International Conference on

'New Waves of Digitalization, Socialization and Educational System'

10 & 11 October, 2020
Conference Proceedings Issue : 20

INTERNATIONAL CONFERENCE

ON

'NEW WAVES OF DIGITALIZATION, SOCIALIZATION AND EDUCATIONAL SYSTEM'

(ICNWDSES – 2020)

10 & 11 October, 2020

Conference Proceedings Issue - 20

The Managing Editor:

Dr. Chirag M. Patel

(Research Culture Society & Publication – IJRCS)

Jointly Organized By :

Department of Journalism and Advertising, Kyiv National University of Trade and Economics, Ukraine

and

Research Culture Society

International Conference

On

'New Waves of Digitalization, Socialization and Educational System'

10 & 11 October, 2020

(Conference Proceedings – Special Issue)

About the organizing Institutions:

The history of **'Kyiv National University of Trade and Economics'** starts from Kyiv branch of the all – Union Correspondence Institute of Soviet Trade founded in 1946. By the Decree of the President of Ukraine № 1059/2000 of September 11, 2000 the University was granted the status of the National University. The first higher educational institution in Ukraine to be certified for meeting the requirements of the standard ISO 9001:2015.

'Research Culture Society' is a Government Registered Scientific Research organization. Society is working for research community at National and International level to impart quality and non-profitable services. Society has successfully organized 100+ conferences, seminars, symposiums and other educational programmes at national and international level in association with different educational institutions.

Objectives of the International Conference :

Our main objective is to observe the current scenario and trends of citizen's life in Digitalization and Socialization practices.

The aim of the conference is to provide an interaction stage for researchers, practitioners from academia and industries to deal with state-of-the-art advancement in their respective fields.

Yanina Lisun

Head, Department of Journalism and Advertising, Kyiv National University of Trade and Economics, Ukraine.

Message

Dear Professional Colleagues.

I am happy that Department of Journalism and Advertising (Kyiv National University of Trade and Economics, Ukraine) in collaboration with Research Culture Society (Government Registered Scientific Research organization, India) are organizing Two Day International E-conference on 'New Waves of Digitalization, Socialization and Educational System' during 10-11 October 2020.

The aim of this International E-conference is to provide an interaction stage for researchers, practitioners from academia and industries to deal with state-of-the-art advancement in their respective fields. The main objective is to observe the current scenario and trends of citizen's life in digitalization and socialization practices.

I believe, this International E-Conference will help in redefining the strong connect between education and digitalization and the holistic development of students in the academic institutions. An additional goal of this international E-conference is to combine interests and scientific research related to journalistic, advertising, business-economics to interact with members within and outside their own disciplines and to bring people closer for the benefit of the scientific community worldwide.

My best wishes to the organizers and Participants of the conference. The deliberations in these two days will pave the way for future development of digital culture, education and communication, ethic and security aspects of our life.

Yanina Lisun

Head, Department of Journalism and Advertising,

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Gender Socialization and Cultural Transformation of Bangladesh

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Abstract: Socialization is the process where the helpless infant gradually becomes a self - aware, knowledgeable person, skilled in the ways of the culture in which he or she was born. It is different for male and female infant as they grow because of tradition and culture. They have distinct identities, consciousness which separates them. Agencies of socialization play an important role in how children learn gender roles. In south Asian countries family, culture and tradition play significant roles in gender socialization because of the differences in the treatment of boys and girls. Each culture has its own way of handling basic social tasks. Sociology emphasizes diversity and change in the expression of culture. The almost universal expectation is that women will be nurturers or caregivers and men will be providers and decision makers. This notion is not learned but rooted in our genetic makeup. This paper aims to highlight the process of socialization and gender learning in some sectors of Bangladesh on the basis of universal gender socialization. It will also focus on how gender learning process is changing within the cover of social and cultural veil. It is worth investigating the process as the world is changing as developing countries are trying in their own ways to cope up with the changing situation. Researchers would find the outcome of this study interesting to dig more and generate ideas to enhance the world of research which might make our world more comfortable to live in.

1. Introduction:

Socialization is strongly connected to developmental psychology. Humans need social experiences to learn their culture and to survive. Socialization essentially represents the whole process of learning throughout the life course and is a central influence on the behaviour, beliefs, and actions of adults as well as of children. Henslin (1999:76) contends that "an important part of socialization is the learning of culturally defined gender roles." Gender socialization refers to the learning of behaviour and attitudes considered appropriate for a given sex. Boys learn to be boys and girls learn to be girls. This "learning" happens by way of many different agents of socialization. The behaviour that is seen to be appropriate for each gender is largely determined by societal, cultural and economic values in a given society. Gender socialization can therefore vary considerably among societies with different values. The family is certainly important in reinforcing gender roles, but so are groups including friends, peers, school, work and the mass media. Gender refers to the socially constructed characteristics of women and men, such as norms, roles, and relationships of and between groups of women and men. It varies from society to society and can be changed." Gender roles in some societies are more rigid than those in others.

2. Literature review:

Gender: Gender is a multilevel system of difference and inequality which involves cultural beliefs, distributions of resources, patterns of behaviour, organizational practices, and selves and identities.

(Ridgeway and Correll, 2004). NB: The definition and concept of gender is widely debated across disciplines.

Gender beliefs: Universal stereotypes about gender that serve to exacerbate the differences between men and women (Ridgeway & Correll, 2004). For example, 'Women are more emotional than men', is a gender belief. Gender identity Refers to 'One's sense of oneself as male, female or transgender' (American Psychological Association, 2011).

Gender norms: Sets of rules for what is appropriately masculine and feminine behaviour in a given culture (Ryle, 2011). Individuals expect others to conform to these behaviours, and therefore prefer to conform to them as well. Gender norms Sets of rules for what is appropriately masculine and feminine behaviour in a given culture (Ryle, 2011). Individuals expect others to conform to these behaviours, and therefore prefer to conform to them as well.

Gender performance: From West & Zimmerman's (1987) seminal piece 'doing gender' is the idea that gender is constituted through everyday performance of the roles assigned to sex categories, reproduced by methodical and routine practice. Butler (1988) built on this idea by describing gender as a performance, as a "stylized repetition of acts" rather than a stable category.

Gender roles: Expected roles that are associated with each sex group (Stockard, 1999) through gender socialization, children and adolescents learn to associate activities and behaviours with specific genders and to adopt appropriate gender roles. Gender socialization A process by which individuals develop, refine and learn to 'do' gender through internalizing gender norms and roles as they interact with key agents of socialization, such as their family, social networks and other social institutions.

Gender transformative: Approaches that actively strive to examine, question, and change rigid gender norms and imbalance of power as a means of reaching health as well as gender-equity objectives; encourage critical awareness among men and women of gender roles and norms; promote the position of women; challenge the distribution of resources and allocation of duties between men and women; and/or address the power relationships between women and others in the community, such as service providers or traditional leaders (Rottach, Schuler & Hardee, 2009).

Origins of the term '**gender socialization**': "Socialization is the lifelong process by which individuals learn the customs and social behaviours expected of them in their societies. Gender socialization, according to Ryle (2011), describes social learning pertaining specifically to gender, Gender norms and gender identity. In simplistic terms, gender norms are the sets of rules for what is appropriate masculine and feminine behaviour in a given culture (Ryle, 2011), and gender identity is the way individuals think of themselves as being male or female (American Psychological Association, 2011). Gender socialization can be seen as a multi-dimensional process that occurs over time and through which individuals learn the gender norms and rules of their society, subsequently developing an internal gender identity.

Contributions from psychology to understanding gender socialization: The earliest contributions to contemporary understanding of 'gender socialization' came from the discipline of psychology.

Contributions from sociology to understanding gender socialization: Within the discipline of sociology, the classical traditions of structuralism and interactionism have guided more recent sociological contributions to the understanding of gender socialization (Risman, 2004). Structuralism directs attention to the importance of social structures in defining the contours of a society and its organization

Contributions from biology to understanding gender socialization: The biological sciences provide an understanding of the linkages between the nature and timing of pubertal maturation and

maturing neurocognitive structures and function, which can help us understand the process of socialization during adolescence, including gender socialization (Steinberg, 2005).

3. Methodology: This study was conducted based on Different relevant research papers and national and international journals from websites.

3.1 Aim: To show growing recognition of the importance of gender equality for broader development, to provide new opportunities for those who are not treated fair and to understand socialism process in Bangladesh.

3.2 Objective: To situate the gender socializing process, to raise practical suggestions to design effective programs for women in Bangladesh, with particular reference to their social, economic, political and legal status and also identify the particular needs of women.

3.3 Key concept: The importance of addressing gender socialization as a mean to reduce gender inequalities.

4. Discussion and analysis:

Bangladesh has made remarkable progress in the last 20 years in improving the lives of women and girls. Maternal mortality rates are falling, fertility rate is declining, and there is greater gender parity in school enrolment. At the same time, 82 percent of married women suffer gender-based violence and pervasive sexual violence prevents women from achieving their full potential. Despite efforts by the government and non-governmental organizations to reduce the rate of child marriage in Bangladesh, it remains the highest in South Asia at 59 percent of girls getting married before the age of 18. Women's participation in the workforce remains constrained to limited, low-paying sectors. Three million Bangladeshi women are employed in the lucrative ready-made garment sector, which is Bangladesh's largest export industry. Increasing numbers of women are involved in small and medium enterprises, but there remain large finance gaps that women face despite several government initiatives. Across its programs, USAID is committed to addressing many of the challenges facing women in Bangladesh.

 Government anti-poverty programmes (Food for Work and Vulnerable Groups Development Programme) suffer from design faults and from implementation failures, particularly at district level, the latter attributable tin part to lack of gender training for local government personnel. FFW is too seasonally limited, given the great seasonal variation in productivity justification. VGDP provides take-home rations for destitute women and children, but probably reaches fewer than five percent of its target group.

Higher proportions of female than male-headed households fall into the categories of ultra and extreme poverty and the disparity widens the more severe the level of poverty. The disparity is greatest among urban households, where the proportion in poverty is up to one half of female headed households.

Bangladesh is well known for the scale of NGO activity, particularly in the area of credit provision. Proshika is probably the most effective of the largest NGOs in targeting the poorest. Government has also operated subsidised credit programmes for the poor, which have reached about 20 percent of the rural poor.

Reflecting the high priority given to family planning health service provision, there has been a sharp fall in fertility rtes. Population policy remains controversial. There is overreliance on sterilisation as a contraceptive method and too much onus is placed on women to persuade their husbands of the merits of contraception.

There has been considerable improvement in female educational provision in recent years, particularly at primary level, but overall enrolment is far short of universal and a gender gap persists. Very few girls participate in secondary or vocational, technical and higher education and female participation in these areas ends to be highly sex segregated and stereotyped. This limits women's upward mobility in the labour market. Girls' participation varies by residence, region and socio-economic group. Rural participation is generally lower and girls' attendance is positively correlated with size of family landholding.

There is a generous quota system for women's representation in official public bodies. But quotas are not generally met and where they are, the women are regarded as token appointees and adapt a passive role in the bodies concerned. As regards women's representation outside official bodies, more than one million women participate in group activities in grassroots organisations and over 100,000 field workers are involved in mobilising and supporting such activity.

Gender policy advocacy is poor in Bangladesh. Only the social sectors contain budgetary expenditures aimed at women. Even here, women-specific projects are mainly donor funded and not part of the core portfolio of the relevant ministries. Government sponsored women centred projects tend to be the traditional variety, giving limited skills training and promoting income generating activities. In the health field there is an over-emphasis on population and related programmes. However, there are some initiatives underway, supported by UNDP, to support institution and capacity building in this area.

Gender differentials in economic status: Economic Status male female Refined activity rate are 85.3% 63.4% (excluding housework),share of employment in agricultural activity are 49.0% 51.0%,share of employment in non-agricultural activity are 85.0% 15.0%

Social Status: Male female Literacy rate are 47.1% 22.0%,gross enrolment ratio at primary level 83% 71%,gross enrolment ratio 25% 12% at secondary level, gross enrolment ratio 5.9% 1.3% at tertiary level.

Although, the female participation in employment sector is comparatively lower than that of male but the annual growth rate between 1993-94 and 2007 of female population is higher than the male. Similar results are also found in case of rural and urban area. One of the possible reasons is that the women are more aware and the society is becoming more liberal from the conservative points of view. There is little progress in the percentage of economically active population, the number of population unemployed are still increasing. Unemployed population has increased from 1.3 million in 1995-96 to 2.7 million in 2009 with an average of 0.13 million per year. In case of male, it has increased with an annual average of 0.06 million and for female it was 0.05million at the same time period (1995-96 to 2009). Under these circumstances, providing employment status for the country's population remains a big challenge for the government. It is also observed that unemployed population in rural area was higher than their urban counterparts both for male and female. One possible reason responsible for that is that in the rural areas, there are no available job opportunities and people are mostly restricted to agriculture sector. In this situation, balance development is badly needed, which remains quite overlook by most of the governments.

In cultural terms, Bangladesh is a relatively homogenous society: 90 percent of the population are Muslims (of the Hanafi School), the remainder being Hindu, Christian or Buddhist; 98 percent of the population are Bengali speaking (Blanchet, 1986). However, no tradition is monolithic, static or insulated. Blanchet (1986) and Kabeer (1991) note the struggle between Islamic and Bengali identities underlying the history of Bangladesh, with their differing conceptions of gender. Bangladesh is a highly patriarchal society. Within the household and through local decision-making and legal bodies (e.g. the shamaj and salish), men exercise control over women's labour, their sexuality, their choice of marriage partner, their access to labour and other markets and their income

and assets. Women's access to social, economic, political and legal institutions is mediated by men. They are dependent on men throughout their lives, from fathers through husbands to sons. State legislation and institutions underpin this gender subordination and dependence, in spite of constitutional affirmations of sex equality. Men's authority over women is reinforced by pervasive gender-based violence.

5. Result:

5.1 Advocating for Women's Leadership in Society

In Bangladesh, few women occupy real leadership roles. USAID supports women's political and civic participation, cultivating women's leadership roles in areas such elections and political processes. Through USAID's Strengthening Political Landscape's activity, 309 women leaders won seats in mainstream party leadership committees. Separately, USAID's Workers' Empowerment Program provided opportunities to women to be leaders in the workplace and extended their worker rights beyond the factories and into their own communities. As a result, women workers are learning ways to engage and create a stronger social network, advocating for their rights in local communities and connecting them to resources through community groups.

5.2 Empowering Women against Gender-Based Violence

Gender-based violence affects every sector. USAID supports Bangladeshis at risk of child marriage, gender-based violence, human trafficking, and violent extremism across 20 districts. USAID has provided shelter services, psycho-social counselling, legal services, job skills training, and job-placement support for survivors. USAID's Obirodh activity organizes events that provide young Bangladeshis an opportunity to discuss issues related to radicalization, recruitment, tolerance, and diversity, with special emphasis on how young girls can play more active roles in their communities to prevent and counter violent extremism.

Women constitute half of the country's population and a key factor in social, political and economic development of the country. Politics is a way of life that influences state, economy, society and every aspects of life. Bangladesh government has already shown large scale improvement and political commitment towards gender balanced leadership by bringing women leaders in mainstream politics and government; still a hundred miles to go. Bangladesh is a signatory of CEDAW and participated in world women conference. There political empowerment of women is committed to be ensured by the participated countries. Even constitution of Bangladesh guarantees the following rights under article 28 and 29.n Government anti-poverty programmes (Food for Work and Vulnerable Groups Development Programme) suffer from design faults and from implementation failures, particularly at district level, the latter attributable tin part to lack of gender training for local government personnel. FFW is too seasonally limited, given the great seasonal variation in productivity justification. VGDP provides take-home rations for destitute women and children, but probably reaches fewer than five percent of its target group.

5.3 Current scenario of sexual assault:

Violence against women saw a sharp rise in the last two months as 230 cases of rape were reported while the statistics indicates that from 2018 onwards the rate of severe incidents such as rape, gang-rape, and killing after rape increased unabatedly in Bangladesh. Woman rights organisations, after taking into account an updated statistics, said that since its significant rise in 2018, violence against women continues at an alarming rate in year 2020.These violent incidents are linked with social, legal and political failures, they observed. The woman rights activists found that the culture of impunity, practice of illegal use of power, lack of accountability of concerned agencies and decay of social values were the reasons behind such drastic increase in violence against woman.

Bangladesh Mahila Parishad in 29 days of February recorded 114 incidents of rape including 24 gang-rapes. Of them, nine victims were killed after rape. In February 2019, total 88 such incidents were recorded. In January, the women rights organisation recorded 116 rape incidents including 20 gang-rapes across the country by monitoring 14 national newspapers. In January 2019, a total 79 incidents were recorded. The real number of sexual abuse was much higher than the statistics as most of the incidents of severe sexual violation kept under wraps and are not recorded, said BMP general secretary Maleka Banu. Human rights activists said that other forms of oppression on women are also being perpetuated using the ancient issues including fatwa, forceful marriage, child marriage and dowry while new means of oppression were invented in the current society.

According to Ain o Salish Kendra, 975 women were raped, including 208 subjected to gang-rape, from January to September 30 this year. As the recent spate of rape and sexual harassment of women rocked the country, experts called for ensuring exemplary punishment of the culprits and their abettors through prompt trials since 97% perpetrators now get off the hook in many ways. According to Ain o Salish Kendra (ASK), a rights body, 975 women were raped, including 208 subjected to gang-rape, from January to September 30 this year. ASK also said three women and nine men were killed for protesting the incidents of sexual harassment.

5.4 Experts saying:
Sheepa Hafiza said rape, sexual harassment and violence against women are gradually increasing mainly for the culture of impunity and the state's apathy to control it. To address such social menace, she said, the law must be amended and make it a time-befitting one and enforce it properly. She also said police should change their attitude towards the victims of any rape and sexual harassment, and a women-friendly atmosphere needs to be ensured at police stations.

Ziaur Rahman said failure to contain sexual urge, rise in drug abuse and pornography, patriarchal attitude towards women, and very weak criminal justice system are the main reasons for which the violence against women is growing in the country.

Maleka Banu said that the rule of law, real empowerment of women and women-friendly infrastructure development might be useful in reducing the violence against women. She demanded implementation of the laws strictly to reduce the crimes as maximum 3 per cent of the accused were convicted under the Prevention of Women and Children Repression Act 2000 and only 1 per cent in Acid Crime Prevention Acts 2002. She also asked the government to take measures to change social attitude towards women starting from the level of the family.

