of norms, which are defined in the Institutional Development Plans. The monitoring will focus on implementation of reforms by institutions, achievements in project activities under different components, procurement of resources and services, utilization of financial allocations and achievements in faculty and staff development and management development activities.

RUSA is envisaged as a prime vehicle for strategic funding of state institutions so as to ensure that issues of access, equity and quality are addressed in an equitable manner with the state as a composite unit of planning. The following are the primary components of RUSA that capture the key action and funding areas that must be pursued for the fulfillment of the targets:

1. New Universities
2. Up gradation of existing autonomous colleges to Universities
3. Conversion of colleges to Cluster Universities
4. Infrastructure grants to Universities
5. New Model Colleges (General)
6. Upgradation of existing degree colleges to model colleges
7. New Colleges (Professional)
8. Infrastructure grants to colleges
9. Research, innovation and quality improvement

10. Equity initiatives
11. Faculty Recruitment Support
12. Faculty improvements
13. Research Universities
14. Vocationalisation of Higher Education
15. Leadership Development of Educational Administrators
16. Institutional restructuring & reforms
17. Capacity building & preparation, Data collection & planning
18. Management Information System

The objectives of RUSA would be achieved through need based and customized equity interventions, quality improvement programs, and obtain mandatory accreditation. Faculty issues would be addressed through creation of new posts, filling of existing posts by full time faculty and faculty improvement programmes. Equity interventions are being built into the scheme rather than as standalone, low impact interventions. The following components would address the equity issues in a more holistic and integrated manner, thereby making a significant impact on the

enrolment of deprived and marginalized sections:

• Girls hostels and girls toilets
• New hostels wherein 50% of capacity would be used for SC/ST and socially and educationally backward classes
• Converting existing buildings into fully disabled friendly environments (e.g. providing ramps, tactile pathways)
• Special facilities/equipment's for the disabled (e.g computers, lab equipments)
• Model Colleges in each district
• Special innovative programmes for focus groups and ODL strategies

Conclusion-

For the higher education, access and equity dimensions of higher education is very important. Therefore focus on these dimensions with excellence factor. To access higher education there is need to develop RUSA plan all over the India. To establish degree colleges and new engineering colleges or expand existing higher education institutions in those districts where the GER was between 12.4 to 15 percent. To provide grants to private colleges and women colleges and in the backward areas, for the equity in higher education, improving enrollment

and special efforts will be required to deal with problems of geographically backward areas, women and backward classes, further more specific initiatives will have to be taken for each category and multiplicity of central and state run schemes and scholarships and cumber some application processes prevent many students from being aware of availing many benefits.

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INTERDISCIPLINARY APPROACH IN HIGHER EDUCATION

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Abstract

The Indian higher education system is rigidly compartmentalized along disciplines. This rigid compartmentalization into the social sciences, pure sciences and the professional streams has led to exclusion of variety. Firstly, at the intellectual level all the proceedings of these faculties have been denied of the perspective and experiences of the others, leading to unidirectional knowledge and tool outputs. Secondly, rigid compartmentalization has led to a massive army of unemployable graduates, especially from the social sciences, because of the unidirectional knowledge streams. Finally the compartmentalization has hampered holistic knowledge building, equitable employment opportunities and a dynamics of the mental and manual labour for optimum outputs. The higher education in India is in need of radical reforms. A focus should be on enforcing higher employability, strengthening of the vocational education, and professionalization of all the disciplines through stronger integration of the different disciplines. Due to compartmentalization, every discipline works in a limited area of knowledge. That is why it does not suffice to meet the requirement of the problem with a single or compartmentalized system of knowledge. In order to give justice to the issue undertaken interdisciplinary approach is always feasible and appropriate. Interdisciplinarity is an adjective describing the interaction and integration among two or more different disciplines. The interaction may range from simple communication of ideas to mutual integration of organizing concepts, methodology, procedures, epistemology and terminology, data and organization of research and education in a fairly large field. Interdisciplinarity represents openness which is its hallmark. Openness to change, with speed, in order to arrive at socio-economic and technological solutions for the betterment of the society. In this research article the researcher tried to explore the concept of interdisciplinarity in higher education. It highlights the trends of interdisciplinary research, evolved nature and philosophy of interdisciplinarity in national and international framework. Also it focuses on the trends in teaching of interdisciplinary subjects and trends of increasing interdisciplinary degree diplomas in higher education.

Introduction:-

Education is the paradigm of life which creates humanity from living beings. It is the most vital input for the growth and prosperity of a nation. It provides core matrix, strength, sensitivity and resilience to enable people to respond to the changing needs of the society. Education is the backbone of social mobility to translate into national endeavors of progress. It has the power to transform human beings into human resource. We cannot build a sustainable and prosperous nation without human resource development, which mainly

depends on the health and vitality of higher education. Apart from primary and secondary education, higher education is the main instrument for development and transformation even while providing trained personnel for teaching at the initial levels of education. The higher education institutions are recognized as the most important agency of social change involved in the human resource development of any country. Higher education has special value in the contemporary knowledge society, which contributes both directly and indirectly to the wealth of a nation.

In India, education, especially higher education, is extremely disciplined and compartmentalized. This compartmentalization is into the social sciences, pure sciences and professional education. Due to compartmentalization, every discipline works in a limited area of knowledge. That is why it does not suffice to meet the requirements of the problem with a single or compartmentalized system of knowledge. The worst fallout of our compartmentalized higher education, system has been the in-accessibility to fields of higher education to aspirants due to a pitiable admission system based on marks in exams,further based largely on rotelearning rather than accomplished understanding and application. Once inside the compartmentalized system of higher education, the students willy-nilly has to limit his/her field of interest to his discipline.In order to overcome the above mentioned issues an interdisciplinary approach is always feasible and appropriate.

This article briefly reflects above mentioned issues and discusses aboutan integrated interdisciplinary approach for holistic higher education.

What is Discipline:-

In order to understand 'interdisciplinarity' it is necessary to know about the 'discipline'. Academic discipline may mean a convenient division of knowledge into its component parts as well as the basis of organization of a university.