Naripokkho, a women rights organisation, member Kamrun Nahar said that an anti-women attitude has been prevailing in the society where many people consider women as useless, not human being. A cultural, educational, social, political and administrative reformation was needed to change the prevailing aggressive mentality in treatment of women.

6. Suggestion:
As we are the developing countries of the world we have to work more for gender equality issues. Government should take steps to identify the gaps of gender socialization and take expert advises to design policies to ensure gender equality in society. Gender socialization sessions should be designed and implemented by government so that our boys and men learn to respect women as partners and human beings. Strict laws should be enacted by government and they should be implemented strictly too to reduce gender violence and to ensure gender equality in the society.

7. Conclusion:

Bangladesh is a land of homogeneous culture which is now gradually transforming into hybridization. Now a day rural areas people are following the urban societies. Recently rural people are also using technology. Health care, employment, education rate, and living standards are increasing. Bangladesh government and NGOs are taking steps and working for the transformation continuously. Rural areas are in better condition than it was before still there are some downsides which has to be identified and has to be taken care of.

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A STUDY ON ATTITUDE TOWARDS SEX EDUCATION OF STUDENTS, TEACHERS AND PARENTS IN SECONDARY SCHOOLS IN CHIRANG DISTRICT, ASSAM.

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Abstract: *Inclusion of sex education is controversial issue in the Indian society. In recent times, many students are faced with different challenges relating to sexuality. Sex education is a providing knowledge to understand the sex problems scientifically. This study was conducted to investigate the attitude towards sex education of students, teachers and parents in secondary schools. Descriptive survey method has been used in this study. 120 students, 120 teachers and 120 parents of secondary schools were selected as sample through stratified random sampling technique from the rural and urban area of district Chirang, Assam. The findings indicated that students and teachers held generally positive attitudes towards sex education, with female holding more positive attitudes than male but majority of the parents were not in favour of providing sex-education in secondary schools. Area has affected the attitude of respondents towards sex education as the rural respondents have been found to have negative attitude towards sex education.*

Keywords: *Attitude, Sex Education, Students, Teachers, Parents, Secondary Schools.*

1. INTRODUCTION:

The issues of sexual and reproductive health have remained a forbidden matter for a long time among the people due to the influence of cultural, religious and geographical factors. Sexual health is a vital factor of productivity and national development, yet, the mere mention of 'Sex' seems to evoke the feeling of awkwardness among both the young and the old. Adults usually refrain from talk about sexual matters with the young. In spite of this, there is an extreme require to address sexuality among our youth due to various reasons- like unintended pregnancy, sex abuse and exploitation, sexually transmitted infections (STIs) including HIV etc. The implementation of comprehensive sex education in the schools continues to be a controversial matter. Hence, it would be pertinent to determine the attitude of the students, the teachers and the parents towards sex education. Sex education is emerging as an essential branch of general education in our country. Yet, Sex education is a controversial matter in the Indian society where sex and its associated topics are still taboo subjects. Sex education is an awareness to realize the sex problems scientifically. It conveys all educational measures, which help the growing children to know and face the complications of life. At the time of puberty, physical changes and emergence of sexual feelings root a lot of problem among adolescents. Sex education in this context plays a vital role and parents have to be acquainted with this.

2. LITERATURE REVIEW:

Vashistha, K., C. and Rajshree (2012) conducted study on attitude towards Sex-Education as perceived by parents & teachers. The sample considered 50 teachers and 50 parents of secondary and higher secondary students on the basis of double stage random sampling. The researcher was used two attitude scales separately for parents and teachers to measure attitude towards sex-education. Descriptive Survey Method has been used for the collection of the data. The researcher found that majority of the parents were in favour of sex education to their adolescents and majority of the teachers were also in favour of imparting sex-education to adolescents

in the school. Attitude of parents is higher than teachers towards sex-education. The attitude of Higher Secondary teachers were found to better is comparison to secondary level teachers.

Kumar, P. and Mittal, A. (2015) conducted study on attitude towards sex education of college going students in relation to their home environment. The investigators have employed normative survey method of research in this study. A representative sample of 300 college going students were selected through stratified random sampling technique from the rural and urban area of district Haridwar. The results revealed that rural students attitude towards sex education has been found comparatively low than urban students. Some of the rural students are of the view that there is no need of sex education because it will reduce the interest of the students in the studies. Urban students, have positive attitude towards sex education. They think that giving sex education may help them to solve the sex related problems.

Shin, H., Lee. J. M. and Min, J. Y. (2019) conducted study on sexual knowledge, sexual attitudes, and perceptions and actualities of sex education among elementary school parents. Descriptive survey method used for the investigation. The result found that many parents maintained open perceptions about sexual attitudes, but had rarely received any sex education through schools or experts. They were interested to learn more about sex-related topics to benefit their children. More than 50% of the participants responded that primary sex education for young children should be the responsibility of the parents and elementary school period is an appropriate time to start the initial phases of sex education in school.

3. SIGNIFICANCE OF THE STUDY:

In the present scenario, the students are adapting life style which is a blend of healthy and unhealthy entertainment and pleasure. They have easy access to technologies by which they are not only acquiring valuable knowledge but also they are under the influence of incomplete knowledge of intimate relationships. Due to this, they are inviting lots of physical, mental diseases. Sex education is required for children to provide them positive direction, right information towards healthy attitudes that develop concern and respect for others. There is a dying need of sex education in India. Therefore, the present study has been taken up so as to understand the attitude of students, teachers and parents towards sex education in secondary schools.

4. STATEMENT OF THE PROBLEM

"A STUDY ON ATTITUDE TOWARDS SEX EDUCATION OF STUDENTS, TEACHERS AND PARENTS IN SECONDARY SCHOOLS IN CHIRANG DISTRICT, ASSAM."

5. OBJECTIVES OF THE STUDY

The objectives of the study were as follows:

- To study the attitude of students, teachers, and parents towards sex education in secondary school.
- To study the attitude of students, teachers, and parents towards sex education in secondary school in relation to their gender.
- To study the attitude of students, teachers and parents towards sex education in secondary school in relation to their area.
- To study the opinions of respondents on the best method of imparting sex education in schools.

6. DELIMITATION OF THE STUDY:

- The study is delimited to the district Chirang , Assam.
- The study has included students, teachers and parents only.
- The present study is delimited to only the secondary school students, teachers and parents.
- The present study has involved rural as well as urban area of district Chirang, Assam.

7. METHODOLOGY
Method used: The present study deals with the attitude of students, teachers and parents towards sex education in secondary schools. Hence the present study comes under the domain of descriptive survey method.

Population of the Study: All the students, teachers and parents in secondary schools residing in the rural and urban area of District Chirang, Assam is taken as the population of the present study.

Sample: A representative sample of 120 students, 120 teachers and 120 parents were selected by stratified random sampling technique for the present study. The sample had equal numbers of male and female respondents from rural and urban area of District Chirang, Assam.

Tool: For the purpose of the study, the preferred to adopt the tool of structured questionnaire schedule.

8. ANALYSIS AND DISCUSSION

- Table No.1 shows the number and percentages of all respondent's attitude towards sex education.

Table No. 1

Attitude of students, teachers and parents towards Sex Education

Respondents	Attitude towards sex education				Total	
	Positive		Negative			
	No's	%	No's	%	No's	%
Students	75	62.5	45	37.5	120	100
Teachers	68	56.67	52	43.33	120	100
Parents	54	45	66	55	120	100

Source: Field survey

Analyzed data presented in Table No. 1 shows that among the 120 student respondents 62.5% have positive attitude and 37.5% have negative attitude towards sex education at the secondary school level. Among the 120 teacher respondents 68% have positive attitude and 43.33% have negative attitude towards sex education. The table also highlights the parent's attitude towards sex education which shows that among the 120 parents respondents 45% have positive attitude and 55% have negative attitude towards sex education.

- Table No. 2 shows the number and percentages of all respondent's attitude towards sex education in relation to their gender.

Table No. 2

Attitude of students, teachers and parents towards Sex Education in relation to their gender

Respondents	Gender	Attitude towards sex education				Total	
		Positive		Negative			
		No's	%	No's	%	No's	%
Students	Male	32	53.33	28	46.67	60	100
	Female	43	71.67	17	28.33	60	100
Teachers	Male	28	46.67	32	53.33	60	100
	Female	40	66.67	20	33.33	60	100
Parents	Male	26	43.33	34	56.67	60	100
	Female	28	46.67	32	53.33	60	100

Source: Field survey

As shown in Table No. 2 highlights that Out of the 60 male student's respondents, 53.33% have positive attitude and the rest 46.67% have negative attitude towards sex education. Among the 60 female students 71.67% expressed positive attitude, 28.33% expressed negative attitude. Out of 60 male teachers 46.67% have positive attitude and 53.33% have negative attitude and among 60 female teachers 66.67% have positive attitude, 33.33% have negative attitude. Out of 60 male parent's respondents, 43.33% are in favour of sex education in the secondary schools while the rest 56.67% are not in favour of it. Among 60 female parents respondents 46.67% support the sex education in schools while 53.33% do not support it.

- Table No. 3 shows the number and percentages of all respondent's attitude towards sex education in relation to their area.

Table No. 3
Attitude of rural and urban respondents towards Sex Education

Respondents	Category	Attitude towards sex education				Total	
		Positive		Negative			
		No's	%	No's	%	No's	%
Students	Urban	46	76.67	14	23.33	60	100
	Rural	29	48.33	31	51.67	60	100
Teachers	Urban	39	65	21	35	60	100
	Rural	29	48.33	31	51.67	60	100
Parents	Urban	39	65	21	35	60	100
	Rural	15	25	45	75	60	100

Source: Field survey

A look at the result vide Table No - 3 reveals that Out of the 60 urban student's 76.67% have positive attitude, and 23.33% have negative attitude towards sex education. Among the 60 rural students 48.33% are in favour of sex education while the rest 51.67% are not in favour of it. Out of 60 urban teachers 65% expressed positive attitude and 35% expressed negative attitude and among 60 rural teachers 48.33% have positive attitude, 51.67% have negative attitude. Out of 60 urban parent's respondents, 65% support the sex education and 35% do not support it. Among 60 rural parents respondents 25% have positive attitude, and 75% have negative attitude towards sex education in secondary schools.

Table No. 4 shows the number and percentages of all respondent's opinion on the appropriate method of imparting sex education in secondary schools.

Table No. 4
Opinion of all respondents on the appropriate method of imparting sex education in secondary schools

Respondents	Through school syllabus		Through Co-curricular activities		Through Seminar		Total	
	No's	%	No's	%	No's	%	No's	%
Students	48	40	32	26.67	40	33.33	120	100
Teachers	53	44.17	34	28.33	33	27.5	120	100
Parents	36	30	49	40.83	35	29.17	120	100

Source: Field survey

A look at Table No.4 reveals that among 120 students respondents 40% believe the best way to impart sex education is through the school syllabus, 26.67% prefer to impart through co-curricular activities, 33.33% of them assume school seminar as the most appropriate. Out of 120 teachers respondents 44.17% think imparting sex education through school syllabus is the ideal choice, 28.33% would like to impart through co-curricular activities and the rest 27.5% consider school seminar as the perfect means to impart sex education in the schools. Out of 120 parents respondents 30% wish to impart through school syllabus, 40.83% want to impart through school co-curricular activities and 29.17% consider school seminar as the perfect means to impart sex education in the secondary schools.

9. MAJOR FINDINGS:

The findings from the present study are grounded as under.

- Majority of the students have shown positive attitude towards sex education and most of the teachers have exhibited the highest attitude towards sex education. Majority of the parents were not in favour of providing sex-education in secondary schools.
- Male students' attitude towards sex education has been found comparatively low. The attitudes of female teachers were found to better is comparison to male teachers. Majority of the parents were not in favour of imparting sex-education in secondary schools and they had negative attitude towards sex-education.

- More rural students have negative attitude than urban students. They also think that there is no need to include sex education in secondary schools because it will reduce the interest of the students in the studies. Urban students have shown more favourable attitude towards the imparting of sex education. They think that giving sex education means giving scientific knowledge to the students which help them to solve the sex related problems. Urban teachers respondents are more positive in their attitude towards sex education than the rural teachers respondents. Most of the urban parents have support sex education and majority of the rural parents do not support it.
- Majority of respondents consider sex education through the school syllabus as the appropriate method of imparting sex education in the secondary schools while the least preferred method is imparting sex education through school seminar.

10. CONCLUSION:

The conclusion, which can be drawn on the basis of analysis and interpretation that attitude of students is higher than teachers towards sex-education. Parent's attitudes have shown that they are in favour of providing sex education in schools. The findings revealed that respondents held generally positive attitudes towards sexuality education, with female holding more positive attitudes than male. Area has affected the attitude of respondents towards sex education as the urban students have been found to have more favourable attitude towards sex education. Some of the rural respondents are of the view that sex education invites sexual crime.

11. SUGGESTIONS:

- Parents should encourage their children to practice the knowledge acquired from sex education. Parents should understand the needs and queries of their children.
- There is a need of imparting sex education as a separate school subject so that students will understand about dangers of sexual diseases.
- The teachers should take up sex education seriously in order to develop positive attitude towards sex among students.
- There is a need to organize separate training for teachers on sex education that will help them to discuss matters relating to sex with the students unemotional and in unembarrassed manner.
- Government should organize awareness programme to the students, teachers and parents about the importance and needs of sex education.
- Government should create awareness among parents about their duties and responsibility in giving sex education at home.

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Role of Literature and Media in Libraries for the advancement of the society

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Abstract: *This paper investigates how scholarly libraries have utilized web-based media for broadcasting data, responsive correspondence, and commitment. Numerous libraries centre on the showcasing part of online media, since it is an effective strategy for advancing occasions, administrations, and assets. In any case, solely utilizing online media as a promoting apparatus disregards the best piece of web-based media: the associations it encourages between individuals. The online network is only an augmentation of the in-person network that the academic library serves. This part inspects the condition of the writing on libraries' utilization of web-based media through the perspective of expanding commitment and associations with the network as the way to effective web-based media.*

Keywords: *Social Media, Libraries, Society.*

1. INTRODUCTION:

Social media is omnipresent and inescapable on the computerized scene today, remembering for advanced education and academic libraries. One just needs to turn on the TV to perceive any business advancing the company's Facebook presence or site for subtleties. Notwithstanding the distinctions among the huge number of web-based media stages, the principle shared characteristic they share is that they are utilized to interface individuals with others. Facebook, Twitter, Instagram, and YouTube are among the numerous apparatuses individuals use to connect with old companions, make new companions over a common premium, and study interesting issues and recent developments. The gigantic size of the Internet has made it essential for academic libraries to have an online web-based media presence to meet clients where they are. The greatest online media stage being used at the hour of this composing is Facebook, with 2.196 billion dynamic clients month to month. Other significant stages incorporate You-Tube with 1.9 billion clients, Instagram with 1 billion clients, and Twitter with 336 million clients. This part will zero in on Facebook and Twitter as the essential organizations that libraries are utilizing or can use to arrive at their networks; however the rising notoriety of Instagram and YouTube will likewise be examined. There are various organizations presently being used by open, academic, and unique libraries. Gonzalez (2018) dispatched a Social Media Directory of Academic Libraries that rundowns accounts related with different scholarly libraries over the globe, alongside contact data for the curator or agent answerable for the records. At the hour of this composition, the registry remembers 173 libraries for Facebook, 157 libraries on Twitter, 128 libraries on Instagram, and 101 libraries on YouTube. The limits among on the web and disconnected have obscured altogether since the Internet has become an unavoidable impact in the public arena. A library's locale exists in both on the web and disconnected spaces simultaneously, and it is important to overcome any issues between these spaces to make a comprehensive encounter for the network. Youthful Rossmann (2015) stress the need to coordinate the disconnected presence of the library into the online world. Web-based media is "a device that

empowers clients to combine and offer in the shared characteristics of exploration, learning, and the college network" . Online media can unite people in a network, and libraries must figure out how to utilize these instruments all the more viably to connect the holes.

A pursuit of the Library Information Science and Technology Abstracts information base (LISTA) with the watchwords "web-based media" and "libraries" brings back more than 2,800 outcomes. A hunt including the watchword "commitment" to the past inquiry string returns just 141 outcomes. A further constraint utilizing the pursuit string "web-based media AND academic libraries and commitment," mirroring the focal point of this audit, returned just 31 articles. Zeroing in on these articles and inspecting their alliances for important materials turned into the reason for this section. The inquiry was restricted to articles distributed somewhere in the range of 2011 and 2018, yet pertinent references referred to by more than one paper were additionally analyzed and included for setting. School and Research Libraries News offers extra assets of enthusiasm, since a significant number of these are not "academic" peer survey articles however center around patterns in the field that are significant for working experts. A comparable hunt of "online media" on the College and Research Libraries News document returned 262 things, containing some "how-to" articles, technique tips, and portrayals of fruitful missions or advancements.

2. Some of the significant aspects of the social media are:-

- ➢ Platform: The site or innovation whereupon an informal community is assembled;
- ➢ Social Media: Social systems administration sites that permit clients to follow, "companion," or associate with picked individuals. This part principally examines Facebook and Twitter;
- ➢ Users: People in the network of a particular library, regularly the intended interest group of a promoting system, including understudies, personnel, staff, and network individuals;
- ➢ User Engagement: "The enthusiastic, intellectual, and conduct association that exists, anytime and perhaps after some time, between a client and an asset" (Piwowarski, 2011).