A) Definition of Discipline:-

1. According to Guy Michaud and C. C. Abt, a discipline is "A Specific body of teachable knowledge with its own background of education, training, procedures, methods and content areas."[1]
2. According to Marcel Biosot, "A discipline is concerned first with objects, methods and procedures and finally with laws. The objects are not isolated entities, they interact with other objects and give rise to phenomena. The aim of the discipline is to give coherent explanation of the phenomena generated by these interactions."[2]

B) Definition of Interdisciplinarity:-

1. According to Garkovich, "Two or more disciplines….. Contributing their particular disciplinary knowledge on a common subject."[3]
2. According to Chettiparamb, interdisciplinarity is "filling the gaps that disciplinarity leaves vacant or in terms of transcendence surpassing what disciplinarity can ever hope to achieve."[4]

Interdisciplinarity is an approach where in more than one disciplines interact leading to non-unidisciplinary concepts in their own referential context. Interactions occur with respect to four features of disciplines viz. a) Methods of enquiry b) Axiomatic or research paradigms c) Subject matter d) Concepts, generalizations and theories. Sharing of one or more features by more than one disciplines or interaction of more than one disciplines with respect to one or more features lead to different types of approaches or levels of interdisciplinarity.

Interdisciplinarity in Higher Education:-

The knowledge economy requires an adept workforce and cadre of leaders to help address the many challenges and needs facing companies, governments and societies worldwide. Many of the challenges we face today are new and there will undoubtedly be others arising in the future that will require innovative approaches and solutions to overcome them. No longer are higher education institutions able to train graduates to address all of the current and emerging challenges from a singular disciplinary source. Interdisciplinary (ID) approaches to research and training are essential underpinnings to best meet the dynamic needs of today's higher education students.

Higher education disciplinary approaches often tend to focus only on a set of trees within a great forest. While disciplinary experts are essential for understanding particular ways of knowing within specific fields of study, their perspectives in addressing larger and more complex issues is often limited. ID approaches take a much broader view of the entire landscape, first by surveying the forest and afterwards drawing upon various tree experts depending on the needs, contexts and circumstances. Societal, environmental, economic, and philosophical issues and challenges are often so complex that it is impossible to fully understand them from a single perspective or knowledge framework. Multiple viewpoints can help draw from and leverage synergistic team efforts within higher education circles to address these broad and complex issues and challenges. Integrated efforts of researchers from

multiple backgrounds and areas of expertise show the advantage of an ID approach to problem solving, innovation, training next generation leaders, and advancing research and development. ID practices in higher education refers to the integration of two or more disciplines or fields of study in relation to research, instruction and programme, certification and/or degree offerings. Interdisciplinarity can exist within a single higher education institution (HEI) or between two or more HEIs.

There have been consistent calls for an increase in ID activities in higher education, yet the traditional nature of the institutions have many barriers that in many ways discourage or prevent such activities from materializing. Higher education organizational cultures and structures often prevent researchers from collaborating. Funding streams and promotion and tenure criteria often perpetuate traditional cultural and structural norms within disciplinary departments and schools. The silo syndrome that permeates so many HEIs worldwide at the very least discourages ID practices and at the most eliminates them from happening all together. A paradigm shift is needed to help provide an ID enabling environment to encourage and facilitate ID research, pedagogy and degree offerings.

Interdisciplinary trends in higher education research:-

Some research topics like social, economic and political issues can only be addressed through a collaborative ID response. ID research in many areas enables stakeholders at all levels to draw on common synergies to provide optimal research and learning opportunities. Increasing recognition that the future of learning is multidisciplinary or cross disciplinary, campus cultures are trying to break down silos, cross-pollinate as many efforts as possible and encourage students to collaborate and work together across disciplines.

There is also a trend in the increased amount of ID research among graduate students in many fields of study. Solutions to current and emerging challenges are often best answered through a talented and diverse team with strengths from multiple backgrounds recognize that many research projects could benefit from "interdisciplinary, international and inter-organizational" research partnerships. "Complex environmental problems inevitably require large teams to address them; graduate students must therefore be trained to work on such teams".

i. Interdisciplinary trends for teaching in higher education:-

Among the most notable areas of interdisciplinarity on higher education campuses occurs within traditional and online classrooms. Teaching in teams and to students from

various departments is commonplace at the undergraduate level. Many teaching subjects are by nature ID. Research methods, gender, international development, organizational management, ethics and values, and environmental studies are some examples of such courses that attract ID students. Cross-cutting course themes and instructional topics often require team teaching to help provide the necessary content and training to class members. One of the most obvious advantages from a student's standpoint is the reality that multiple instructors enriches a student's learning experience through diversity exposure and multiple points of view. There are needs to bring faculty members from various backgrounds to provide instruction and training within fields of study that were previously taught by their own faculty.

ii. Increasing Interdisciplinary Degree Programme at higher education level:-

The growth in the interdisciplinary degree courses at higher education level can be noticed in last few years. Among the most common ID fields include organizational behavior, management, political science, public health, international studies, international development, human resource management, history, music, environmental studies, biomedical sciences, law, engineering, rural development, agro-physics, agro-chemistry and energy studies are increasing in recent years. These degree programmes are best offered through an integrated team teaching approach that provides students with the necessary ID underpinnings required to perform well in both the private and public sectors. There is a need to draw from multiple disciplines to provide the necessary training required for many degrees, including at the master's and doctoral levels.

The rationale for increased ID higher education training is clear. Employment demands are drastically different today than they were in the past. Many employers recognize the need to hire recent graduates who are equipped with sufficient competencies, skills and an ability to adapt to change and diverse settings. Employers understand how important it is for graduates to be able to work as a member of a team as well as being able to understand certain core disciplinary competencies. There is likewise a renewed emphasis that business, accountancy and law graduates should have training and commitment to sound business ethics and character values.

The modern concept of interdisciplinary approach towards the unified knowledge is quite different from the older efforts in many respects. With the development of modern (Western) scientific approach to different phenomena there emerged different disciplines.

This breaking up of knowledge into separate sectors or disciplines is characteristic of a particular approach to reality. This particular approach forms the core of western science as it has developed so far.[5]

While the western scientific approach need not be superior to the older unified approach to reality. The technological and economical success of western civilization has led to claim that western science is closer to truth than systems of knowledge central to other cultures.[6] Yet the empirically oriented scientific approach to the reality from western culture could make remarkable rapid strides in the field of human knowledge, resulting into emergence of a series of disciplines by the middle of nineteenth century.

Interdisciplinary approach in higher education in India:–

Interdisciplinarity as an approach to reality is relatively recent in academic discussion and much scarce in practical application so far as problem solving is concerned in India. However, this is not to suggest that there were no such attempts in history that could transcend the narrow disciplinary boundaries to 'synthesize' elements of two or more branches of knowledge to arrive at a comprehensive solution for any recurrent or urgent problem. Even a cursory look at the vast cultural heritage we had in past and divergent socio-cultural customs we have had until recent years give full testimony to the 'integrated' approach followed by our social thinkers and policy designer. Chanakya's "Kautileya Arthashastra" for instance is an integrated and comprehensive view of the contemporary economy, polity, society and ethics. We have many such evidences in almost all societies and cultures indicating "interactive" efforts put in to reveal the essence of "unified" knowledge.[7]

India has made appreciable progress with regard to creation of infrastructure for education. But, employers have complained that they are unable to find required talent. In their drive to become world class, owing to the pressure of competition as a result of globalization. Indian industry finds a serious shortage of skills. The gap between institutional input and industrial requirements can be filled only by inculcating two capabilities in students. The first task is performance capability focused on acquiring skills required by employers. The second involves building conceptual performance which is not job-related but behavior-related. These can be obtained not from the curriculum but by application of knowledge through skills. Skills and knowledge are the engines of economic growth and social development.

Therefore, the need of the hour for the regular colleges is to ensure knowledge construction by designing employable curricula, knowledge dissemination through effective teaching, knowledge use by application of knowledge and knowledge embodiment by making the student as a needed product.[8]

The higher education system has isolated itself from the ground reality and grooming young students in an artificial atmosphere. Students of different disciplines consider it as a taboo to even go beyond the confines of their respective department.

The Yash Pal Committee report on Renovation and Rejuvenation of Higher Education laments that what we have currently is a steel box of a system within which there are smaller boxes with no interaction with the outside or with each other. The report emphasizes the need for interdisciplinary experiences and this should help students sustain themselves "when the demands of a particular job market change." It would mean that students would be exposed to multiple subjects under the aegis of one university or college.[9]

Besides knowledge, students should pick up transferable skills and it should be incorporated in the curriculum. There was a time when a person would remain in one profession for a lifetime. Now a U.S. survey has shown that on an average a person changes at least 10 professions in his lifetime. Instead of preparing a career for life, we have to prepare for a life of careers.

"Making graduates and postgraduates more employable" is the new 'mantra' of educational administrators. Though the think-tank of the higher education system has taken a small step in the right direction, we have a long way to go. And an interdisciplinary approach would be essential to its success.[10]

According to the recent economic survey of India, the unemployment rate is monstrous to say the least. There are more than 6 crore well-educated youth who are unemployed.

In this context the Indian general higher education system needs to be probed. It is largely and rigidly divided into the social sciences, commerce and general sciences. The socio-economic elite students largely go for the employable professional courses. In the two polarizing corners of higher education in India the earlier mentioned is generalized and abstract without dispensing much of skills directly required for employment. While the professional courses cater with the practical skill sets necessary for employment in the manufacturing and service sectors.

But, the socio-economically weaker students have no choice but to take education from the publically funded schooling system going on to the higher education level with their general weaknesses in maths, sciences and languages. The underprivileged students are average or poor in dealing with the largely rote and memory based examination systems forcing them into the social sciences which have been created uni-dimensionally, lacking in skill-sets and employment opportunities with only abstract and critical thinking abilities, that to largely without a platform to express usefully. Herein comes the issue of interdisciplinarity bringing together abstract and critical thinking along with skill-sets for holistic knowledge building and social inclusion.

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PREPERATION OF E-LEARNING MODULES FOR HIGHER EDUCATION

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Abstract

Information and communication technologies include communication devices and also its applications like Radio, Television, cellular phones, computer and network, hardware and software are important in education field . In education field ICT helps in teaching and learning process.It can lead to improve student learning and better teaching methods. Present study throws light on the importance of ICT in preparing teaching modules for e-content programmes in 'Office Management and Secretarial practice' domain. Under the Department of Education Multi Media Research Centre of Savitribai Phule Pune University E-learning modules are prepared for the First Year Commerce students. The entire project is prepared through Human Resource Development Ministry, .Government of India, and implemented by the Consortium for Educational Communication CEC,New Delhi under National Mission on Education through Information and Communication Technology(NME-ICT) initiative. Video shooting of entire module is taken by EMMRC of SPPU in Pune.The module is prepared by subject co-ordinator in the field is further uploaded by the authorities on the websites and student can avail the facility of this open source teaching material. From preparing teaching material to its broadcasting use of various technologies have been used which are effective in this teaching and learning processes. Besides class room learning students can learn from the module again and again ,they can listen and take pause,write or watch and learn according to their interest.The modules are audio and visual so its impact is absolutely effective. They become effective when students can get additional information through the photograps, practical work etc.

***Keywords**: I.C.T, e-content, module, open source, initiative*

Introduction:

Use of Information, Communication and Technologies in Education means teaching and learning with ICT. ICT can lead to improvement in the learning process of students and better use of teaching methods. ICT is a media available to teachers to explain complex instructions to students in a simple method and ensure students comprehension.

Internet in the education sector plays an important role especially in the process of empowering the technology into the educational activities

IC Technologies help teachers to create interactive classes and make the lessons more enjoyable, which could improve attendance and concentration. In self learning process students avail the facility of open source information through net facility. Through various websites, power point presentations, through live demonstrations students learning become

very easy and effective. Through ICT images, delivered talks on their syllabus, and through observing and learning these e-lectures according to their convenience, has benefitted students in various ways. Through this their retentive memory improves. They can use and observe these modules again and again. Before watching e-modules, they have prior hard copy of the script in their hand which is more beneficial to them. Through this teaching and learning process become very easy and effective.