3. Foundation of social media:-

Since its origin, the Internet has ceaselessly developed and created. The idea of Web 2.0 has affected how libraries use the Internet and online media for a long time. O'Reilly (2005) authored the term Web 2.0 as another, interconnected rendition of Internet advances zeroing in on network driven support that, while not exactly romanticized in its idealistic structure, affected the way online media net-works were manufactured and used. O'Reilly stresses intuitiveness among organizations and clients, including "confiding in clients as co-engineers outfitting aggregate knowledge", as centre abilities for these sites. Academic libraries drove the appropriation and utilization of Web 2.0 applications like online journals, RSS channels, texting, interpersonal interaction administrations, wikis, and social media. Early objectives of utilizing these organizations were to produce associations and offer data among clients and Librarians (Goh, 2010). These objectives have remained moderately static as the years progressed, even as the devices have changed. An assessment of online media strategies at scholarly libraries found that most libraries' objective for utilizing web-based media is to "draw in the network in discussions and to share data"

While the objectives have not changed, sentiments about the use of web-based media have. During the 2000s, numerous custodians didn't see the benefit of having libraries partake with web-based media. An Online Computer Library Centre (OCLC) investigated administrators' perspectives on parts of the arranged world including sharing data, protection concerns, and future association. The investigation uncovered that Librarians didn't see a spot for the library via web-based media. Twitter, Facebook, and YouTube were still in their outset, the conceivable outcomes still inconspicuous. Custodians detailed utilizing social bookmarking destinations like Delicious, sharing recordings on YouTube, and keeping up singular websites for themselves or their libraries. The administrators were not really off-base. Mentalities have changed since 2007, and numerous articles have investigated administrators' online media lean toward utilization, and presence

4. LIBRARIES' USE OF SOCIAL MEDIA:-

➢ Broadcasting:-

As suppositions about web-based media in scholarly libraries changed, its objectives and utilizations stayed static. Librarians feel most great utilizing online media stages for advancement and promoting, or broadcasting. Broadcasting most precisely depicts the act of presenting via web-based media on share data and brings issues to light, yet without participating in discussion or more profound online reactions. This single direction correspondence can be compelling for in the nick of time messages, yet without client cooperation's it can want to yell into the deep darkness. Broadcasting is the current business as usual for libraries who utilize web-based media, and it very well may be an insufficient strategy for conveying, drawing in, and overcoming any barrier between the on the web and disconnected universes. The writing investigates in extraordinary detail the historical backdrop of how Librarians utilize web-based media for broadcasting, and the advantages and difficulties of the training. Considering the time that slipped by between the two past examinations, the substance that libraries are distributing has not changed a lot. Giving essential data about the library itself and advancing assets and occasions are fundamental components of web-based media.

The most well-known use for web-based media is to advance administrations or assets at the library. The Library Archives and Special Collections built up a program to take care of into Instagram's Application Program Interface to make a powerful implanted feed of pictures from their assortment (Wilkinson, 2018). Their substance advanced uncommon, fascinating, and happy materials, chosen to make "client charm." notwithstanding the overviews of curators, investigations of the web-based media postings themselves affirm that custodians utilize web-based media for advancement purposes. Since web-based media stages have a wide reach and minimal money related expense aside from time, it is a financially savvy strategy for showcasing. Numerous administrators investigate the utilizations and viability of web-based media as a promoting instrument in libraries

➢ Approachable communications:-

A few Librarians have confirmed that telecom their messages doesn't assist them with arriving at their clients. They have started to ask their clients precisely what they need and to manufacture procedures around their specific inclinations. This system can be considered "responsive correspondence," the act of figuring out what sorts of messages, stages, and strategies clients like, and planning to assess those inclinations. Clients have an assortment of data recovery techniques, and it is important to comprehend the flavorous of the library's crowd before making general suspicions about the most ideal approach to contact them. The Librarians who have expounded on their encounters with responsive correspondence accentuate the significance of every individual library taking a gander at its particular populace, since results change to such an extent. An overview embraced by Booker and Bandyopadhyay (2017) got some information about their online media propensities and inclinations. Most of respondents utilize web-based media stages and think it is significant for the library to have a web-based media presence. Notwithstanding, they don't like to get their information about the library from online media, yet rather the email and flyers in the library.

Stvilia and Gibradze (2017) made a study to decide the apparent estimation of various kinds of library tweets. They requested that 120 college understudies rate which library administrations they esteemed most and how significant various classifications of online media postings were to them. Understudies expressed over-whelmingly that they esteem the library as a spot to contemplate (90%), and the following most noteworthy positioned administration was admittance to data and assets (58%). The online media postings they most esteemed were tasks refreshes, study backing, and occasion data. A few libraries incorporate reference help as an objective of for their web-based media presence, accepting that a reference meet requires discussion and commitment between a custodian and a client. Sachs, Eckel, and Langan (2011) at Western Michigan University made a web-based media strategy with this as one of their objectives. Nonetheless, a study of their clients

uncovered that clients were not trying to cooperate with the library via web-based media and would likely not utilize that administration. Their online media supervisory crew thought about this inclination and dropped the objective from their web-based media strategy. The significant takeaway from the writing is that every library's clients have various inclinations, and each writer underlines the significance of finding out about your own clients before making a web-based media presence. Reacting to clients' inclination is significant, however is it commitment? As Attfield et al. (2011) depict, client commitment is the association between a client and an asset. Creating an online media approach to oblige the library's populace can prompt client commitment, yet it requires key strategies that move past responsive correspondence.

5. Active Engagement by librarians

Libraries that utilization web-based media stages to draw in with their clients take an interest in dynamic correspondence, wherein libraries start discussions that can move from the online world into the disconnected world by influencing strategy, carrying individuals into the library space, or giving help. Verifiably, libraries have not been extremely fruitful in this undertaking. An investigation of scholarly library Twitter accounts found that couple of records were utilizing web-based media for discussion or commitment: "The vast majority of the libraries were not being referenced by their devotees; actually, just four library Twitter accounts had in excess of ten mentions. Notwithstanding, a few custodians have effectively built up their online media presence to assemble associations with their clients.

6. Best Practices for Engagement:

Building up a procedure is key for a firm and compelling online media experience. There are numerous articles and books about how to create advertising systems or promoting plans for libraries. Regardless of whether publicizing isn't high on the need list for the library's web-based media presence, these techniques can be utilized to arrive at the intended interest group, plan content, and grow better connections. Making a key promoting plan can centre and smooth out web-based media endeavours. Sending an unfocused arrangement of online media posts or stages can feel sloppy and confused to the client, so having a procedure is significant (Chua and Goh, 2010). Libraries can submit a general direction to business and advertising experts while thinking about their methodology. Potter's (2012) The Library Marketing Toolkit spreads out the promoting cycle and gives techniques to plan an arrangement dependent on these stages. Libraries can utilize this bit by bit plan for their online media approach to improve their commitment. The showcasing cycle is as per the following:

- ➢ Decide on your objectives
- ➢ Market examination;
- ➢ Segmentation;
- ➢ Set destinations;
- ➢ Promotional exercises
- ➢ Measurement;
- ➢ Evaluation
- ➢ Modification.
- ➢ Set Goals

7. Conclusion:

One significant issue in the writing about academic libraries' web-based media use is the security of clients. Security has been examined as far as what data colleges and schools gather about understudies, what partnerships gather, and what private data is openly accessible, however this theme has not been concentrated as far as what academic libraries gather from online media. At the point when a library follows or companions a client, any director on the record can for the most part

observe a lot of data about that client except if they have exacting security settings. This can give the library substantially more data than the sum with which the client may feel great. Appraisal apparatuses, for example, Page Insights and Twitter Analytics can give much more data in the total about the client base. Librarians must think about the ramifications of gathering that much information regarding understudies or the network. One guarantee of Web 2.0 was that clients could collectively manufacture information together. A participatory culture is one that separates the domineering burden of social and basic hindrances on information. Deodato (2014) examines how libraries are viewed as the coordinators of information, yet through assortment advancement, grouping, and restriction of access, they are really makers of information that help, or decide to undermine, the social authority. The expansion of Web 2.0 was thought to undermine the top-down progressive production of information by letting clients become engaged with that creation. For instance, sites like Yahoo Answers consider the making of aggregate information where clients can post questions, answer others' inquiries, and rate answers. This could be conceivable in online media, considering more interest from clients in the common making of information, developing past commitment into something more comprehensive. The quick development of web-based media over the previous decade has made new open doors for scholarly libraries to overcome any barrier between the on the web and disconnected domains. Right now, libraries that fuse commitment into their web-based media procedures are one-off examples of overcoming adversity as opposed to patterns that are taking off. This is an open door for libraries to move past communicating our limited time messages into the web-based media void, while considering the inquiries encompassing security, appraisal, and participatory culture. Building associations and having discussions with understudies, staff, and the network to create connections, improves genuine administrations and assets, influence strategy, and meet objective objectives can improve the web-based media experience for administrators, supporters, and the network.

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An Evaluation on TN Secondary School Syllabi

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Abstract: *Language teaching is a skill. Every language teacher becomes a creator cum student for their everyday class. English language teaching has various ways of teaching and varieties of content to teach English. To organize English language teaching process the teachers need a regulation. Many theories are coming to support syllabus formation. Every nation has its own policy in designing the syllabus for ESL/EFL. In India, the Indian government's educational policy gives a format to the state governments to design their own curriculum and syllabus for school education and higher education. Every state government's educational organization is called as SCERT. This paper is to make an evaluation on the Higher Secondary school syllabi of Tamil Nadu SCERT. For this SETSLT (modified) 2020 (Syllabus Evaluation Tool for Second Language Teaching 2020) syllabus evaluation tool has to be used.*

Key words: *syllabus evaluation, Higher secondary, evaluation tool.*

1. Introduction:

A critical review of the syllabus is scrutiny on the aims and objectives, content, evaluation methods, its outcomes, and materials. Evaluation of syllabus supports the syllabus designer to analyze whether the education process is going in the right way. There are many theories and evaluation tools are available to do this. This research is to scrutinize the TN HSE syllabi with the help of Syllabus Evaluation Tool for Second Language Teaching 2020 (Modified) [SETSLT (Modified) 2020]. The Higher Secondary Education Board of Tamil Nadu was introduced in the year 1910. The passed out of Tamil Nadu board SSLC, Anglo-Indian Stream, and Matriculation Stream are eligible for Higher Secondary Education. The TN Board of HSE says "The universities used the scores of 12th standard board examinations to determine eligibility criteria as a cut-off for admissions into their programmes for admission process and others." As per this TN HSE become important in learners' education process. It is a two years study. For each year a syllabus is prescribed and the study is called as +1 and +2. Scrutiny has to be done on these two syllabi through SETSLT (modified) 2020.

2. Review of Literature:

Md Miraz Hossain (2012) researched SSC level ESL syllabus in Bangladesh. It had made two analytical tests with two samples. One is from the reports of some books, articles, newspapers, and internet and so on. Another was from the students and teachers who had done through the questionnaire.

Irfan et.al's evaluation research was on ESL/EFL course materials which were in the view of pre-use, in-use, and post-use. They made their research on the perspective of learners' need. The questionnaire had made under the syllabus theories and Griffith's classification of learners' variables.

On the observation of these researches, the following research had to analyze the Higher Secondary Syllabi in all the perspectives.

3. Objective of the Research:
- To verify the syllabus has designed as per the theoretical frame work.
- To verify the evaluation part of the syllabus had designed under its theoretical frame work.
- To verify the coherency of the syllabi.
- To verify the objectives and outcomes are in the process of success.

4. Methodology:
Tamil Nadu Higher Secondary Education had designed the syllabi for the 11th and 12th standard with the study material. The study material contains all the details of its designing. To evaluate these syllabi in all the aspects a tool had been used. As per SETSLT (Modified) 2020 five tables have to be created to investigate it. The tool has two sections. The first section is totally to convert into a table (Table:1). Table:2 is about theme sequences, linguistic sequences and their gradation; content and assessment tools. Table: 3 is about boundaries of the time limit, content teachability and content learnability. Table: 4 is about coherence with other components; table: 5 is about multi personal outcomes.

Table: 1

Class	Previous course Level	Syllabus' input, process &output
11th	10th Std or SSLC	Develop an attitude of enquiry and skills for undependable research, higher order thinking skill (HOTS)
12th	11th Std	Acquiring fluency in speaking & writing skill with appropriate use of format, style & structure to understand and appreciate prose, poetry and drama, inculcate creativity and initiative.

Table: 1 contains answers for section A questions. The first is about the precious study of the present course. The 11th standard students were enrolled in the base of their 10th /SSLC marks so the 11th standard syllabus is designed on the base of 10th Standard English syllabus. 12th standard is the follow up of 11th standard so automatically the 12th std English language syllabus is an advanced syllabus of 11th std. The syllabus' aim or goal is the combination of input, process and output of the syllabus. As per this, 11th syllabus focuses on the development of creating an attitude of enquiring and skills for the students' undependable research in all the ways. It is the first step to develop a higher-order thinking skill.

Table: 2
Table: 2 contain the content of thematic sequence and gradation, linguistic sequence and gradation, content selection, assessment and tools & gradation. The 11th standard has the thematic sequences such as guidelines that address learners directly; carrier guidance and range the opportunity available for higher education and; cultural and social sequences. The gradation of these sequences is in the form of M.C.Q, Application and descriptive. The second column is about linguistic sequences and their gradations. The vocabulary activities are advanced from the 10th /SSLC standard level and grammar activities are also to recall and to prepare the learners to be independent in executing their skills. The gradation on linguistic sequence has been designed as finding synonyms and antonyms; activities on compound words and their contextual usage; formation of words; transformation of sentences; and fill in the blanks. The third column is about the content selection. The content selection is a collection of a variety of genres. Each unit contains three chapters. They are prose poetry and non-detail.

Table: 2

Standard	11ᵗʰ	12ᵗʰ
Linguistic Sequence & gradation	Vocabulary is extended and grammar internalized. In gradation is on synonyms, antonyms, compound words, word formation and tenses, and transformation of sentences.	Vocabulary is more advanced than 11ᵗʰ std and grammar is internalized. All types of activities to develop and to test the learners' vocabulary skills. To enrich their grammar they have all the activities based on parts of speech, types of sentences, transformation of sentences and degree.
Thematic Sequences & gradation	• Guideline addresses the learners directly in carrier guidance, range the opportunities available for higher education, cultural and social sequences. • Its gradations are in descriptive and MCQ from the prescribed texts.	• Develop an attitude of contemplation and enquiry fosters analytical and critical thinking skill. • To created understanding and to appreciate prose, poetry and drama. • Prepare the learners to understand contemporary issues and prepare them for collaborative learning.
Content selection	Each unit contains 3 chapters. They are prose, poetry and non-detailed. Each prose lesson has cultural and contemporary social issue themes.	The contents are divided as 11ᵗʰ std has. The theme of the chapters is selected to offer leaning experiences, promote discussions.
Tools section and gradation	Tools are based on MCQ type for vocabulary skills, single sentence reply in speech, transformation of sentences, and in every chapter of each unit. Descriptive question from every chapter. Application questions are for creativity and HOTS. On the whole the gradation is for 90 marks for external and 10 marks for internal.	Tools are based on MCQ type for vocabulary skills, single sentence reply in speech, transformation of sentences, and in every chapter of each unit. Descriptive question from every chapter. Application questions are for creativity and HOTS. On the whole the gradation is for 90 marks for external and 10 marks for internal.
Assessment	It covers the thematic sequences and linguistic sequences, select content and skill development.	It is to promote writing with clarity and creativity; to analyze to interpret and extrapolate the texts.

The non-detail chapter may have a short story or drama. Each chapter has the collection of all the sequences which are mentioned in previous columns. The fourth column is the assessment. It covers activities on the thematic sequence, linguistic sequence, and content and skill development. The last column is assessment tools and gradation. The tools are based on MCQ and Fill in type activities are for vocabulary skills; single sentence activities are conducted on the transformation of sentences, sentence pattern, tenses, and genre contents; descriptive type activities are for genre lessons; application activities are to test the learners' skill of LSRW and creativity. The 12th std syllabus has the thematic sequence of the development an attitude of contemplation and enquiry which fosters analytical and critical thinking skills. As well as it creates the understanding and it is designed to motivate the learners to appreciate prose, poetry and drama and it prepares the learners to understand contemporary issues and to make a preparation on collaborative learning. In the column of Linguistic sequences, the vocabulary is more advances than 11th std and grammar is internalized. All types of activities are to develop and to test the learners' vocabulary skills. To enrich the grammar skill or syntax skill the learners are getting practical activities in parts of speech, tenses, speech, voices,

clauses, types of sentences, the transformation of sentences and degrees. In the content column, the content is divided into units as it has done in 11th std. The themes of the contents are as it is noted in the thematic sequences. The assessment part is to promote writing and speaking skills. It helps to write with clarity and creativity; to analyze, to interpret; extrapolate the texts. The last column is as same as the 11th std.

Table: 3

In table three, the time-limit for teachability and time-limit for learnability is mentioned. Both the 11th and 12th standard classes are having 6 hours for teaching. The time limit for learning is measured by the term exams, quarterly, half-yearly exam, and annual exam. The boundaries of teachability will be continued till the end of the annual exam but the potion completion will be done at the end of term exams. The term exams are the first learning time for the students. The second and third learning has been done in the quarterly, half-yearly exams. The whole syllabus learning is measured through the annual exam. The annual exam is the end of the completion of syllabus learning of the 11th and 12th standard. The 11th syllabus passed out is entering into 12th and the 12th std's annual exam gradations are the base of higher education.

Table: 3 Limitation & Boundaries:

Standard	11th	12th
Time-limit for teachability	Six hours per week	Six hours per week
Time-limit for learnability	As per the positions divided for the term exams. It has been done as internal in the school.	As per the positions divided for the term exams. It has been done as internal in the school.
Boundaries for teaching	Quarterly, half-yearly, and annual exams' position completion is designed by the government.	Quarterly, half-yearly, and annual exams' position completion is designed by the government.
Boundaries for learning	The quarterly exam will have half of the portion. Half- yearly will have full portion. The term exam after the half-yearly will be a revision.	The quarterly exam will have half of the portion. Half- yearly will have full portion. After the half-yearly three revision exams will be conducted to test their learnability.

Table: 4

Table four is talking about the policy, theories which are used to design the syllabus, Methodology, environmental issues, student-teacher relationship, and evaluation method. Both 11th and 12th standard syllabi are designed under the recommendation of the National curriculum framework 2005 policy. The theories are also common. The content-based language teaching and skill-based syllabus theories are integrated. The activities are designed under the communicative approach. The environmental issues are also the same for both. Tamil Nadu had designed the syllabi as samacheer Kalvi. So the Tamil medium learners, English medium learners, and matriculation schools are having the same syllabi. All the social-economy status people are getting this education. the school selection is done by parents and peer selection is done by their previous standards' mark. Student-teacher relationship has multidimensional. Sometimes the teacher acts as a facilitator, tutor, and guide. According to the activity, it is changing. The learners are acting according to these changes. In the evaluation method, the term exams, quarterly exam, and half-yearly exam are done at school as 20:1 ratio. It is common for both the 11th and 12th. In the annual exam and revision exams, they will have government common question paper. In 12th standard, according to the

strength and facilities of the school, the exam centres are allotted. Every district educational department is allotting this.