Objectives:

To find out various Advantages and Disadvantages of Information Communication and Technologies in education

To understand the nature of e-learning module

To introduce advance information and technologies related to module content

Methodology: This paper is based on primary data collected from the programme co-ordinators who have prepared these modules for EMMRC and delivered lectures on 11 modules. 5 programme co-ordinators from different colleges from Pune city have been selected. A questionnaire comprising 50 questions based on their experiences have been prepared and inferences have been drawn.

The nature of e-learning module :

F.Y.B.Com students have to learn six subjects, in paper 5 Conservation and Preservation students have to learn 4 Units.

1. Environmental History
2. Resource Control
3. National and Regional Culture
4. Cultural Heritage.

Under unit 4 students have to learn

1.Tangible and Intangible cultural Heritage in India

2.Role of Individual in conserving and preserving the Heritages in India.

3.Conservation and Preservation of Cultural Heritages in India.

4.Government and private institutions role in Heritage Maintenance in India and

5.World Heritage Movement.

Table 1 Every module has this following pattern.

Sr.No.	Module Pattern
1	Synopsis of the study subject
2	Objectives of the study
3	Learning object Repository
4	Summary
5	Conclusion
6	Academic Script
7	Transcript
8	Frequently asked questions(10questions) with answers.
9	Multiple choice questions(10questions) with answer,
10	Tutorials(5questions) with answer,
11	Assignments (3 question) essay type with answer,
12	Misconceptions if any
13	Glossary-new words in Module
14	References of Books with authors name,particular pages and ISBN OR ISSN NO.S
15	Website References,for further browsing

For Example:

1)For preparing module on "Role of Individual in conserving and preserving the Cultural Heritage of India "new trends has been utilized for e.g In large scale tourism activity wherein unrestricted hand touching of the tourists on the carvings and embellishments of the monument lead to the erosion of the monument's structure. On individual level Krupali Krusche and her team is doing conservation and preservation work of Tajmahal.She is a head of the DHARMA(Digital Historic Architectural Research and Material Analysis) research Team, specializing in 3D Documentation of World Heritage sites. Her team is creating blueprints (laser 3 D models) and eventually is developing 3D models. In case of any natural or man-made calamity these 3D models can help us retain the monument.

Advanced devices like Mobile mapper and backpack manufactured by Leica Geo-systems(Switzerland based units) are helpful for 3D scanning and also aid in finding out minute cracks or crevices in the construction.

Another example is given of forts.

2) Individuals efforts for Heritage mapping of forts :

We must conserve and preserve the historical monuments i.e. Forts build by Great warrior King Chatrapati Shivaji Maharaj for inspiration of our young generation. Maharashtra state fort conservation committee have chosen the Sinhagad fort, which will be mapped with help of modern technology and 20 forts in the state will be mapped soon.

The mapping will comprise marking the bastions, fortification walls as well as other historic structures on the fort. Last year Rs. 30 crore has been spent for conservation work. This year Rs 60 crore allotted for various conservation works which will be done in phases.

The mapping will be done by Maharashtra Remote Sensing Application Centre (MRSAC), an autonomous organization under ministry of organizing and planning, government of Maharashtra. Dr. Ajay Deshpande Associate Scientist from MRSAC, who will be taking up the initiative The 3D mapping is done by two modern techniques- “”High resolution satellite data imaging and the other would be through lidar technology (lidar is a method which measures distance to target by illuminating it.) (6th December 2016 Times of India – Mirror page 5).

For preparing module on Conservation and Preservation of Cultural Heritage The following information is used as latest information .

Another example of conservation of Ajanta and Ellora caves is given.

3)General Conservation Measures and Methods of Ajanta and Ellora caves and their protection measures:

1)Some portions of the façade have fallen. The reinforced cement concrete work support the decayed hanging portion of the cave and it maintains the aesthetic harmony and the unity of the structure.

2)To drain out water from top of the cave, the concealed drain and drip courses were provided.

3)The tree roots were cut and poisoned and the opened joints and cracks were consolidated by grouting/cement.

4)The preservative coat to the stone surface was applied after chemical cleaning, which is a continuous process.

5)The weathered rocks were treated and restored chemically for the purpose of longetivity of the sculptures.

6)To check the erosion, it is necessary to grow the plants over the bare rock which will not only check the penetration of water into the cave but will also give protection against heat, cold, rain, wind, pests etc. and shall also maintain the ecology of the area.

7)Photography is strictly prohibited inside the caves as the flash lights may damage the carvings & the paintings in the caves.

8)Entrances to Ajanta cave have sun-screen curtains to prevent direct sunlight from damaging their wall paintings.

9)Fumigation for insect eradication within all Ajanta caves and PVA treatment on the wall paintings are being conducted.

10)New grid doors and windows are being installed as preventive measures against entry of bats and birds.

11)Insecticides and repellents are being sprayed on the affected areas

12)Chemical treatment for the removal of superficial accretions is undertaken

A lot of conservation works have been done by chemical branch of Archaeological Survey of India and conservation activities are going on every year. From these above examples it shows that ICT gives latest information.Through this information students become aware and become smart.

To find out various advantages and Disadvantages of Information, Communication and Technologies in education:

The main source of information and communication technologies is internet. It has now become a part and parcel of education. Education, like home schooling, can be imparted by using internet. Teachers can upload videos in internet and the same can be accessed by students across the world for their study purpose.

Advantages of internet

1. It gives wide range of information instantaneously.
2. Information is available to any one and anywhere (With proper facility of WI-FI)
3. Internet is a source of information available readily on Mobile,Laptops,Computers etc.Students can avail the facility
4. It gives you latest information.
5. It gives lots of Information in varied form of text and in the form of e-mail,images,power point form,map form and in Vedio form, also in tune form etc.
6. Information is always in simple form,understood by various age groups
7. Information in the form of images and through live talks are more effective than written script.

Online shopping is also possible through net service which saves time,money and other resources of our countery.

Disadvantages of internet:

1.Some time wrong information is available

2.Some people are getting addicted to the internet and causing health problems.

3.Hackers can use the internet for identity theft

4.Hackers can create viruses and ruin valuable data

5.People waste their valuable time

6.Pornography that can get in the hands of young children too easily.

7.Internet has a lot of 'cheater 'sites

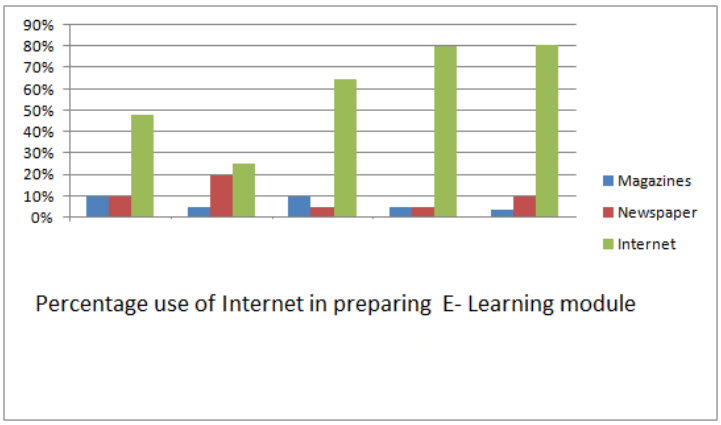
Data interpretation and Findings:

Sources of information used by Co-ordinators for preparing e-learning module for EMMRC.

Table No.2

Coordinator	No. Of modules	Books	Journals	Magazines	Newspapers	Internet
1	4	30%	2	10%	10%	48%
2	3	50%	-	5%	20%	25%
3	2	20%	-	10%	5%	65%
4	1	10%	-	5%	5%	80%
5	1	5%	-	4%	10%	81%

Diagram :1



Interpretation and Findings:

From this given Table No.2 and Diagram 1 It clearly shows that out of 5 co-ordinators from different colleges have written their modules with the help of books,journals,magazines,news paper,Internet and self experiences.65% co-ordinators have used more than 70% of Internet, 25% co-ordinators have used 45%use of Magazine,Books,Journals,Reference books,Periodicals and 10 % co-ordinator have used less than 40% of News papers in Marathi and English for writing their modules.

Table 3:Percentage of Material Collection

Total Percentage of Coordinators	Percentage use of Material
65%	70% Internet
25%	45%Books,Journals,Reference Books,Periodicals
10%	Daily News papers in Marathi and English languages

Thus it clearly shows that for writing e- learning modules for the students of F.Y.B.Com co-ordinators have used internet services extensively as well as they have used books journals,periodicals,Ph.D thesis, news papers,magazines available in their college libraries.

Conclusion:

1 For preparing E-learning modules 75% Co-ordinators have used more than 70% of Internet Facility..

2 More than 35 % Co-ordinators have referred Books,Journals, English News papers and Magazines.

3.Due to number of enlisted advantages of internet ,net surfing is common among the Co-ordinators and they have taken help for writing the module.

4. Co-ordinator has to submit their modules in given stipulated time and therefore they have taken help of Internet widely.

5.The modules on Cultural Heritage of India gives new updates of technologies.

Recommendations:

1.E-learning modules are informative and effective should be used frequently according to the convenience of students.

2.This facility is not available in class room teaching. Besides class room learning students must use new concepts through such modules of E-learning. So that one can stay updated with the ever changing modernized world.

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HIGHER EDUCATION- A BURDEN DUE TO TIME LIMIT

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Abstract

As we are in the 21st century, a lot of research is going on every hour and they are getting added in the books and syllabus. Every year a new chapter is getting added so that we can get recent knowledge. Not only the book contains the work that are going in the recent world but also contains the works of the past. Words, sentences, pages, chapters, and syllabus everything is increasing and getting added in the course but the time limit to pursue that course is not increasing at all. It is similar as the thing that we are buying new clothes of new fashion but the size of cupboard is still small ultimately the door is not going to close. Same thing is happening with higher education. If new things are getting added with old thing then the time to pursue it should also increase. Time limit has an adverse effect on the education as well as on the health of the students. Increasing the time to a certain extent is going to increase the subject understanding as well as gaining more knowledge and enjoying the student life without burden. Not only is it going to benefit students but also to teachers because they can teach to impart knowledge in student instead of completing the syllabus. It's a need of hour; education ministry should think about that and take decision that will make education to gain in a new and enjoyable way with good and great impact.

Introduction:

Higher education, post-secondary education, or third level education is an optional final stage of formal learning that occurs after completion of secondary education. Often delivered at universities, academies, colleges, seminaries, conservatories, and institutes of technology, higher education is also available through certain college-level institutions, including vocational schools, trade schools, and other career colleges that award academic degrees or professional certifications. Tertiary education at non-degree level is sometimes referred to as further education or continuing education as distinct from higher education. Higher education makes us able to live in a society with dignity and to enjoy our life by taking other section of society with us. It teaches us moral values and how to live in a world. When we pursue higher education we become a respected person in the society but the higher education main aim is to make a student gain knowledge in such a way that they can apply this knowledge to the

welfare of the society, but due to time limit we are not understanding the aim behind the education just we are learning by heart to fetch marks in the exam. The short time limit has a lot of adverse effects on us that harms us badly.

Impact of time limit:

Huge syllabus as a burden:

The time limit makes the syllabus as a burden for us and teachers. Students use to start taking shortcuts, so that they can complete the syllabus in given time. Teachers are unable to tell various things about the content that they want to because they have to complete the syllabus in a given time. This affects us that we cannot get more and more knowledge. Secondly some teachers cannot use aids that they want to use to make the students understand the topic. Time limit has a very bad effect on the syllabus many things left behind by the student as well as by the teacher because some syllabus are very lengthy which cannot be covered in less time. After reading so many things in a given time and understanding things in a given time in exams we get a few question that. During exam preparation there is so much content that many things that student does not understand he or she just mug up and writes in the paper.