Table: 4 Components coherency:

Standard	11th	12th
Policy	Under the recommendation of National curriculum framework 2005	Under the recommendation of National curriculum framework 2005
Theories	The theories are collaborated. Content based language learning and skill based language teaching are integrated.	The theories are collaborated. Content based language learning and skill based language teaching are integrated.
Methodology	Communicative Approach	Communicative Approach
Environmental issues	Samacheer kalvi- all the social-economy status people are getting this education. the school selection is done by parents and peer selection is done by their previous standards' mark.	Samacheer kalvi- all the social-economy status people are getting this education. the school selection is done by parents and peer selection is done by their previous standards' mark. It is continued from the 11th std
Student-teacher relation	Sometimes teacher acts as a facilitator, tutor, and guide. According to the activity it is changing. The learners are acting according to these changes.	Sometimes teacher acts as a facilitator, tutor, and guide. According to the activity it is changing. The learners are acting according to these changes.
Evaluation method	The term exams, quarterly exam, and half-yearly exam are done at school as 20:1 ratio. In annual exam they will have government common question paper.	The term exams, quarterly exam, and half-yearly exam are done at school as 20:1 ratio. In annual exam and revision exams they will have government common question paper. According to the strength and facilities of the school the exam centres are allotted. Every district educational department is allotting this.

Table: 5

The fifth table is on Multidimensional outcome the linguist competence is reflected in their speaking and writing situations and facing the interviews and writing competitive exams. To view the occupational ability is viewed in the learners speaking and writing confident, responding to ICT corners and MCQ coding sheets. To develop the personality these syllabi develop confident, positive behaviour, analyzing the situation and creativity. Every genre chapter will enrich the knowledge of outside classroom, social, cultural and national interest.

Table: 5 Multi Dimensional Outcomes:

Standard	11th	12th
Linguistic competence	It is reflected in their writing and speaking	It is reflected in their writing and speaking on facing interviews and competitive exams for their higher education
Occupational	Having confident in their speech and writings.	Responses in ICT corners and MCQ sheets and development in speaking writing

Personality Development	Self confident has improved; behaviour and approach to a situation is improved.	Self confident has improved; behaviour and approach to a situation is improved. Analyzing and creativity are improved.
Socio, cultural, National interest	Through the evaluation based on genres in the contents. Outside classroom attitude Ex. Competitions, group discussions	Through the evaluation based on genres in the contents. Outside classroom attitude Ex. Competitions, group discussions

5. Findings:

- The previous study is well defined by the TN government policy
- The TN government policy is designed under National policy
- The goals and aims are reached its success of the multidimensional outcomes.
- The linguistic and thematic sequences and their gradations are well defined at the beginning of the text itself.
- The content selection and its activities are well explained in the front pages of the materials.
- The evaluation methods and evaluation examples are also well declared.
- The syllabi outcomes and its expectations are fixed at the end of the textbook.
- The syllabus and the textbooks are teacher-friendly and learner-friendly.

6. Conclusion:

By the use of SETSLT (modified) 2020 tool, the TN HSE syllabi are evaluated scientifically. These syllabi have the coherence in all the divisions like linguistic, theme, content selection, time allotment, teaching-learning boundaries, components coherence and multidimensional outcomes.

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and Research Culture Society.

A DIDACTICAL PERSPECTIVE: DIGITAL TURN IN ENGLISH LANGUAGE TEACHING

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Abstract: *The present article explores that Digital learning is any instructional practice that ultimately helps language learners. This paper discusses the importance and assets of digital learning in English language teaching. Today's language educators must reinforce to understand how their learners are changing and the ways digital mode can be used to aid their teaching and learning strategies. They are frameworks for active and interactive online learning. By the change of digital mode, the pedagogical strategies through digital tools help to improve language learners that enables them to master English language skills quickly and effectively.*

Digital learning is a key technique that enables teachers and learners to use available technologies happily and successfully. The use of digital mode for learning is often an adjunct to classroom and other Face - to- face learning opportunities. Digital tools have become an essential way to handle the education, training, and retraining needs of an expanding knowledge in current globalization. Since digital mode is part of the future landscape of learning, knowing when to use it (and when not to) is the first step toward making sense of digital learning. In a nutshell, digital learning makes the most sense when it directly meets the needs of learners and organizations. Technology can provide access to people, opportunities, mentoring, help, and information that wouldn't be available otherwise. However, technology can get in the way of organizational and individual needs.

Keywords: *Digital learning, Language learners, English language skills, Digital tools.*

1. Introduction:

The present article explores that Digital learning is any instructional practice that ultimately helps language learners. This paper discusses the importance and assets of digital learning in English language teaching.

There are two aspects of the current landscape of digital technology in education, The digital technology landscape in education has changed rapidly on the one hand, and stayed relatively constant on the other. At the technological level, there has been a fast pace of change in the evolution of digital technologies that are potentially useful for education.

On the other hand, the impact of the rapid diffusion of new digital technologies into the educational domain on the practices of educators and students' learning appears to have been relatively limited and the educational issues have remained relatively constant.

In our contemporary and technologically oriented society, educators in schools and higher education are expected to regularly incorporate digital technologies into their teaching and their students' learning. Today's language educators must reinforce to understand how their learners are changing and the ways digital mode can be used to aid their teaching and learning strategies. They are frameworks for active and interactive online learning. By the change of digital mode, the pedagogical strategies through digital tools help to improve language learners that enables them to master English language skills quickly and effectively.

Digital learning is becoming more popular because of its enabling potential for educators to handle a larger number of students while maintaining the learning outcome quality that is equivalent to that of face-to-face teaching

A variety of basic language skills can be developed with the help of web-based language learning activities. It is known that; there are four basic skills in English which are listening, speaking, writing, and reading. These skills can be put on the web and made interactive in a variety of ways.

2. Assets of digital-learning in English Language Teaching:

- ❖ Increases students' motivation and promotes cognitive development and self-confident
- ❖ Digital learning that enhance interactivity between learners
- ❖ Easy Access to practice tasks to develop language skills
- ❖ It promotes vocabulary, fluency, pronunciation, and comprehension
- ❖ Better access to digital language activities
- ❖ Digital learning makes them adopt appropriate timings to meet educational requirements.
- ❖ Provides means for communication and collaboration,
- ❖ Catering to the pace of students' learning by increasing their self-management and self-assessment of their learning.-
- ❖ It provides Immediate feedback

3. The importance of digital learning:

Digital tools are becoming more sophisticated, enabling educators to construct instructional e-learning material that resembles real-time teaching. Digital learning is defined by most researchers as access to learning experiences through the use of some form of technology that allows for connectivity and flexibility to promote varied interactions (Moore, Dickson-Deane, & Galyen, 2011). Digital learning is a key technique that enables teachers and learners to use available technologies happily and successfully. The use of digital mode for learning is often an adjunct to classroom and other Face -to- face learning opportunities. Digital tools have become an essential way to handle the education, training, and retraining needs of an expanding knowledge in current globalization.

Learning tools and technology enable students to develop effective self-directed learning skills. The processes of shaping today's contemporary society are easily recognizable in the integration of technological development in all sectors of life. In the digital world, the impact of technology has seen many routine tasks, both in language learning and in the education sector.

Dewey (1938) stated that inculcating the desire to keep learning is a key attitude that needs to be developed in people. A lifelong learning perspective implies that schools and universities need to prepare their students to engage in self-directed learning processes. With vast amounts of information and resources readily available on the Internet for learning and the ownership of digital devices increasing amongst our students, educators need to prepare students not only to enter the workforce but also to become informed and active digital citizens who embrace lifelong learning.

4. Impact of the Use of Technology on Learning:

The impact of technology on teaching practices and students' learning based on the literature over the last two decades to evaluate the distance we have moved in terms of the impact of digital technologies in education. Digital technology now plays a significant role in social, as well as workplace, patterns of communication. It has grown into a significant repository of information.

Technology-induced transformation in education can only occur if educators embrace technology purposefully, thoughtfully, and regularly in their classroom practice.
Pune et al.'s (2008) assessment of the impact of technology on education indicated that technology had yet to revolutionize learning and teaching. They asserted that technology had been used mainly as tools to support existing learning processes and their associated administration but not for their transformative potential.

To be effective, educators need to have good content knowledge of their subject, an understanding of how students learn the specific subject matter and be able to implement a pedagogy that is supported by a range of strategies and practices that foster student learning. It considers how technological advances, through their

impact on communication, language, and education, affect not only how languages are learned, but also what kind of language is learned.

Digital learning makes them adopt appropriate timings to meet educational requirements. Better Interactions: Students can interact with their peers across the world. Better interactions prove better learning and awareness. Peer interaction always enhances confidence in motivating students to get in-depth knowledge

5. Innovative activities for the English language learners through digital tools:

In digital learning, there are millions of books and many innovative activities to improve language skills such as listening, speaking, reading, and writing skills. As we language teachers we can engage our students in the online mode with game-based learning. There are many online activities to improve grammar part especially vocabulary, spelling, and pronunciation. At present, many digital apps are available for the learners. In those days it is very difficult to enhance communication skills.

- ✓ BUSUU (Listening/Audio samples)
- ✓ Grammarly (Improve Your Writing and Make Fewer Mistakes)
- ✓ Anki (Digital Flashcards Everywhere)
- ✓ Hello Talk (Get Speaking and Writing Practice with English Speakers)
- ✓ Udemy (Take Courses for English Learners)
- ✓ BBC Learning English (English Lessons Based on the News)
- ✓ Italki (Take Private and Group English Lessons Online)
- ✓ Lingq: (Quick Lessons and Test Your English)

6. Conclusion:

To conclude, Digital learning has become a very common phenomenon in the modern world and the status of technology integration in the classroom. It has outlined the main changes to educational technologies in the last two decades. It has been argued that the rapid technological changes have brought about little or slow change to practitioners' teaching practices. Since digital mode is part of the future landscape of learning, knowing when to use it (and when not to) is the first step toward making sense of digital learning.

In a nutshell, digital learning makes the most sense when it directly meets the needs of learners and organizations. The development of Web-based language teaching and learning activities continue to be an exciting and growing field. Even though the research consistently shows positive impacts on students' learning in technology-enhanced classrooms, the effect size is relatively small and slightly below average when compared to other researched changes in classrooms.

The language learner able to regulate his/her professional learning to develop the skills and pedagogy to incorporate digital technologies purposefully into his/her practice so that value is added to his/her students' learning. He or she needs to be intrinsically motivated to commit to spend time exploring new digital technologies, plan and design teaching and learning materials, and trial the planned pedagogy at a pace that suits him/her. However, technology can get in the way of organizational and individual needs.

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Higher Education System in India : Recent Perspectives

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Abstract: India is one the largest higher education systems in the world. Global activities, industry requirements, new products and services, innovative businesses and several ongoing changes have their impacts on the content and delivery of higher education. Higher education in India is taking innovative turns. The recent lockdown has speeded up the adoption of digital technology in higher education in India. The education sector is witnessing a shift from classroom-based teaching learning to use of virtual classrooms and various online tools. The higher education sector has a responsibility of grooming tomorrow's professionals and leaders and hence there is a necessity to put in required quality and quantity of work to achieve its objectives in a time bound manner. During and post crisis should be accepted as an ideal time to experiment and deploy innovative tools and pedagogies to make the teaching learning process meaningful, focused and outcome based for both students and teachers who are not expecting to go to campus so frequently. It should be considered as an opportunity to be more effective and productive while cultivating and delivering new and improved professional skills/knowledge. Also, there is a need for student-centric education which is expected to be a result of technology-based teaching learning. It is expected that in future there will be a mix of virtual and classroom-based teaching and learning. This combination will have an impact on teaching pedagogy, assessments, conduct of events and activities and even the teachers and parent meetings as well as staff/management meetings. There will be new opportunities in terms of connectivity, affordability, collaborative initiatives etc. There is a need to address the challenges such as accessibility to learning resources, availability of the required technical infrastructure etc. However, it is for sure that these recent perspectives will change the shape of higher education system in India. The present research is based on secondary data from numerous studies, reports, research papers and newspapers and websites.

Key words: Higher Education, India, Recent perspectives.

1. Objective:
To highlight the recent perspectives in higher education system in India

2. Research Methodology:
The present research is a descriptive research based on secondary data collected from various reports, research studies, newspapers, journals, and websites.

3. Scope of Study:

The present study highlights the recent perspectives in higher education system in India.

4. Significance of Study:

The present study will help academicians, policy makers, corporate & other organizations and the society in general in understanding the recent perspectives in higher education system in India.

5. Introduction:

Education is the basic strength of any country. Education, especially the higher education brings new thought process, reduces inequalities, and poverty and brings success and affluence to the country. In India, the higher education system consists of colleges and universities. Higher education in India is taking innovative turns. Global activities, industry requirements, new products and services, innovative businesses and several ongoing changes have their impacts on the content and delivery of higher education. Given this, the teaching learning system has undergone several changes over the years. Teaching pedagogy and assessment – evaluation patterns take shape as per the requirement of the domain and need of the pattern. As per the recent All India Higher Education Survey, India is one the largest higher education systems in the world with 993 Universities and 39,931 Colleges catering to 3.73 crore students approximately. The National Education Policy 2020 proposes to set up the Higher Education Commission of India (HECI) under which the National Higher Education Regulatory Council would be established. A single regulator for Higher Education will be a fruitful policy decision which will be effective after addressing the challenges and exploring the emerging opportunities.

6. Literature Review:

Ahmad Sheikh, Younis. (2017) observed that with the help of new-age learning tools, it is easy for country like India to overcome the problems and bring a paradigm shift in the country's higher education sector. With such a vibrant country with huge population properly educated, the possibilities are endless. If knowledge is imparted using advanced digital teaching and learning tools, and society is made aware of where we are currently lagging behind, our country can easily emerge as one of the most developed nations in the world.

Jindal, Aman & Chahal, Bhupinder. (2020) observed that Online education can change the whole future scenario in education if it can be implemented in collaboration with industry, universities and government. Drastic changes in course curriculum are required to bridge the gap so that students are industry ready after passing out. Also, courses should be designed in different languages to increase their reach and more opportunities for youth of rural India. Innovations are required to design ways to increase the social skills of online learners.

Sharanabasappa CB, Basavaraj Nagesh Kadamudimatha (2017) suggest that Examination reforms, gradually shifting from the terminal, annual and semester examinations to regular and continuous assessment of student's performance in learning should be implemented. Also, library must be online and conducive for serious study. Indian universities should concentrate more on providing quality education which is comparable to that of international standards.

7. Broad Structure of Higher Education System in India:

7.1 Overview

The huge network of educational institutions in India has given enormous contribution to the nation building through formation of centers of excellence in higher education. In this direction, efforts are being made to create a robust and vast system of higher and technical education. The Department of Higher Education, of Ministry of Education, is responsible for the overall

development of the basic infrastructure of Higher Education sector, both in terms of policy and planning. It aims to expand institutional base of Higher Education (including technical, professional, and vocational education) by creating additional capacity in existing institutions, establishing new institutions, and incentivizing State Governments and Non-Governmental Organizations/civil society. It also aims to provide opportunities of Higher Education to socially deprived communities and remove regional and social disparities by promoting the inclusion of women, minorities, and differently abled persons. Several actions are being taken to provide global level opportunities of higher education and research. The Indian Government has also initiated joint ventures and Memorandum of Understanding in this regard. Various committees and commissions have been established to do planning for different aspects of education.

The developments in the Higher Education sector take place through Universities and other institutes. In India, Universities are established by a Central Act, a Provincial Act or a State Act and include any such institution recognised by the University Grants Commission (UGC). Every year, several students from within the country and abroad, enter these portals mainly for their graduate, post graduate studies. Both Central and State Governments implement norms and standards of Higher Education specified by UGC and other statutory regulatory bodies.

7.2 The All India Survey on Higher Education (AISHE) - 2018-19 findings
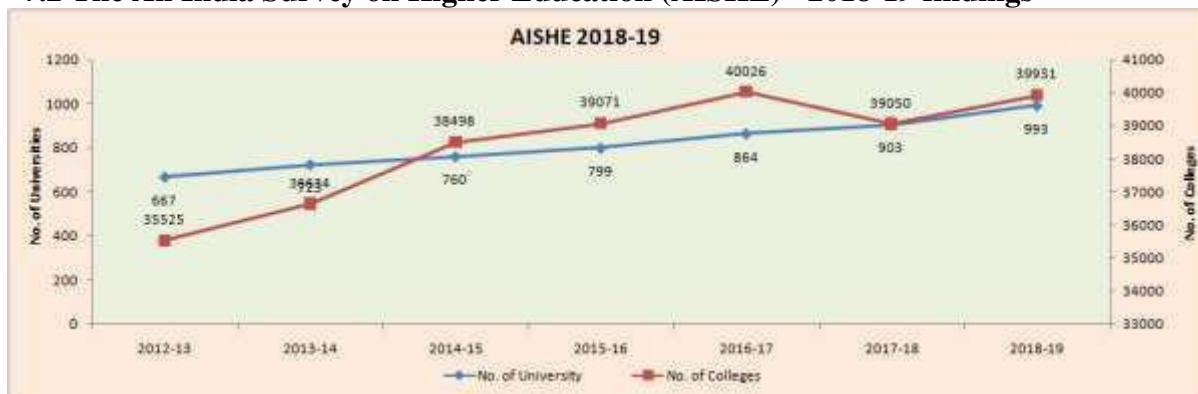
Number of Universities and colleges over the years

Few key results of AISHE are as follows:
* In India, the Gross Enrolment Ratio (GER) in Higher education is 26.3%
* 385 Universities are operated privately.
* There are more than 78.0% colleges in private sector which account for 66.4% of the total enrolment.
* 10.62% of the total enrolments are in distance education.
* More than 45000 students from other countries have enrolled for higher education.
* The rural areas account for 394 Universities.

7.3 Main categories of University/University-level Institutions -
* **Central University -** Incorporated by a Central Act.
* **State University -** Incorporated by a Provincial or State Act.
* **Private University-** Incorporated through a State/Central Act by a sponsoring body
* **Deemed-to-be University** – A University, which has been so declared by Central Government under University Grants Commission (UGC) Act, 1956.
* **Institution of National Importance -** An Institution established by Act of Parliament and declared as Institution of National Importance.
* **Institution under State Legislature Act -** An Institution incorporated by a State Legislature Act.

7.4 University Grants Commission – It is a statutory organization established by an Act of Parliament for determination and maintenance of standards of university education. It is gives grants to eligible universities and colleges. It also recommends initiatives for the advancement of Higher Education. The UGC establishes autonomous Inter-University Centres within the university system to provide common advanced centralized facilities/services for universities, to play a vital role in offering the best expertise in each field to teachers and researchers and to provide access for research and teaching community to the state-of-the-art equipment and excellent library facilities. National Assessment and Accreditation Council, an autonomous body assesses the quality of higher education in India.

7.5 Association of Indian universities (AIU) - It is a registered society with membership of Indian Universities which promotes exchange of views on common issues and provides useful information through various publications.

7.6 Councils – The Councils are established to promote research in certain areas such as Social Science, Philosophy, Science, History, Culture, and other allied areas. Rural higher education is also promoted through the councils.

7.7 Other Institutions of higher learning – These institutions are established to promote research and advanced studies in areas such as Humanities, Social Sciences, Science, Technology and Development, Methodologies and Techniques, Languages, Literature and other disciplines.

7.8 Rashtriya Uchchatar Shiksha Abhiyan (RUSA) - It is a Centrally Sponsored Scheme. RUSA gives strategic funding to eligible state higher educational institutions. It ensures conformity to norms and standards. It ensures quality assurance through accreditation framework. It facilitates for planning, monitoring and improvement at the state level. It also ensures reforms in the affiliation, academic and examination systems etc.

8. Current scenario:
Covid-19 has struck without a warning and the lockdown has impacted several sectors. Education sector is facing the task of maintaining quality and effectiveness of online education. The recent lockdown has speeded up adoption of digital technology in higher education in India. The education sector is witnessing a shift from classroom-based teaching learning to use of virtual classrooms and various online tools. It is expected that in the future there will be a mix of virtual and classroom-based teaching and learning. This combination will have an impact on teaching pedagogy, assessments, conduct of events and activities and even the teachers and parent meetings as well as staff/management meetings.

9. Challenges:
* Higher Education is not equally accessible due to socio-economic reasons
* Non-availability of required technical infrastructure
* Lack of connectivity and low speed of internet
* Lack of funds for higher education
* Lesser Gross Enrollment ratio in Higher Education Institutes
* Deficiencies in the online education mode due to lack of human connect, dearth of collaborative learning approach and teacher supervision

10. Emerging Opportunities:
* New prospects in terms of connectivity, affordability, collaborative initiatives

- Exploring potential of technology to help the users overcome the challenges posed due to distance education and to make value additions that could result in an enhanced learning experience.
- Achieving expansion, inclusion, and excellence in education
- Having competitive Higher Education Institute at par with the international level
- Becoming more effective and productive while cultivating and delivering new and improved professional skills/knowledge

11.   Suggestions:
- Experiment and deploy innovative tools and pedagogies to make the teaching learning process meaningful, focused and outcome based especially during and post Covid-19
- Impart student-centric education which is expected to be a result of technology-based teaching learning.
- Create innovative solutions to continue the quality educational endeavours in any unforeseen catastrophic situation
- Achieve active engagement of learners to give them the benefits of collaborative and experiential learning
- Strategize to meet the learning gaps if any due to usage of online mode for teaching
- Harness technology to provide a holistic learning experience to the students
- Improve connectivity in rural areas
- Explore investment and infrastructural support from private sector
- Increase the number of Institutes in private sector
- Make focused efforts to improve the Gross Enrolment ratio
- Set up more universities in rural areas with a special focus on education of women and economically weaker section

12. Conclusion:
The higher education sector has a responsibility of grooming tomorrow's professionals and leaders and hence there is a necessity to put in required quality and quantity of work to achieve its objectives in a time bound manner. During and post crisis should be accepted as an ideal time to experiment and deploy innovative tools and pedagogies to make the teaching learning process meaningful, focused and outcome based for both students and teachers who are not expecting to go to campus so frequently. It is expected that in the future there will be a mix of virtual and classroom-based teaching and learning. Technology has become the power and potential to help the users overcome the challenges of physical distancing and can make value additions to classes that could result in an enhanced learning experience. Innovative solutions are required to be found out to continue the quality educational endeavours in any unforeseen catastrophic situation. There will be new opportunities in terms of connectivity, affordability, collaborative initiatives etc. There is a need to address the challenges such as accessibility to learning resources, availability of the required technical infrastructure etc. However, it is for sure that these recent perspectives will change the shape of higher education system in India.

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A STUDY ON ATTITUDE OF STUDENTS TOWARDS E-LEARNING

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Abstract: *In the current scenario of pandemic, technology has the vital role to play in all sectors of the economy. The same is true for even the education industry as now more number of the students is going to pursue their studies through online. E- Learning has provided the opportunity to the educators to reach the students using various technological tools. In context to this, the given research study aims to examine the university students attitude towards E learning. A sample comprised of 85 students of University from city Vadodara drawn by convenient sampling method. The relevant data were gathered by using Google form having multiple choice questions. The form contained three sections containing 21 statements related to the study and rated on 5 point Likert's scale. The data was analyzed using SPSS through applying chi square test, descriptive statistics and frequency distribution. The result of the research study indicated that the students were having average attitude towards E- learning. There was no significant difference based on gender and age of the respondents with regard to attitude towards e learning.*

Key words: *E-Learning, Attitude, Technology usage and skills*.

1. PROLOGUE :

In the modern era of information and communication technologies, there are radical changes in education industry. The teaching learning strategies of colleges and universities have changed to provide better understanding and services to the students. Various technological tools and techniques are used to impart the knowledge to the students. Many colleges and universities are already offering distance education courses. Government too has started with various learning platforms like E-pathshala, Diksha, National Repository of Open Educational Resources (NPOER), National Institute of Open schooling and other IT initiatives e-yantra and so on during the period of corona pandemic. E learning can be simply understood has learning enabled through internet. The research aims to study the technology usage & skills and students attitude towards E learning.

2. LITERATURE REVIEW:

Roumiana Peytcheva-Forsyth, Blagovesna Yovkova, Lyubka Aleksieva (2018) found positive attitude of the bachelor students from university towards online learning. The study also indicated that student's skill and experience with particular technologies was a significant predictor for their attitude towards online learning.

Dr. Ishmirekha Handique Konwar (2017) found that the attitude of college students towards e learning to be very high. The attitude of the respondents towards e learning is independent with regard to demographic factors (gender and locality) of the respondents.

L. Jaya Singh Dhas (2017) examined the level of attitude of college students towards e learning. The result of the study revealed that students had average attitude towards e learning. Further the study also resulted that there is no difference in male and female students' attitude.

Abdelrahim M Zabadi& Amr Hussein Al- Alawi (2016) examined university students' attitudes towards e learning. The study was conducted on 371 students from 4 colleges and English language centre. The study concluded that there was significant positive attitude of university students towards e learning. It was also found that the attitude of male and female towards e learning was different.

Dhiman Kar, Birbal Saha, Bhim Chandra Mondal (2014) asserted that student's attitude towards e learning was favourable and positive. However, there was no significant difference in their attitude with respect to gender, their stream of the study and the residence.

Amal Rhema, Iwona Miliszewska, and Ewa M. Sztendur (2013) examined engineering student and instructor attitudes towards E- learning based on their experiences and satisfaction with the technology. The result of the study showed that instructors and students of urban and regional areas had positive attitude towards e- learning. However, both had low level satisfaction with the technology.

Dr. Gunmala Suri & Sneha Sharma (2013) studied the impact of age on student's attitude towards E- learning. The study concluded that age is not having significant correlation with students' attitude towards computer and e learning.

3. Significance of Research:
In today's digitalized era, technology has significant impact on the students' way of learning. Many colleges and universities have initiated with e learning courses and it becomes quite relevant in current condition of corona pandemic.
The study provides insights on students' attitude towards E learning. This can useful to the colleges and universities in determining the students' attitude towards e learning.

3.1 Scope and Coverage of Research
The study is conducted on the students studying in The Maharaja Sayajirao University of Baroda of Vadodara city. The study focuses on students' technology usage and skills and their attitude towards e learning. The study covered the students pursuing under graduation course of commerce.

3.2 Research Objectives
- To examine university students' attitude towards e learning
- To study whether technology usage and skills have impact on attitude towards E learning.
- To find out whether the attitude of university students towards e learning differs based on their demographic factors (gender and age)
- To find out whether attitude of university students towards e learning based on usage of technology and skills differs based on their demographic factors (gender and age)

3.3 Research Hypothesis
H01: There is no significant impact of technology usage and skills on attitude towards E learning.
H02: There is no significant difference in selected students' attitude towards E learning on the basis of technology usage & skills according to their demographic factors (gender and age).
H03: There is no significant difference in selected students' attitude towards E learning based on their demographic factors (gender and age).

4. Research Methodology
The given research study is exploratory and descriptive in nature.

4.1 Population and Sampling

The study aimed to examine the attitude of students towards E – Learning. The population of the study comprised of students from The Maharaja Sayajirao University of Baroda, Gujarat. The sample was drawn by convenient sampling method. The representative sample units are 86 students studying in Third year B.Com.

4.2 Types of Data:

The researcher used both primary and secondary data for the given research study. Primary data was collected using Google form with multiple choice questions. Journals, articles and reference books were referred for secondary data.

4.3 Data Collection Tools:

The primary data were collected by using Google form having multiple choice questions. The form was divided into three sections. The first section covered demographic related questions. The second sections contained questions related to technology usage and skills and the third section comprised of questions related to students' overall attitude towards e learning. To measure the attitude of selected students, 5-point Likert scale was used ranging from strongly agree= 5, agree=4, neutral=3, disagree=2 and strongly disagree= 1.

4.4 Reliability Statistics:

Table No. 1: Dimensions and their Reliability Alpha Score

Sr. No.	Item	No. Of Items	Cronbach's Alpha
1	Technology usage and skills	10	.830
2	Attitude towards E learning	7	.895

The above table indicates the reliability tests and Cronbach's Alpha score. The Cronbach's Alpha score of both the dimensions is .830 and .895 which is considered to the good internal reliability of the scale.

Statistical Tools

The collected data were analyzed, tabulated and interpreted with the help of SPSS.

5. Data Analysis and Interpretation:

Table no. 2: Demographic Profile

Demographic variables of respondents		Frequency	Percent
Gender	Male	27	31.8
	Female	58	68.2
	Total	**85**	**100**
Age (years)	18	2	2.4
	19	25	29.4
	20	40	47.1
	21	16	18.8
	22	2	2.4
	Total	**85**	**100**

Primary source: Compiled by author

As shown in the above table, there were 68.2 percent of female students and 31.8 percent of male students who participated in the given research study. Age of the student respondents ranged from 18 to 22. Majority of the students were from the age of 20 i.e. 47.1 percent, 29.4 percent were of age 19 years, 18.8 percent were from age of 21 years and 2.4 percent were from age 18 and 22 each.

Table no. 3: Overall students' attitude towards E Learning

Attitude	Frequency	Percent
Above average	18	21.2
Average	34	40.0
Extremely High	6	7.1
High	16	18.8
Low	11	12.9
Total	**85**	**100.0**

From the above table no. 3, 34 students have average attitude towards E Learning, 18 students have above average attitude, 16 have high attitude, 11 have low attitude and only 6 students have extremely high attitude towards E Learning

Figure no. 1: Students overall attitude towards E Learning
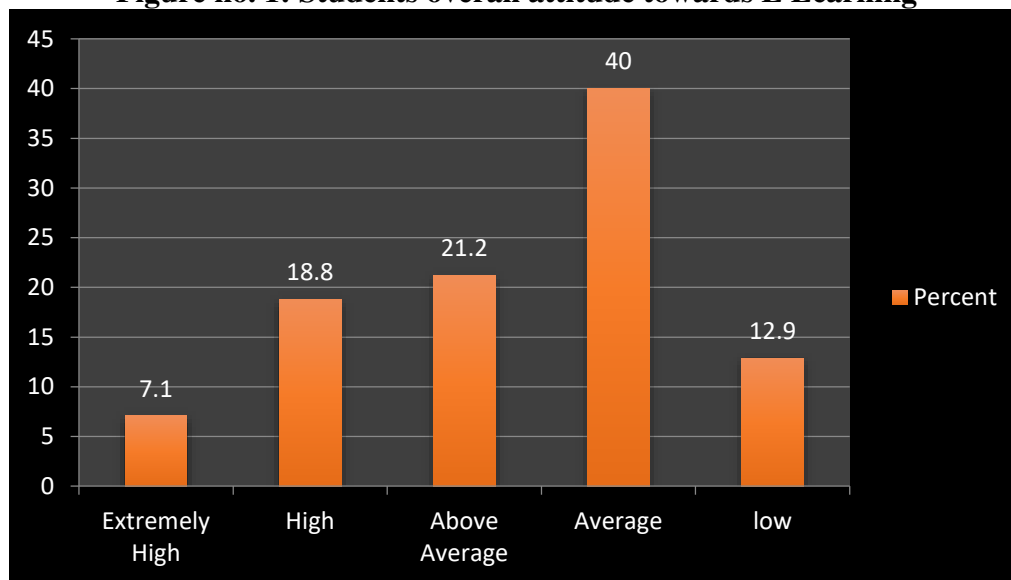
Figure no. 2: Type of technology used for E learning
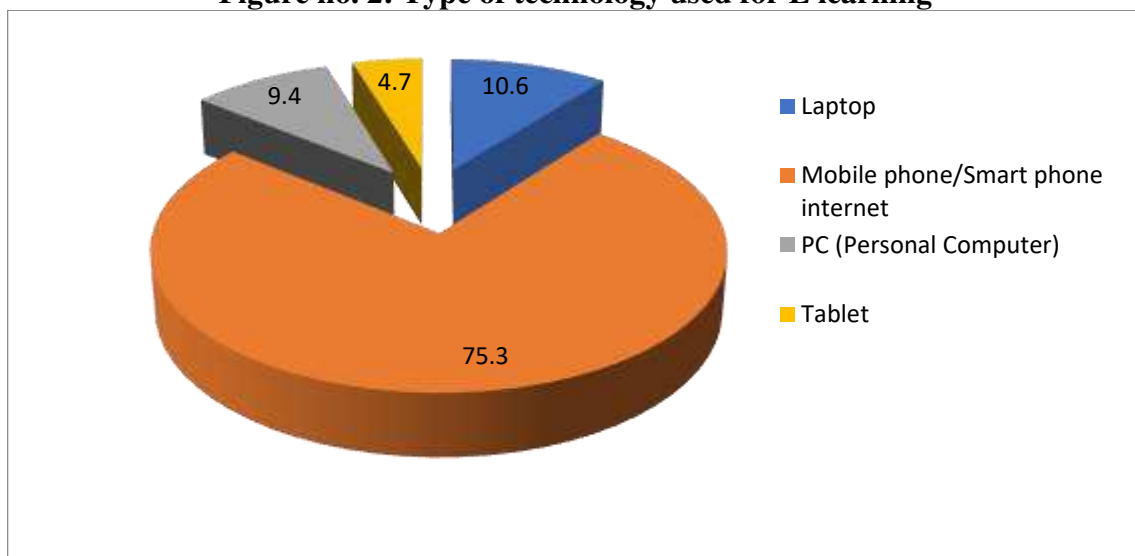
As shown above, 75.3 percent of selected students used mobile phone/ smart phone internet for E learning, 10.6 percent used their laptop, 9.4 percent used their personal computer and only 4.7 percent used tablet for the purpose of E Learning.

Hypothesis Testing:

H01:   There is no significant impact of technology usage and skills on attitude towards E learning

Table no.4 : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.809[a]	.654	.650	.5024631

a. Predictors: (Constant), Technology usage and skills

b. Dependent Variable: Attitude towards E learning

The above table shows that there is high positive correlation between the technology usage and skills and attitude towards E learning as R value is 0.809 and 65.4 percent variations can be explained by technology usage and skills.

Table no. 5: ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39.639	1	39.639	157.006	.000[a]
	Residual	20.955	83	.252		
	Total	60.594	84			

a. Predictors: (Constant), Technology usage and Skills

b. Dependent Variable: Attitude towards E learning

Since the p value is .000 which is less than 0.05, there is significant impact of technology usage and skills on attitude towards E learning.

Table no.6 : Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.531	.313		-1.695	.094
	Technology usage and skills	1.059	.085	.809	12.530	.000

a. Dependent Variable: Attitude towards e learning

The significant value is .000, null hypothesis is rejected and it can be concluded that there is high positive correlation between the technology usage and skills and attitude towards E learning.

H02:   There is no significant difference in selected students' attitude towards E learning on the basis of technology usage & skills according to their demographic factors (gender and age).

Table no.7: Hypothesis Testing

Dimensions	Gender		Age	
	χ^2	P Value	χ^2	P Value
difference in students' attitude towards E learning on the basis of technology usage & skills	24.514	.321*	106.452	.088*

*Not significant

As shown in the table number 7, the selected students' attitude towards e learning based on their technology usage and skills has no significant difference according to their gender and age. Chi square test was conducted and p value was 0.321 and 0.088 for gender and age respectively.

In view of the above, the null hypothesis is accepted. Thus, there is no significant difference in selected students' attitude towards E learning on the basis of technology usage & skills according to their demographic factors.

H03:   There is no significant difference in selected students' attitude towards E learning based on their   demographic factors (gender and age).

Table no. 8: Hypothesis testing

Dimensions	Gender		Age	
	χ^2	P Value	χ^2	P Value
difference in students' attitude towards E learning	34.184	.081*	97.128	.449*

*Not significant

The above table reveals that the demographic factors have no significant difference in their attitude towards e learning. The Chi square test was conducted and the p value of gender was 0.081 and of age was 0.449.