Churning of the concept is not possible:

Many concepts if churned they gives us an idea about that how the concept arises what's the logic behind it, and it will ultimately gives a research oriented mind. The concept understanding increases ultimately. And it will lead to know about the benefits and the fault of the concept which can be cleared by the teacher if time limit will exceed.

Competitive exam are hard for student:

Understanding the concept is ultimately going to help in competitive exam. Dealing with each and every concept is going to help in the competitive exam. There is no need for classes and all o clear the exam.

Health effects:

More syllabuses and less time affect the student health to complete the syllabus and work the student do night study, does not sleep for nights during exam go in hypertension. They do not eat healthy food on time because of this and ultimately there health goes down.

Conclusion:

Exceeding the time will increase the understanding of the concept as well as make us research oriented. Health is going to be good. Students can churn the topic and know about the concepts. This all is going to help in better future of the student. Exceeding time is going to do better things.

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साहित्य के माध्यम से राष्ट्रीय मूल्य शिक्षा

जगताप सचिन संपत

आबासाहेब गरवारे महाविद्यालय, पुणे ४११००४

जिसमें मानव समाज के हित की भावना निहित हो उसे 'साहित्य' कहा जाता है । संत तुलसीदास ने कहा है –

कीरति भणिति भूति भलि सोई

सरसरि सम सब कहे हित होई ।

जो गंगा के समान सबका हितसाधन करता है उसे साहित्य कहा जाता हैं । साहित्य में एक मिलन का भाव है । वह केवल ग्रंथ के साथ मिलन नहीं है, बल्कि मनुष्य का मनुष्य के साथ अंतरंग मिलन भी है । और किसी भी राष्ट्र निर्माण के लिए उसकी उन्नति के लिए यह मनुष्य–मिलन का भाव नितांत महत्व का है ।

> मूल्य अंग्रेजी के values शब्द का अनुवाद है । value शब्द का उद्‌भव लैटिन के valer से हुआ है, जिसका अर्थ अच्छा, ठिक इस तरह से मूल्य की जो सामान्य परिभाषा बनती है, वह कुछ इस प्रकार होगी, ''जो ठीक है इच्छित है वहीं मूल्य है ।''१

परिवर्तन समाज का नियम है और जीवन में परिवर्तन आवश्यक है और जहाँ जीवन परिवर्तित होता है वहाँ मूल्य भी परिवर्तित होते हैं । प्रसिद्‌ध समाजशास्त्री वुड़स् ने मूल्य को परिभाषित करते हुए कहा है कि –

> ''मूल्य दैनिक जीवन में व्यवहार को नियंत्रीत करने के सामान्य सिद्‌धांत हैं । मूल्य केवल मानव व्यापार की दिशा निर्धारण ही नहीं करते बल्कि अपने आप में आदर्श और उद्‌देश्य भी होते हैं ।''२

अर्थात मनुष्य को मनुष्य बनाए रखने का काम मूल्यों द्‌वारा किंया जाता है ।

साहित्य के माध्यम से मूल्यों का विकास होता है । सत्य, अहिंसा, प्रेम, न्याय, स्त्री–पुरुष समानता, राष्ट्रीय भावना, सर्वधर्म–समभाव आदि प्रमुख मूल्य कहे जा सकते हैं । धर्मनिरपेक्ष समाज साहित्य का मुख्य प्रयोजन होना चाहिए लेकिन आज का साहित्य धर्म – धर्म और जाति–जातिमे बँटा दिखाई दतो है। अतः समाज में एकता लाकर धर्मनिरपेक्ष राष्ट्र का निर्माण करने की दिशा में कदम उठाया

जा सकता है । साहित्य के माध्यमसे ही 'राष्ट्रीयता' के मूल्य का प्रचार–प्रसार हुआ है । लोगों में सोयी हुई राष्ट्कीयता को जागृत करने का काम साहित्य करता है ।

प्रथम विश्वयुद्ध समाप्ति पर अंग्रेजोने भारतीयों के साथ विश्वासघात किया ।

अप्रैल १९१९ में 'जालियनवाला बाग' की घटना घटी । १५ अप्रैल को अमृतसर में फौजी कानुन लागू कर दिया गया और जनाक्रोश को कुचलने के लिए गोलियाँ चलाई गईं । सन १९२० में अहिंसात्मक असहयोग आंदोलन छेड दिया गया, साहित्य की इसमें प्रभावी भूमिका थी । 'प्रेमचंद' के उपन्यास 'प्रेमाश्रम' और 'रंगभूमि' के पात्र कादिर मियां और सूरदास ऐसे ही असहयोग आंदोलन का नेतृत्व करते हैं । 'कर्मभूमि' असहयोग आंदोलनों एवं सत्याग्रहों का महाकाव्य ही बन गया है ।

अंग्रेजों की कूटनीति हमारे स्वतंत्रता आंदोलन की सबसे जड़ीभूत बाधा थी । उसे निरस्त्र करने के लिए बहिष्कार का आंदोलन प्रभावी सिद्ध हुआ । 'गबन' का 'देवदीन' खटिक अपने घर में विदेशी वस्तुएँ नहीं लाता । स्वदेशी वस्तुएँ महँगी होने पर भी उनका उपयोग करता है । 'गबन' का 'देवदीन' स्वतंत्रता के वेदीपर दो पुत्रों की आहुति देने की कसम खाए रहता है वह कहता है – ''काश ! एक पुत्र और होता तो उसे भी राष्ट्र को सौंप देता ।''३ 'यशपाल' का उपन्यास 'दादा कामरेड' मार्क्सवादी कृति है 'दादा' के रूप में भारतीय स्वातंत्र्य के अजेय योद्धा 'चंद्रशेखर आझाद' हमारे सामने आते है ।

हिंदी उपन्यास के साथ–साथ हिंदी कविता में भी राष्ट्कीयता का स्वर दिखाई देता है । मैथिलीशुरण गुप्तजी ने कहा है, केवल मनोरंजन कवि का उद्देश नहीं होना चाहिए उसमें उचित मर्म भी होना चाहिए । मैथिलीशुरण गुप्त लोगो में राष्ट्कप्रेम जागृत करते हुए कहते है –