In view of the above, null hypothesis is accepted. Thus, it can be said that, there is no significant difference in students' attitude towards E learning based on their demographic factors

6. Limitation and Scope of Future Research :

The present research study is confined to 85 selected students of The Maharaja Sayajirao University of Baroda of Vadodara city. The student respondents belong to Third Year B.Com and the age group ranging from 18 to 22 years, hence the results cannot be generalized. Additionally, the result of the study may get affect by respondents' biasness. Future study can be undertaken by taking the large number of sample size, involving the post graduation students. The study can also be conducted on students from various streams and of different colleges and universities.

7. Concluding Remarks:

The present research study was undertaken to study the overall attitude of students towards E learning and attitude towards E learning based on students' technology usage and skills. Data analyzed indicated that students have overall average attitude towards E learning. The study also indicated that technology usage and skills have significant impact on attitude towards e learning. Furthermore, there was no significant difference in selected students' attitude towards E learning on the basis of students' technology usage & skills according to their demographic factors (gender and age). It was also found that there was no significant difference in selected students' attitude towards E learning based on their demographic factors (gender and age).

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Department of Journalism and Advertising, Kyiv National University of Trade and Economics, Ukraine and Research Culture Society.

THE SCENARIO OF EDUCATION IN INDIA AND THE EFFECTIVENESS OF DIGITAL EDUCATION: SCOPES AND CHALLENGES

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Abstract: *Education globally has witnessed a revolutionary change in recent times with the introduction of digital education. It has come as a blessing since digital education enables us to act as the panacea for the anathema of education all over the globe and especially for developing countries that chronically suffer from ailments of access and affordability. Digital means of education has now become a natural choice to learn even for those in the hinterlands due to the coverage by various means of communication. The overall educational framework in the country has changed surprisingly due to smart technologies. It has enabled us to penetrate rural areas/markets and is evolving at a very fast pace. Not only that but the availability of high-speed internet connectivity at a very affordable price in recent times has resulted in empowering rural students to study courses online and also enabling them to improve their skills and knowledge. The paper tries to study the present scenario of the educational system in India and the effectiveness of digitalization of education. The study indicates that the state of education in India is dismal, especially in rural areas. The education sector in India is currently battling grave challenges such as shortage of teachers, outdated teaching methods, inadequate student-teacher ratio and insufficient teaching resources. To make online education successful in India we need to redesign the entire education system and the mind-set of the stakeholders, as it has not gained their favor yet. Since India has a very young population it will certainly help the country to be a demographic dividend if the benefits of technology are made available to every doorstep of the country's households.*

Keywords*: Digitalization. Education, Skills, Knowledge, Student.*

1. INTRODUCTION:

Online digital learning is a type of learning that is accompanied by technology or by instructional practice, which makes effective use of technology. It encompasses the application of a wide spectrum of practices including blended and virtual learning. In this ever-growing digital age, there is an increase in the number of students who are slowly but steadily moving towards online digital courses in almost every field starting from educational sectors to business, arts, engineering, and technical tools, etc. Digital classrooms/E-Learning is mushrooming rapidly in India as well as around the world. Digital means of learning enables learners the flexibility in terms of time and space. It also enable the learners the liberty to choose courses according to their interest and abilities, which makes digital learning hugely popular among the students. The main advantage of digital classroom learning is its ability to grasp the learners' attention by engaging them with the basic concepts by simply sitting in their rooms.

With the ever-growing number of classrooms in India, the teachers are being overburdened, due to the direct and continued formal dependency on the colonial education system that stresses ineffective rote learning and representing facts on paper without practical realization. The education system in India has long suffered from all these inherent flaws and inadequacies. However, today things are looking brighter as the scenario of digital teaching and learning has picked up at a very fast pace. Digital learning tools have become the best solution to ensure the accessibility of quality education in our country, which is evident from the growing demand across the students' community. India has become the third-largest market for online education, with over 370 million Internet users and countless entrepreneurs readily investing in the online education market.

The digitalization of education enhances greater participation in the overall teaching-learning process for both teachers and students. New technology-aided learning tools such as mobile phones, tablets, laptops, smart boards, MOOCs, etc., have completely overhauled the method of teaching-learning in the educational institutions. The internet of things (IoT) is further proving to be a very cost-effective way to educate young minds and making it a powerful tool in integrating world-class learning for everyone. Digital education also enables in pioneering collaborative learning where all the minds can converge to create a unique learning experience that transcends national boundaries. Universities and colleges have launched digital tools to foster access to education online to bring social inclusion and have enabled it to become a student-centered mode of learning.

2. OBJECTIVES:
i. To study the Present state of Education in India.
ii. To understand the effectiveness of Digital Education
iii. To know the scope and challenges of digital education in India

3. RESEARCH METHODOLOGY:
The study is primarily based upon the secondary data. The research for this paper was conducted through literature reviews and a large resource of written material was used, which included books, magazine, articles, academic journals, as well as the websites.

4. LITERATURE REVIEW:
Digital India has three important components namely digital infrastructure creation, digital delivering services and resources, and digital education. The Digital India drive program introduced by the government of India is important for the development of digital education in the country. It is a project initiated for the creation of a digitally empowered society across the country. (Jinal Jani and Girish Tere 2015) states that, digital India will help in creating jobs, providing high-speed internet and digital locker system, etc. The future trend of digital education includes digitalized classroom, video-based learning, and game-based learning, etc. (Shikha Dua et al., 2015) discussed the different issues, trends, and challenges of digital education in India and suggested the empowering Innovative classroom model for learning and pointed out different challenges of digital education and suggested measures to overcome these challenges. On the other hand (Himakshi Goswami 2016) highlighted the different opportunities and challenges of digital India program. He stated that Digital India will help in transforming the country into a digitally empowered economy and help the government to integrate the Government Departments with the people of India. It was aimed at reducing paperwork and help in providing different Government services electronically to its citizens.

Teachers and students are interested in web-based digital learning but due to the lack of knowledge, they are not initiating the same. Currently, the teacher-centric approaches are making learning boring even for interesting chapters; use of digital technology makes even boring content interesting and joyful (Jayesh M. Patel 2017). India is a country with different languages, culture, and customs, food habits, laws, and traditions. The purpose of digital India program is to integrate

the whole country digitally but languages would be the main challenges in the implementation of such program.

5. PRESENT STATE OF EDUCATION IN INDIA:

Though India has improved immensely in literacy rate from a mere 12% at the time of independence to 74% as per the 2011 census, it still lags behind the world average of 84%. Programs like SSA (Sarva Shiksha Abhiyan) focusing on primary and secondary education have proved beneficial to some extent but a lot needs to be done to truly educate India. Most of the children in India are disassociated from schools because of issues such as inaccessibility and poverty. India has significant dropout rates with some BIMARU states exceeding 50% before 10th standard. A survey on school children across 500 districts, found that a fifth of 10-year-olds could not read sentences, 50% of 7 years old could not read letters and more than 50% of 14-year-olds could not perform simple arithmetic like division of numbers (Survey by a Delhi based NGO Pratham, 2014). A similar study on higher education also found that fewer than 10% of graduates with Masters' Degree were unemployable. While the prevailing wide differences in terms of socio- economic and gender divide worsens the situation in India. The quality of education in government-run schools is another problem that needs to be addressed and the ratio of student-teacher also needs to be checked. There is almost a complete lack of basic amenities like clean toilets, playgrounds, libraries, etc. Even though there is a rise in private run schools, not all families can afford it because of its cost. This shows a very pathetic apathy towards admitting children from the weaker sections as specified by the RTE act. On the other hand, the ambiance of poor teacher-student ratio and stress on the old conventional rote-learning the students are immune to the passion, zeal, and excitement, which must have been a part of their learning. Parents' pressure on their children to be a job seeker kills their innovative learning and practical aspects by degrading their talent in a vicious silent manner. This gives rise to a huge pool of unemployed degree-holder youths in India. The state of poor research is also another reflection of degrading educational system and lack of any contribution by academicians and researchers.

India is a vast country with much diversity in culture, language, heritage, etc. and like wise is its education system. We can see schools where classrooms are digitized, air-conditioned, etc, and there are schools that believe in emphasizing on value education. On the other hand, we come across schools where the main importance is given to books and physical development of students. At the same time, there are schools where students struggle even for the basics, such as books despite India holding an important place in the global education industry. In India, there are more than 1.4 million schools with over 227 million students enrolled, and more than 36,000 higher education institutions. India has one of the largest higher education systems in the world yet there is still a lot of potential for further development.

The online education market in India was valued at INR 39 billion in 2018 and is expected to reach INR 360.3 billion by 2024, expanding at a CAGR of 43.85% during the 2019-2024 periods. Ease of learning, flexibility and a wide range of study materials have influenced the overall growth of the industry. The government is aiming to raise its current gross enrolment ratio to 30 percent by 2020, which can also boost the growth of distance education in India. India's education sector is going to witness major growth in the coming years as India will have the world's largest tertiary-age population and second-largest graduate talent pipeline globally by the end of 2020.

The education market as of now is worth US$ 100 billion. Higher education contributes 59.7 percent of the market size, school education 38.1 percent, pre-school segment 1.6 percent, and technology and multi-media the remaining 0.6 percent. The higher education system in India has undergone rapid expansion and has become the largest in the world, enrolling over 70 million students. The online primary and secondary supplemental education segment was valued at INR 11.99 Bn in 2018, which is expected to reach INR 123.65 Bn by 2024, expanding at a CAGR of ~46.48% during the 2019-2024 periods. While the online higher education market was valued at INR 5.01 Bn in 2018 and is expected to reach INR 40.63 Bn by 2024, expanding at a CAGR of

~40.74% during the 2019-2024 period. The students are switching to online higher education courses since the conventional education system is insufficient for the growing population.

India's IT firms are working with academic institutions and setting up in-house institutes to groom the right talent as these companies move to Social media, Mobility, Analytics, and Cloud (SMAC) technologies. (Aravind Sitaraman, president, Inclusive Growth at Cisco) stated that, "The cloud brings a lot of advantages", as it lowers costs, provides a degree of scalability, and keeps the complexity in a central location. However, the lack of formal recognition and accreditation, and the abundance of freely available content present a critical threat to the growth of the sector. The industry is moving towards the adoption of innovative technologies like Artificial intelligence (AI), Machine Learning (ML), Big Data Analytics, Block chain, and others to improve the learning experience.

6. EFFECTIVENESS OF ONLINE DIGITAL EDUCATION:

Online learning can be more effective in several ways if there is better access to the right technology. According to the study, it is believed that students retain 25-60% more material when learning online compared to only 8-10% in a classroom on average. This is mostly because the students learn faster online. The study further indicates that, e-learning requires 40-60% less time to learn than in a traditional classroom because students can learn at their own pace, going back and re-reading, skipping, or accelerating through concepts as they choose. However, the effectiveness of online learning varies amongst age groups. Children, especially younger ones, need a well-structured environment, as they are more easily distracted. To get the full benefit of online learning, there need to be a concerted effort to provide this structure and go beyond replicating a physical class/lecture through video capabilities, instead, using a range of collaborative tools and engagement methods that promote "inclusion, personalization, and intelligence". Since studies have shown that children extensively use their senses to learn, making learning fun and effective using technology is crucial. It is also observed that clever integration of games demonstrates a higher engagement and increases motivation towards learning especially among younger students, making them truly fall in love with learning.

There will be greater convergence of digital and traditional teaching-learning mediums, with the internet becoming more affordable and accessible in India. The government is also taking radical measures to come up with policies that will help boost the digital education market in the country, by giving its effort in improving the quality of digital infrastructure in India through the facilitation of using innovative educational tools. We can witness a myriad of possibilities emerging out of digital education to empower the youth of this country. Digital education, like all other professions, will see noteworthy changes in the way Universities and Colleges provide education in the days to come through advanced Learning Management Systems (LMS) with its right knowledge management tools will help in improving the design and delivery of educational courses. Digital technology has been playing a very effective role to overcome all language barriers, as the material can now be digitally made available in regional languages as well. Through e-learning and m-learning initiatives fostered by the government and private players, students and teachers can now get access to the vast pool of knowledge content. It allows students to engage with a wide spectrum of study material freely available on the internet thus creating an ecosystem of self-learning.

The education sector in India is going to re-adjust itself profoundly, both in terms of how and what we learn with digital transformation. Today, the youths in India, are adapting to digital means of education and compete with the rest of the world. Digital education can encourage today's youth to learn and engage themselves in the vast sea of knowledge being freely made available to them through the digital revolution. To sum up, it can be said that digital education is the future of India, which will take the country to a new pedestal of socio-economic growth and prosperity.

7. SCOPES AND CHALLENGES :

- India has a long way to tread before realizing the actual potential of Digital Education. Lack of digital literacy and Infrastructure are some of the prominent hurdles the country is facing. The majority of the population in India still does not have the required internet bandwidth and many are illiterate in digital terminologies and devices.

- Language and content related challenge is also another obstacle that India faces when it comes to digital education. Nearly 85% of the population in India does not speak or write in English. With the creation of a local language supported internet it will enable to tap the rural and suburban market potential, as it will help to be a key element to penetrate deeper.

- There is an urgent need for making digital education more interactive and robust. Since digital education comes with a premonition of the digital divide in developing countries like India, an all effort initiative should be made by the government along with all the concerned stakeholders to make digital education inclusive and sustainable.

- The shortage of trained teachers is also another obstacle in the use of digital education in rural areas. There are shortages of trainees who have the knowledge and skills to be formally trained in digital technology. Even today, in many academic institutions especially in rural areas, teachers and professors are not interested in using digital tools for conducting classes because they are reluctant to get trained and adopt digital technologies as they opines that these disruptive technologies are out to replace them permanently.

- Another problem in digital education is the poor maintenance and up-gradation of digital equipment. This is largely due to budgetary constraints by the government. The digital education projects in rural schools are not self-sustainable. Even though various projects have been launched by the government for the development of digital education, no care and maintenance is taken after implementations of the projects thereby affecting the development of digital education in India.

- A developing country like India faces problems in implementing effective and efficient policy since the implementation of digital technology requires huge funds. The government of India through the Digital India program has promised the availability of funds for technology implementation but lack or insufficient finances has lead to redundant and obsolete infrastructure and equipment.

- India has made a robust internet revolution with the onset of cheap internet connections; it has created accessibility towards digitization. This has accelerated the growth of e-learning spaces. In the era of digitization and smart phones, digital learning has emerged as vacuum filler.

- Digital literacy is welcomed by people of all age groups. It has a vast array of knowledge and content, which can connect the students from schools to working youths. Digital learning will act as a breakthrough to know the present world of digitalization, which in turn will play a vital role to strengthen youth to cope with the competition.

- Most of the payments these days are made digitalized, starting from buying vegetables, groceries to buying clothes, furniture, and transfer of money, etc,. Therefore, not only the younger generation but also even the older generations should be friendly towards technology. Considering the new trend, digital learning can affect all spheres of life, from students, youths in the universities, working people, and one who is passionate about a business startup. It can create an impact without any limitations.

8. FINDINGS:

The study indicates that the state of education in India is dismal, especially in rural areas. The education sector in India is currently battling grave challenges such as shortage of teachers, outdated teaching methods, inadequate student-teacher ratio, and also insufficient teaching resources. However, with the adaption of digitalization of education, students in educationally backward areas are being taught with the help of the latest teaching tools and methodologies such as LCD screens, videos, etc. Technology has helped teachers to connect with students in remote

areas who are spread across several locations at one time. Such kind of interactive digital media will certainly help in addressing the shortage of teachers in the country soon.

To make online education successful in India we need to redesign the entire education system and the mind-set of the stakeholders, as it has not gained their favour yet. We are yet to travel miles before we reach the stage where we can proudly say, 'certificates and degrees are not just a piece of paper'. Hence, to meet the requirements of Indian students we propose a hybrid model where there should be a combination of the physical presence of the teacher and technology. Since India has a very young population it will certainly help the country to be a demographic dividend if the benefits of technology are made available to every doorstep of our country's households.

9. CONCLUSION :

India has its largest ever adolescent and youth population and it will continue to have one of the youngest populations in the world until 2030, as per the United Nations Population Fund (UNFPA). There has been a series of rapid expansion of education sector in the last couple of years in India, which has helped to transform the country into a knowledge haven. From the study, it is evident that for bringing the development of digital education across the country, development of infrastructure is crucial. The government of India has taken major initiatives for the development of digital education in India like the opening of IITs and IIM's in new locations as well as allocating educational grants for research scholars in most government institutions. As per the Union Budget 2016-17, 10 public and 10 private educational institutions are to be made world-class, Digital Repository for all school leaving certificates and diplomas. The Government of India has further announced plans to digitize academic records such as degrees, diplomas, mark sheets, migration certificate, skill certificate, etc. from secondary to tertiary-level institutions into a National Academic Depository (NAD). Government of India needs to take the required measures to overcome these challenges for the development of digital education in India. For the development of digital education in India, we need tech-educated talented people, an effective and efficient system of government, and a very effective legal and intellectual property protection framework.

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Development of a programme for enhancing the concentration of IXth standard students and studying its effectiveness.

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Abstract: *Education is an effective tool for national development, success and social revolution at all levels. Concentration is the base for all knowledge. Without knowledge one cannot do anything. To obtain internal stability, Pranayam, Omkar chanting, Co-curricular and Extra-curricular programs will definitely be useful for mind concentration. By doing regular co-curricular and extra-curricular activities of concentration improvement students mind remain fresh. It will reduce their mental stress and their health remains good. And the most important thing is that their concentration will increase.*

Key Words: *Concentration, Deep Breathing, Pranayam, Memory, Focus, Mind.*

Topics Covered in Education System :
1. Impact of Education on Development
2. Primary and Secondary Education
3. Extracurricular Activities

1. Introduction:
Education is one of the most important need for overall personality development of human beings. Education is an effective tool for national development, success and social revolution at all levels.

Swami Vivekananda has mentioned in his book, '*Swami Vivekananda Granthavali*', that "Concentration is the base for all knowledge. Without knowledge one cannot do anything. Ordinary people always make mistakes as they lose 90% of their thought power. A person having mental discipline will never commit any mistake. Concentration has enormous strength. To achieve certain goals, concentration is must. Concentration in a given task will always lead to success. Concentration also helps to fulfil the exact aim and achievement of goal and ultimately success in life."

Internal Qualities like singing, dancing, drawing etc. are developed through concentration.

2. Definition of Concentration:
Concentration means a strong determined study. While doing a work with a strong will and faith, no matter what comes, conserving your determination, undeviating in your path of success and

perseverance through one's unbreakable faith and confidence in self. Once set up focused, a man with concentration can achieve anything easily.