''क्षत्रिय ! सुनो अब तो कुयश कालिमा को मेट दो । निज देश को जीवन
सहित तन–मन तथा धन भेंट दो ।।''४

गुप्तजी के साथ–साथ त्रिलोचन, नागार्जुन, अज्ञेय, 'रामधारी सिंह' दिनकर की कविता में भी राष्ट्कीय स्वर दिखाई देता है । गया प्रसाद शुक्ल 'स्नेही' कहते हैं –

''जिसको न निज देश का गौरव तथा निज देश का अभिमान । वह नर नहीं नर
पशु निरा है और मृतक समान ।।''५

राष्ट्र के प्रगति और उन्नति के लिए एक साथ चलना होगा और यही स्वर पूर्व प्रधानमंत्रीजी अटलबिहारी वाजपेयीजी के कविता में दिखाई देता है, वे कहते हैं –

''कुछ काँटो से सज्जित जीवन
प्रखर प्यार से वंचित यौवन?

नीरवता से मुखरित मधुबन

परहित अर्पित अपना तन–मन

जीवन को शत–शत आहुति में

जलना होगा, गलना होगा

कदम मिलाकर चलना होगा ।।''६

हिंदी उपन्यास और कविता और कहानियों के साथ–साथ हिंदी नाटक में भी यह मूल्य दिखाई देता है । धर्मवीर भारती, भारतेंदु आदि के नाटको में राष्ट्कीयता का स्वर मुखरित हुआ है वे कहते है –

''अंग्रेज राज सुख साज सजे सब भारी ।

पै धन विदेस चलि जात यहै अतिख्वारी ।।''७

साहित्य सिखाता है कि भौतिक और मानवीय साधनों की सहायता से देश के समस्त प्राणियों के लिए उच्च जीवन का निर्माण करें । लोगो को सामाजिक तथा आर्थिक रूपों से उन्नत करना भी साहित्य का प्रयोजन है । इसमें आत्माभिमान के विचार को बढ़ावा मिलता है तथा राष्ट्क के प्रति व्यक्ति अपने कर्तव्यों का पालन करता है ।

संदर्भ ग्रंथ

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हिंदी साहित्य और जीवन मूल्य

प्रा. राजेंद्र जमदाडे

भारतीय संस्कृति में जीवन - मूल्यों पर विशेष बल दिया गया है। किसी भी स्वस्थ समाज की नींव मूल्य ही हैं। साहित्य समाज का अभिन्न अंग रहा है। वह मनुष्य समाज रूपी नदी को जीवन की उचित दिशा में प्रवाहमान करने का प्रयास करता है। यही कारण है कि भारत की सनातन संस्कृति मनुष्य जीवन के लिए एक वरदान सिद्ध हुई है। साहित्य के माध्यम से मनुष्य के मन को परिष्कृत करने का काम निरंतन काल से शुरू है। प्रसिद्ध समाजशास्त्री वुडस ने मूल्य को परिभाषित करते हुए कहा है कि - ''मूल्य दैनिक जीवन में व्यवहार को नियंत्रीत करने के सामान्य सिद्धांत हैं। मूल्य केवल मानव व्यापार की दिशा निर्धारण ही नहीं करने बल्कि अपने आप मे आदर्श और उद्देश्य भी होते हैं।''

भारत की उच्च शिक्षा में इन मूल्यों का होना आवश्यक है। और वही प्रयास हिंदी साहित्य के माध्यम से उच्च शिक्षा में किया जा रहा है। कबीर, तुलसी से लेकर रहीम के नीतिकाव्य तक और प्रेमचंद, जयशंकर प्रसाद से लेकर आज तक के साहित्य का केंद्र मूल्य शिक्षा ही रहा है। भारतीय समाज में मूल्यों का प्रथम स्रोत धर्म रहा है। उससे जुड़ा साहित्य और कथाएँ जीवन मूल्यों के प्रति आस्था उत्पन्न करती है। मूल्यों की शरूआत व्यष्ठि से होकर समष्ठि तक पहुँचती है।

कबीर भक्तिकाल निर्गुण भक्तिधारा के प्रमुख संत कवि है। उन्होंने समाज को सर्वधर्म सदभाव, मानवतावाद, सत्य आदि मूल्यों से समाज सुधार करने का प्रयास किया है। कबीर कवि बाद में हैं, समाजसुधारक पहले हैं। उनकी कविता का उद्देश्य जनता को उपदेश देना और उसे सही रास्ता दिखाना है। उन्होंने अपनी कविता से जाति -प्रथा, छुआछूत एव ऊँच - नीच की भावना पर तीव्र प्रहार किया है। कबीर प्रगतिशील चेतना से युक्त एक विद्रोही कवि थे। वे उपदेशक हैं तथा मावनमात्र के सत्य, अहिंसा, प्रेम, करुणा, दया, क्षमा, संतोष, उदारता जैसे जीवन मूल्यों को धारण करने का उपदेश देते हैं। समाज में ऊँच - नीच का भेद करना गलत है इस भावना पर प्रहार करने वाला दोहा है कि समाज में कोईऊँच -नीच नहीं होता, जिसका कर्म अच्छा है वही ऊँचा है।

ऊँचे कुल का जनमिया करनी ऊँच न होय।
सुबरन कलस सुरा भरा साधू निंदन सोय।।

गोस्वामी तुलसीदास हिंदी के भक्तिकाल की सगुण भक्तिधारा के प्रमुख रामभक्त कवि हैं। वे एक समन्वयवादी कवि के रूप में जाने जाते हैं। तुलसीदास हिंदी के उन महान कवियों में प्रमुख हैं जिनकी कविता का मूल उद्देश्य ''बहुजन हिताय बहुजन सुखाय'' होता है वे कविता का उद्देश्य लोकमंगल का विधान करना मानते हैं उनका संपूर्ण काव्य समन्वय की विराट चेष्टा है इसीलिए आचार्य हजारीप्रसाद द्विवेदी ने उन्हें लोकनायक कहा है। उनके अनुसार ''लोकनायक वही हो सकता है जो समन्वय कर सके तुलसीदास महात्मा बुद्ध के बाद भारत के सबसे बड़े लोकनायक थे। उनका संपूर्ण काव्य समन्वय की विराट चेष्टा है।२''