'Stabilizing and balancing one's fluid thoughts is concentration. Every individual has this ability to concentrate in his mind. To concentrate, one needs self-determination towards a single goal, skill, the mental and physical condition of an individual; his/her psychological condition, environment etc. have been stated.'

 (University of Cambridge, Concentration. Retrieved Sept, 10, 2004, from htpp://www.councelling com.ac.uk/.../concen.html.16k)

3. Need and Importance of Present Research:

Today's students are examination oriented. In the current competitive world, stress is a major problem. In adolescent age, there is a continuous growth of body. During this stormy period (13yr to 19yr), development and growth of body affects their mind. This is the period where students are easily distracted by anything. At the same time, this period is also academically important.

Students of adolescent age are the pillars of our country. With the help of them it is possible to fulfil the dream of developed India by 2020. To obtain internal stability, the researcher feels that Pranayam, Omkar chanting, Co-curricular and Extra-curricular programs will definitely be useful for mind concentration.

4. Literature Review:
A] Review of Researches Related to Subject of Research:-

The research related to concentration done by Padwal (2011) and Muley (2006), on secondary school students, they have studied the effect of Pranayam on concentration.

So in present research, deep breathing has been taken as one of the supplementary activities.

Varkhede (2002), in his research, studied effect of Omkar chanting on memory power, concentration, understanding power of 36 females and males below 15 years. It is seen that due to Omkar chanting there is an increase in concentration and memory power. In present research Omkar chanting has been taken as a supplementary activity.

Kenjale (2004), Damle (2004) and Shinde (2009), has studied the effect of Omkar chanting on mind concentration of higher primary and college of education (D.Ted) students. Researcher found that due to Omkar chanting there is significant increase in students' mental and physical concentration.

In present research Omkar chanting is taken as a supplementary activity.

Kenjale (2013), studied the concentration problem of higher primary school students and prepared a programme for increasing concentration and studied its effectiveness.

After implementation of various activities researcher observed that students' concentration had increased by a fairly large amount.

B] Review of Research/ Articles Using Internet:-
Table no. 1.1

Sr. No.	Name of researcher/article	Subject	Websites
1.	Anand Ghare	Explanation regarding recent research in Neuroscience and its functions.	anandghare.wordpress.com/2013/02/20
2.	Basic Guidelines to increase concentration	Obstacles & essential things for concentration	htpp://www.ucc.rt.edu/studysk/concentr.html-6k.
3.	Illinois University,	Explanation about effects of regular exercise on concentration &memory	abpmajha.newbullet.in/lifestyle/health/7753-2011-07-27-14-33-15

4.	Sri Swami Sivanand Benefits of Pranayam	Explanation about Benefits of Pranayam	http://www.dishq.org/teaching/concentration.htm
5.	Strategies for improving Concentration & memory	Explanation regarding goal setting for enhancement of concentration & required things for concentration	htpp://www.ucc.rt.edu/lynch/Improveconcentrationhtml-2k.
6.	Vidyadhar Bapat	'Omkar chanting, listening to music' Activities to improve concentration	http://vidyadharbapat.bhojwanigroup.in/mindblog/p-11
7.	University of Guelph	Explanation of remedies for growth of concentration & barrier in concentration during studies.	htpp://www.learning commons.uogielph.ca/.../online Fastfacts

From all above summaries, it is found that different activities which are carried out to increase concentration are useful.

From the above research study, it was inferred that there was no co-curricular and extra-curricular programme developed to enhance student concentration, so the researcher decided to develop a comprehensive co-curricular and extra-curricular programme to enhance the attention of students. For that, the researcher, developed the under given co-curricular activity based on 3 topics of their science syllabus. This programme is based on State Board Curriculum of IXth standard Science text book and few of its science concepts.

> **Co-curricular activities to enhance concentration:-**

The programme development was completely based on concepts of IXth standard Science subject. The following activites were developed and implemented in this programme:

- Keen observation of diagrams and graphics
- Describing by Observing
- Grouping by Relating (Analogy)
- Searching by Observing
- Error Finding in Figures, diagrams, etc.
- Constructing a concept map from raw information
- Finding answers with the help of the concept maps
- Describing the concepts using the maps
- Sequential Arrangements of procedures and processes
- Finding answers by precisely observing the diagrams and figures
- Completing the phrases upon reading the paragraph
- Finding answers based upon questions from paragraphs
- Classification/Spotting the difference
- Finding the best matching figure by observing
- Recreating the observed figures.
- Cognitive listening

> **Co- curricular activities other than syllabus for concentration development:-**

- Deep-Breathing (Pranayam) and Vrukashasan (Training and Practice)
- Sudoku
- Crossword
- Story telling or recalling the content
- Group discussion

- Missing number
- Drawing of picture or diagram
- To develop puzzle
- To make modules
- Some psychological experiments
- Jigsaw puzzles based on figures.

Other extra-curricular activities used in the Concentration development programme is as follows:-
  - ➢ **Extra-curricular activities for increasing concentration:-**
  - Spotting differences between two images
  - Game: Throwing a ball in a circle from a distance of 2m (Pair and share)
  - Aiming and throwing a ball or a piece of chalk from a distance of 2m into a bucket. (Pair and share)
  - Magnetic Ball dome: Time limit and score (Individual: self)
  - Solving Jigsaw puzzles (Self: Problem solving)
  - Solving Logic based puzzles (Self: Problem solving)
  - Solving labyrinths (Self: Problem solving)

5. Statement of the Problem:-
Development of a programme for enhancing the concentration of IXth standard students and studying its effectiveness.

6. Research Objectives:-
  - To study the present situation of concentration in school level students.
  - To develop a programme to increase concentration.
  - To implement the programme.
  - To study the effectiveness of programme on concentration and subsequent achievement of these students.

7. Hypotheses:-
'If students are taught by co-curricular and extra- curricular programme then, there will be increase in their concentration and thereby increase in their educational achievement.'

8. Scope and Limitations:-
  - Present research is restricted only to IXth standard students of Marathi medium.
  - Present research is limited to some topics within Science subject
  - Present research is related to only concentration and increase in achievement of students.
  - Present research includes co-curricular and extra- curricular programmes which are organized by researcher them self.
  - Time duration for this programme is near about 65 hrs.
  - In this research fifty students from IXth standard were selected from M.T.Balwadkar Secondary school, Balewadi, Pune by Incidental sampling method.
  - Incidental sampling, 'pre-test–post-test equivalent group design', 'the single group pre-test–post-test design', prepared test is researcher made and not standardized, short duration of the co-curricular and extra-curricular programmes are some of the limitations, due to these limitations are occurred upon generalization of conclusions.

9. Methodology:-
Experimental method is used.

10. Research Design:-
- The pre-test- post-test equivalent group design
- Single group pre and post design

11. Variables:-
Independent Variable- Programme created by the researcher.
Dependant Variable- Concentration and Growth in achievements.
Controlled Variable- Time and co-curricular-extra-curricular Programme

12. Sample of Present Study:-
Non-Probability method, of incidental sampling method. There are two groups, experimental and control group.

50 students from IXth standard who took admission in the academic year 2014-2015 in Mahatoba Balwadkar Madhyamik Vidyalay, Balewadi, selected in an experimental group.

50 students from IXth standard who took admission in the academic year 2014-2015 in Modern Madhyamik Vidyalay, and Junior College, Ganeshkhind, Pune, selected as the control group.

13. Tools for Data Collection:-
- Concentration measure test, (Figure Identification) which is validated by Pradnayamanas Sanshodhan Vibhag, Jnana Prabodhini, Pune
- *Pranavjapanubh* concentration test, certified by Yoga Vidya Dham, Nashik.
- Researcher developed content knowledge test based on Science subject
- Researcher developed student, teacher and parent questionnaire

14. Tools used for Analysis of Information:
A] Statistical Tools:-
In present research for analysis of the information, t-test is used for hypothesis testing.
1] Mean and standard deviation of content knowledge pre-test of controlled and experimental group are given in the following table.

Table No. 1.2

Name of the group	Number of students	Mean	Standard Deviation
Control Group	50	17.58	2.55
Experimental Group	50	17.88	2.85

2] t- value of controlled and experimental group are given in the following table.

Table No. 1.3

't' value obtained by statistical analysis

No.	Test	Student No. 'N'	Mean 'M'	Standard Deviation 'SD'	't' value	Table 't' value	Hypotheses Accepted/ Rejected
1.	Post test (control group)	50	1.84	3.29	39.56	2.71	Accepted
	Post test (experimental group)	50					

2.	Pre test (experimental group)	50	48.74	12.12	21.82	2.83	Accepted
	Post test (experimental group)	50	52.82	12.37			
3.	Pre test (experimental group)	50	7.28	2.12	29.09	2.76	Accepted
	Post test(experimental group)	50	13.12	1.94			

From Statistical Analysis, it was observed that, after the implementation of programme based on concentration, there is an increase seen in concentration figures of the experimental group.

Also it was observed by researcher that there is gradual increase in marks in formative tests.

To find out the effectiveness of programme, researcher had studied the achievement of both groups in formative tests.

B] Qualitative Analysis:-

Qualitative Analysis was done with the help of various research tools developed by researcher like student, teacher, and parent questionnaire.

The data obtained from student, teacher, and parent questionnaires were analysed by researcher by using average percentile tool.

A) Student questionnaire:-

On the basis of analysis of questionnaire, researcher observed that, there is effect of physical and mental factors on more than 70% of students. Majority of students got distracted easily during their studies. Questionnaire also shows that there is effect of mental instability on their study. Various media also distracts student's attention quickly. There is very little proportion of students, who are concerned and finding different ways of improving concentration for their study. Hence the researcher observed from the analysis of questionnaire of concentration measure, the extreme need to develop concentration among students.

B) Questionnaire for Teachers:-

Activities such as Pranayam, Omkar chanting, Meditation, Solving puzzles carried out in school to increase concentration of students were organised fewer number of times where as Yogasan and various activities were seldom organised. According to teachers there were very less number of programmes which had been carried out for concentration improvement. A teacher feels that increase in above activities will be beneficial for all students and the researcher also feels the same strongly.

C) Questionnaire for Parents:-

After the analysis of questions from parent's questionnaire it is observed that, there is a physical and mental effect on studies observed in more than 70% students.

Proportion of implementing concentration increasing remedies at home is far very low. Researcher observed that, although the students could not concentrate on studies, most of the parents do not make any provision for improvement in concentration.

15. Conclusion:

- After the implementation of programme made for concentration development content knowledge of Science subject and concentration of students from experimental group is observed to be increased.
- After the implementation of programme made for concentration development there has been growth observed in the concentration levels of students from experimental group.

- After the implementation of programme made for concentration development, students from the experimental group showed step by step improvement in their marks of periodic test that is marks of unit test and term end examination conducted by school.

16. Suggestions:

- Students attention regarding study is increased. There was no effect of surrounding noise while studying. So there is an increase in concentration.
- Students solved puzzles/difficult question with more concentration.
- A stable and peaceful mind helped to improve concentration levels during studies. Due to focused attention on study, it is observed that quality is enhanced.
- Because of science activities conducted, interest of subject is developed and it helped to remember the concepts for longer period by understanding the subject and not only by rote learning.
- *Shavasan* and *Yognidra,* helps students to monitor their breathing. It helped to stabilize their mind. It helped to improve their mental health. Also it helped to reduced mental stress.
- By doing regular co-curricular and extra-curricular activities of concentration improvement students mind remain fresh. It will reduce their mental stress and their health remains good. And the most important thing is that their concentration will increase.
- Those who had this problem of concentration, they were facing the problem of low achievement. To these students this co-curricular and extra-curricular programme helped to concentrate on their studies.

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IMPACT OF SOCIALIZATION ON EDUCATION IN INDIA

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Abstract: *Socialization is the process of social* influence *through which a person acquires the culture or subculture of their group and in the course of accomplishing these cultural elements in the individual's self and personality are shaped. Education is a social process that prepares individuals to lead a meaningful life. Social forces play an important role in shaping the structure of society. The present paper analyses the impact of socialization on the education sector and the factors that are influencing in shaping one's identity. The study includes both primary and secondary data. The primary data were collected through structured questionnaires and secondary data from journals, research studies, and websites. The study revealed that parents and families are highly influencing in shaping the culture and behavior of individuals. Social media is the main agent of socialization and the present education system has given importance to socialization.*

Keywords: *Socialization, Education, Social Values.*

1.   Introduction:

Every society is encountered with the obligation of making a responsible member out of each child born into it. The child must learn the expectations of the society so that his behavior can be relied upon. He must acquire the group norms. Society must socialize with each member so that his behavior will be meaningful in terms of the group norms. In the process of socialization, the individual learns the reciprocal responses of society.

Socialization is a process with the help of which a living organism is changed into a social being. It is a process through which the younger generation learns the adult role which it has to play subsequently. It is a continuous process in the life of an individual and it continues from generation to generation.

The newborn is merely an organism. Socialization makes him responsive to society. He is socially active. He becomes a 'Purush' and the culture that his group inculcates in him, humanizes him, and makes him 'Manusha'. The process indeed is endless. The cultural pattern of his group, in the process, gets incorporated into the personality of a child. It prepares him to fit in the group and to perform the social roles. It sets the infant on the line of social order and enables an adult to fit into the new group. It enables the man to adjust himself to the new social order.

Socialization stands for the development of the human brain, body, attitude, behavior, and so forth. Socialization is known as the process of inducting the individual into the social world. The term socialization refers to the process of interaction through which the growing individual learns the habits, attitudes, values, and beliefs of the social group into which he has been born. From society, socialization is the way from end to end which society transmits its culture from generation to generation and maintains itself. From the individual, socialization is the process by which the individual learns social behavior, develops his 'self. The process operates at two levels, one within the infant which is called the internalization of objects around, and the other from the outside.

Socialization may be viewed as the "internalization of social norms. Social rules become internal to the individual, in the sense that they are self-imposed rather than imposed through external regulation and are thus part of an individual's personality. The individual, therefore, feels an urge to conform. Secondly, it may be viewed as an essential element of social interaction. In this case, individuals become socialized as they act by the expectations of others. The underlying process of socialization is bound up with social interaction.

Socialization is a widespread process. According to Horton and Hunt, Socialization is the process whereby one adopts the norms of his groups, so that a distinct 'self emerges, unique to this individual. Through the process of socialization, the individual becomes a social person and attains his personality. Green defined socialization "as the process by which the child acquires a cultural content, along with selfhood and personality".

According to Lundberg, socialization consists of the "complex processes of interaction through which the individual learns the habits, skills, beliefs, and standard of judgment that are necessary for his effective participation in social groups and communities".

Socialization Process
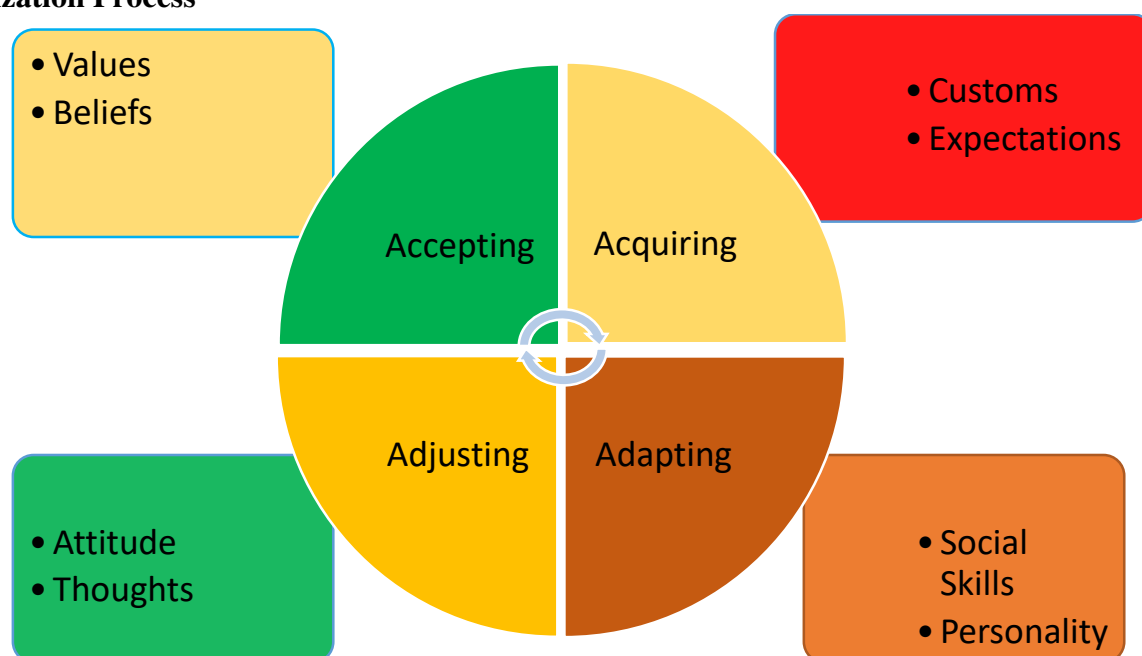
2. Literature Review:

Lightfoot, S. L. (1976). Describes the contradictory stereotypic themes concerning her role in life with which the young Black girl is confronted in school. A review of the literature on sexual and racial discrimination in schools illustrates a noncritical, ethnocentric vision of social science. Most of the research seems to rationalize prejudicial visions rather than examine critically the origins of discrimination and injustice. Social science should not remain preoccupied with examining the deprivation, deviation, and strangeness of minority members (in this case, women and Blacks) but should seek to understand the social meaning of their cultural perspective. Minority women researchers have the greatest potential for accomplishing this inquiry for young Black girls. Methodological strategies that are longitudinal in scope are emphasized. (33 refs) (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Peatross, F. D., & Peponis, J. (1995) Education, both as knowledge acquisition and socialization, is structured by pedagogical principles. This article examines the question of whether the layout and use of architectural space play a role as a pedagogical device by impacting social interaction and discourse in educational institutions. It is argued that to understand the role of space in an educational system, the configuration of building layouts must be considered not only as a dependent variable reflecting pedagogical principles but also as an independent variable capable of

generating its pedagogical effects. The idea that the configuration of space can affect the spatial pattern of socialization and generate tensions and even shifts in pedagogical codes are illustrated through case studies of two design schools.