आज परिवारिक मूल्य टूट रहे हैं परिवार खड़ा रहेगा तो आदर्श समाज का निमार्ण हो सकता है। रामचरितमानस में तुलसी ने सामाजिक संदर्भों का आदर्श रूप प्रस्तत किया है राम एक आदर्श पुत्र हैं, जो अपने पिता के वचन के लिए वनवास जाते हैं। लक्ष्मण और भरत आदर्श भाई हैं सीता आदर्श पत्नी, हनुमान आदर्श सेवकऔर भक्त, सुग्रीव आदर्श मित्र हैं। तुलसीदास अपनी काव्य रचना का मूल उद्देश्य लोकमंगल की भावना को मानते हैं - वे कहते हैं :

कीरति मनिति भूति भल सोई।

सुरसरि सम सब कह हित होई।।

अर्थात कीर्ति कविता और ऐश्वर्य वही अच्छा होता है जो गंगा के समान सबका हित करने वाला हो। तुलसी के समग्र काव्य का उद्देश्य मनुष्य के जीवन मे मूल्यों की प्रतिष्ठापना करना है। उनके सभी पात्र जीवन मूल्यों की जीवंत अभिव्यक्ति है।

रहीम मूल्यवादी समाजद्रष्टा थे। वे व्यक्ति के साथ समाज की उन्नतिशील अवस्था को भी महत्त्व देते थे। रहीम मानवधर्म का पुरस्कार करने वाले कवि थे। संसार के लिए उपयुक्त नीति से लेकर मानवीय जीवन को संस्कारित करनेवाली सांस्कतिक निष्ठा का महत्त्व रहीम ने अपने काव्य में प्रतिपादित किया है।

नीतिमूल्य मानव जीवन में महत्त्वपूर्ण हैं क्योंकि धर्म का स्वरूप बदलता रहता है न जाने कितने "धर्म आए और नष्ट हो गए। धर्म को अमरता प्रदान करती है नीति।" कहा गया है कि बुद्धि का संस्कार दर्शन करता है, ह्रदय का संस्कार साहित्य करता है और आचार का संस्कार नीति और धार्मिक मूल्य करते हैं। समाज में ही मनुष्य के चरित्र का विकास होता है।

हिंदी कथा सम्राट प्रेमचंद का संर्पूण साहित्य जीवन मूल्यों की प्रतिस्थापना करता है उनके साहित्य पर गॉधीवाद का प्रभाव है सत्य, अहिंसा, सदाचार, मानवता, बंधुत्व आदि जीवन मूल्य बतलाकर स्वस्थ समाज की स्थापना करना ही उनके साहित्य का उद्देश्य है। प्रेमचंद ने हिंदी कथा साहित्य को मनोरंजन के स्तर से ऊपर उठाकर जीवन के साथ जोड़ने का काम किया। उनके सेवासदन, निर्मला, रंगभूमि, गोदान आदि उपन्यास एवं बड़े घर की बेटी, ईदगाह, सद्गति, पंच-परमेश्वर आदि कहानियों का उद्देश्य पाठक के मन को इ ांकृत करके उसे सही मार्ग बतलाता है।

पंच-परमेश्वर कहानी में बताया है कि सत्य की रक्षा करना ही मनुष्य जीवन बड़ा मूल्य है। जब ख्वाला कहती है - "बेटा दोस्ती के लिए अपना ईमान नहीं बेचना पंच के दिल में खुदा बसता है। पंचों के मुँह से जो बात निकलती है।३" वह खुदा की तरफ से निकलती है, मनुष्य जीवन में पंच का पद अपनी गरिमा और उत्तरदायित्व से युक्त होता है। इस पद पर बैठा व्यक्ति न किसी का मित्र होता है न किसी का शत्रु। वह सिर्फ न्याय का संरक्षक होता है। दोनों मित्रों का यह अनुभव पाठकों को अपने पद तथा उसके उत्तरदायित्व के साथ श्रेष्ठ जीवन मूल्यों के प्रति ईमानदार रहने को प्रेरणा देता है।

छायावादी कविता दो विश्वयद्धों के बीच की कविता है। जिसमें राष्ट्रीय जीवन मूल्य के साथ देश को स्वतंत्र करने की चेतना पूर्णतः छाई हुई थी। माखनलाल चतुर्वेदी जैसे कवियों ने पुष्प की अभिलाषा जैसी रचना लिखी जिसमें एक पुष्प यह अभिलाषा करता है कि मुझे उस रास्ते पर फेंक देना जिस रास्ते पर देश पर बलिदान देने हेतु वीर जा रहे हों।

मुझे तोड लेना वनमाली उस पथ पर देना तुम फेंक।

मातृभूमि पर सीस चढ़ाने जिस पथ जावे वीर अनेक।।

जयशंकर प्रसाद जी ने कामायनी में जगत की सत्यता का प्रतिपादन कर पलायनवाद एव निराशावाद का विरोध किया। कामायनी में आध्यात्मिकता, विश्वबंधुत्व, समरसता एवं समन्वयवाद का जो संदेश दिया गया है, वह भारतीय संस्कृति के अनुकूल है श्रद्धा कहती है :

औरों को हँसते देखो मनु हँसो और सुख पाओ।

अपने सुख को विस्तृत कर लो सब को सुखी बनाओ।।

उक्त विवेचन के आधार पर यह कहा जा सकता है कि प्रसाद के काव्य में भारतीय सस्कृति से जुड़े हए जीवन मूल्यों की अभिव्यक्ति हुई है। जिस प्रकार पानी और लहर को अलग नहीं किया जा सकता उसी प्रकार साहित्य और जीवन मूल्यों को विभक्त नहीं किया जा सकता।

संदर्भ ग्रंथ -

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