Although, W., & Berkowitz*, M. W. (2006). Any democratic society must concern itself with the socialization of its citizens. This begins in childhood, and schools are critical to this process. The interrelations and roles of educating for the character (character education, moral education) and educating for citizenship (citizenship education, civic education) are explored, largely in a North American context. It is argued that citizenship education necessarily entails character and moral formation, but this integration is hindered by negative stereotyping between the two fields. Besides, negative stereotyping between the fields of moral education and character education further complicates attempts at synthesis. Through explorations of each of these domains and their similarities and differences, it is concluded that the role of schools in fostering the development of moral citizens in democratic societies necessitates focusing on moral development, broader moral and related character development, the teaching of civics and development of citizenship skills and dispositions. Moreover, these outcomes overlap and cut across the fields of morals, character, and citizenship education.

Hoy, W. K., & Woolfolk, A. E. (1990). In this study of organizational socialization, student teachers became more controlling in their perspectives as they completed their practice teaching. They became significantly more custodial in pupil-control orientation as well as more controlling in their orientation toward social problem-solving. Student teachers also became less confident that they could overcome the limitations of the home environment and family background. Surprisingly, these same student teachers did not temper their optimistic belief that they had the personal ability to motivate and be effective with difficult students; in fact, their sense of personal teaching efficacy improved as their sense of general teaching efficacy declined. Similar students who were preparing to teach but had not yet enrolled in student teaching did not experience these changes in perspectives during the same time.

3. **Research Objectives :**
   - To study the importance of socialization on education
   - To analyze the factors influencing in shaping one's identity.

4. **Research Methods:**
   The study includes both primary and secondary data. The primary data were collected through an online survey by taking 60 samples from respondents. The study adopted a convenience sampling technique for selecting respondents. The secondary sources include past research studies, websites, and articles. Percentage analysis and mean deviation have been used for the analysis of data.

5. **Discussion and Analysis:**

Table: 1 Showing Gender of Respondents

Option	Frequency	Percentage
Female	44	73.3
Male	16	26.7
Total	60	100

Interpretation: Table 1 shows that out of 60 respondents, 73.3% are female and 26.7% are male.

Table: 2 Showing Age of the respondents

Option	Frequency	Percentage
18-22	38	3.3
23-24	12	20
25-29	3	5

30-34	2	3.3
35-44	3	5
Above 45	2	3.3
Total	**60**	**100**

Interpretation: Age plays an important role in socialization. The age of the respondents is classified into six categories. Table 2 shows that out of 60 respondents,20% are in the age group of 23-24;5% are in the age group of 25-29 and 3.3% belong to 18-22,30-34, and above 45 respectively.

Table: 3 Showing Educational Qualifications of the Respondents

Option	Frequency	Percentage
Matriculation	1	1.7
Intermediate	4	6.7
Graduation	27	45
Post-Graduation	20	33.3
Others	8	13.3
Total	60	100

Interpretation: Table 3 shows the observation of the respondents based on their qualifications. It is classified into five categories.45% of the respondents are graduate,33.33% are postgraduate,13.3% of respondents are others, 6.7% are intermediate, and rest 1.7% are matriculate.

Table: 4 showing the factors affected by shaping Self Identity

Option	Frequency	Percentage
College	6	10.0
College, Family	1	1.7
College, Family, Friends	3	5.0
College, Family, Media	1	1.7
College, Peer, Family	1	1.7
College, Peer, Family, Friends	2	3.3
Family	7	11.7
Friends	2	3.3
Media	1	1.7
School	1	1.7
School, College, Family	1	1.7
School, College, Family, Friends	9	15.0
School, College, Family, Friends, Media	2	3.3
School, College, Family, Media	2	3.3
School, College, Peer, Family, Friends	6	10.0
School, College, Peer, Family, Friends, Media	6	10.0
School, Family, Friends	5	8.3
School, Family, Friends, Media	3	5.0
School, Peer, Family	1	1.7
Total	**60**	**100.0**

Interpretation: Table 4 shows the factors which are affecting in shaping one's self-identity. Out of 60 respondents, 15% opined that family, friends, school, and media are very much reflected in shaping self-identity.11.7% discoursed that family plays a renowned role in shaping self-identity,10% spoke about college, school, family, and media.

Table:5 showing the main agents of Socialization

Option	No Influence	%	Minimal Influence	%	Reasonable Influence	%	Strongly Influence	%
Parents	1	1.7	3	5	15	25	41	68.3
Teachers	2	3.3	4	6.7	23	38.3	31	51.7
Siblings	8	13.3	15	25	17	28.3	20	33.3
School	1	1.7	12	20	22	36.7	25	41.7
College	2	3.3	9	15	25	41.7	24	40
Peer team	3	5	22	36.7	28	46.7	7	11.7
News	6	10	24	40	22	36.7	8	13.3
Friends	2	3.3	11	18.3	23	38.3	24	40
Social Media	7	11.7	24	40	18	30	11	18.3
Films/Movies	9	15	25	41.7	20	33.3	6	10

Interpretation: Table 5 shows the main agents of socialization.68% of respondents are agreeing that parents are the strong influencing factor, 51.7% approving that teachers are the inducing factor and 14% opined that college and friends are the urging factors.

Table: 6 showing the strong beliefs of life (SD= Strongly Disagree, D= Disagree, N= Neutral, A = Agree and SA= Strongly Agree)

Option	SD	%	DA	%	N	%	A	%	SA	%
Parents	2	3.3	2	3.3	12	20	16	26.7	28	46.7
Teachers	1	1.7	1	1.7	21	35	20	33.33	17	28.3
Social Media	3	5	15	8.3	26	43.3	11	8.3	5	18.3
Reading Habits	3	5	-	-	23	38.3	21	35	13	21.7
Movies	6	10	12	20	26	43.3	15	25	1	1.7
Moral Values	1	1.7	2	3.3	17	28.3	22	36.7	18	30
Respect and care to parents	1	1.7	1	1.7	12	20	6	10	40	66.7
Open-minded & Dedicated	1	1.7	4	6.7	17	28.3	20	33.3	18	30
Very Sensitive	3	5	6	10	24	40	10	16.7	17	28.3
Language barrier	2	3.3	9	15	26	43.3	13	21.7	10	16.7
Shyness	10	16.7	11	18.3	28	46.6	7	11.7	4	6.7
Believe in Me	1	1.7	3	5	15	25	18	30	23	38.3

Interpretation: Table 6 shows the strong beliefs of life. 66.7% strongly agreed that respect and care to parents are the main trusts of life. 30% agreeing that moral values, 21.7% about reading habits,38.3% have strongly believed in ourselves. 28.3% are very sensitive, 16.7% facing language barriers, 30% are opined they are very open-minded. According to 18.3% of respondents, social media influencing molding believes, and 26% are neutrally opined, the reflection of movies.

Table: 7 showing Socialization creates

| Option	Frequency	Percentage	Rank
Value	42	70	2
Motives	37	61.7	3
Attributes	12	20	8
Self Esteem	25	41.7	5
Self-Regulation	22	36.7	6
Attitude	46	76.7	1
Moral	35	55.3	4
Gender Roles	18	30	7

Interpretation: Table 7 shows the impact of socialization. 76.7% orated that the prime importance of socialization is it creates attitude among people.70% talked that it brings value,61.7% expressed motivation, 55.3% spoke moral value creation, 41.7% about self-esteem,36.7% communicated it brings self-regulation and 30% stuck on Gender roles.

Table: 8 showing Socialization leads to

Option	Frequency	Percentage	Rank
Reduces Conflicts	28	46.7	2
Set Priorities	19	31.7	4
Compartmentalize	10	16.7	5
Reduce Stress	27	45	3
Creates its own Identity	45	75	1

Interpretation: Table 8 shows the positive effect of socialization in life.75% strongly articulated that socialization creates their own identity.46.5% expressed that it reduces conflicts;45% stated that it reduces stress;31.7% observed socialization helps in setting priorities and 16.7% revealed it supports compartmentation.

Education System gives importance to Socialization
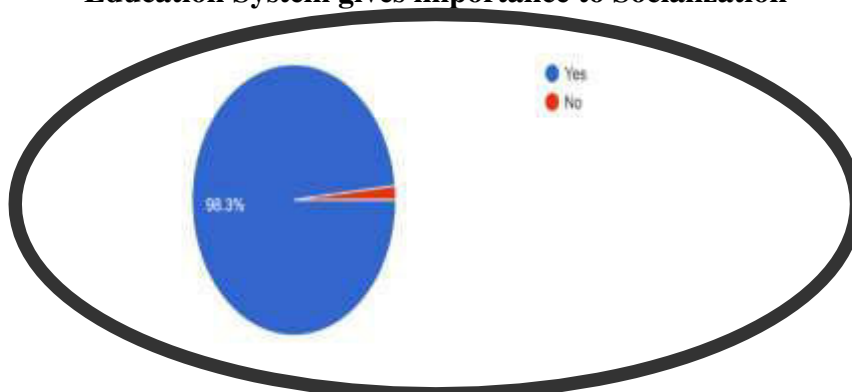
Interpretation: The above diagram shows that 98.3% of respondents opined that our present education system in India, given importance to Socialization.

The purpose of this study was to analyze the impact of socialization on education. The study revealed that education is a process of socialization. Education and socialization are always interrelated because, in every country, education is believed to be the only tool to bring order in the society and so on the country. But the concept of socialization does not appear in textbooks as part of the curriculum. So appropriate measures should be taken by schools, colleges, and Education Systems to impart knowledge of socialization to students. This process will involve a collaborative effort between children and society.

6. Results and Findings:

- The majority of the respondents are female.
- Most of the respondents are belongs to the age group of 23-24
- The majority of them are graduates
- In shaping one's identity, family, teachers, friends, and are social media are playing foremost roles.
- Reading habits are showing a very low level of performance in building socialization.
- Parents are the primary agents of socialization, play an important role in the development and socialization of their children.
- Teachers also act as a socializing agent is to help the child deal with positions of authority, to cope up with problems, and to achieve competence.
- Social media has an enormous effect on our attitudes and behavior which makes it an important contributor to the socialization process.
- Shyness, language barriers are the problem faced by most of the persons
- Most of the respondents are very open-minded and sensitive in their character
- "Believe in ourself" is the theory followed by most of the respondents.
- Socializations and cultural values lead to reduce conflicts, stress and helps to create their own identity in society.
- Through education, society imparts its knowledge, skill, values, and behavioral patterns to its younger generations.

7. Conclusion:

Socialization is constant learning. The children will learn more based on their interactions with other people. Socialization can change individual behavior, so education institutions play a vital role in the transformation and creation of knowledge and skills. The major agents of socialization are family, school, peer, mass media, public opinion, and religion. The role of education is the means of socializing individuals and to keep society smoothing and remain stable.

8. Recommendations:

- Parents have the power to shape their children's social development by nurturing their social skills. Being an agent of socialization, parents have to provide their children, every opportunity to develop good social skills and cultural values that are critical to successful functioning in life.
- The educators' role is the most important in the process of socialization of a child after the family and parents. So, teachers and educational institutions should have to take initiative to facilitate socialization in a student's life.
- The mass media of communication, like social media, play an important role in the process of socialization. These media of communication transmit information and messages which influence the personality of an individual to a great extent. Media also influence young people to misbehave. So, parents and teachers should provide proper media education to children regarding how to use these communication devices effectively.
- Encourage children to read books, should have to improve their socialization knowledge and skills.
- In the education sector, authorities should take initiative to include Socialization as a part of the curriculum and introduce socialization as a separate paper.
- Should introduce and provide skill development programs and inclusive education programs or events to students to improve their personality and confidence level.
- Rectify misbehavior behavioral of children through proper caring and counseling.

- Students from backward and village areas should be made aware of the importance of socialization and education, and encourage them to their good performances.
- Provide proper guidance from family, school, college, and society to develop and maintain cultural values and effective socialization to children, to achieve the ultimate result of the quality of education.
- Schools and colleges are the agents of socialization not only teach subjects knowledge and life skills but also social skills through their interactions with teachers, staff, and other students.
- The present-day school has also to perform some of the functions of the family. It must develop certain desirable moral attitudes and good social habits. It is through co-curricular and extra-curricular activities that the task of socialization can be achieved more successfully.

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CONSTRUCTIVE UTILISATION OF TECHNOLOGY BY TEACHERS DURING EARLY CHILDHOOD

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Abstract: In the present times there is an urgent need that our teachers are able to teach the children in a mode through which they may better understand a concept. The present generation learners are digital natives and are friendly with the tools of technology and thus it becomes more so important to use these tools in a constructive manner for learning to take place in the desired manner. This paper throws light on the need of teachers to integrate technology in the process of teaching and learning. Also, it outlines the tools the teachers may use for equipping the learners with 21st century skills.

Keywords: Digital natives, Technology.

1. INTRODUCTION:

The most critical period in the life of a living being is the early childhood the age till 6-8 years. So suitable education and care are essential requirements of this period of life of the children. The foundation stone of their healthy upbringing is being laid during this time. In a country like India according to Census 2011, around **16.45 Crore** children in the age group 0-6 years. With such a majority of children being in this age group which is a transitional stage for the children to move from Pre -Primary to Primary level. It is crucial that this transition becomes smooth and enjoyable for them.

A number of studies have proved that the quality of education and children's learning and development are greatly dependent upon the teachers' training and level of education. Technology has a significant role to play when we talk about bringing quality in education. In the past few years we are witnessing great transformation in the field of education. Presently the teachers are expected to use technological skills in varied forms in their classrooms (Collier, Weinburg, & Rivera, 2004) Implementation of ICT policies by the government has further made the teachers to adopt and learn new ways of integrating technologies in their classrooms in the areas of administration, communication as well as for the purpose of teaching and learning.

The most recent of all the changes in the teaching and learning processes in early childhood are due to the integration of technology by the teachers. The 21st century learners are digital natives and they prefer to learn through technology. There are many different factors, strategies, and approaches, as well as positive and negative experiences of integrating ICT in education. The teachers need to prepare themselves for these areas. Let us understand the term ICT.

2. CONCEPT OF ICT:

ICT stands for Information and Communication Technology and is defined as diverse set of technological tools and resources used for the purpose of communication, creation, dissemination, storage and management of information.

It includes any communication device or application, encompassing radio, television, cellular phones, computer, network hardware and software, satellite systems etc.

3. APPLICATION OF ICT FOR ECCE TEACHERS :

There are different forms of ICT which can be used by the teachers in accordance to their application. These areas of application are:

Support:
Technology becomes a great support system for the teachers to improve the quality of their work. Also through this may find various online resources that can be readily used by them. This may help them to engage their digital native learners meaningfully. Also use of desktop publishing, word processing, etc help to enhance the presentation.

Exploration and Control:
It helps the teachers to examine and experiment a situation through games. Use of simulations or a virtual environment by the teachers can be extremely useful for the students who are at tender age in addition to the growth in the natural environment but safeguards them from the difficulties of the real environment.

Self-Learning:
This mode provides teachers as well as the students at tender age to learn on their own by using technology. Teacher through games and other online activities can work on their speaking and listening skills. Also teachers of the students who are at this critical stage need to constantly upgrade themselves for the technological advancements that are taking place in the globalised world.

Resource:
ICT is useful for accessing information and other resources through online mode. So a lot of resources like plans, activities, games etc. available both online and offline for the teachers which can help them in the smooth transaction of teaching and learning.

Communication:
ICT can be used for communication by the teachers. Emails chatting, conferencing and blogs/vlogs etc. can be extensively used by teachers to connect with their fellow teachers, parents and also with their students.

4. APPLICATION SOFTWARE AND ITS USES IN EDUCATION:

Technology tools are designed to facilitate educational and work related tasks. One of the most significant shift in the way the technology is being used in education today is with the greater use of computer, tablets, mobiles in instruction delivery as well as learning process. The following application software can be used by the teachers.
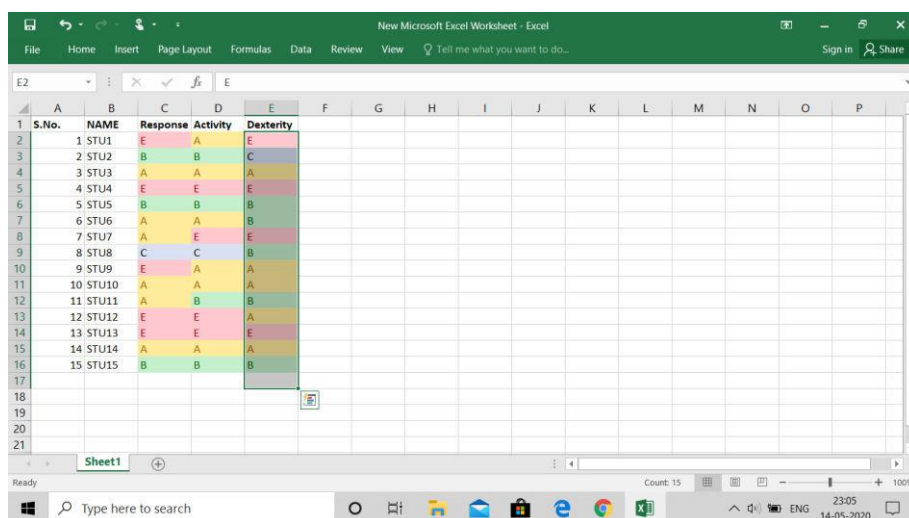
Word Processors:
It is a document preparation system which is editable, can be formatted and can be printed. It was one of the earliest applications in the Office Productivity. Apart from MS-Word there are other widely used computer word processing system like Open Office.Org, Writer, K Word and Google Docs.

Young students can familiarise themselves with the typing skills, create polished documents, It provides them with a sense of achievement and personal pride.

Spreadsheets
It is a computer application that consists of multiple cells that together make up a grid consisting of rows and columns. The teachers may use the spreadsheet for the purpose of keeping records of the students, monitor their development in different areas rack room inventory, list classroom books, manage summer-school rosters, document student behavior and other such things.

Powerpoint

It is a computer software package used to display information normally in the form of slide show. The most commonly known presentation program is MS-Powerpoint. The main rule of making an effective PowerPoint presentation is by putting only the main points and use the screen as a reference. Teachers can use PowerPoint for the purpose of presenting Images Classroom or student showcase, Videos and multimedia presentations, simple animation, inserting audio etc.
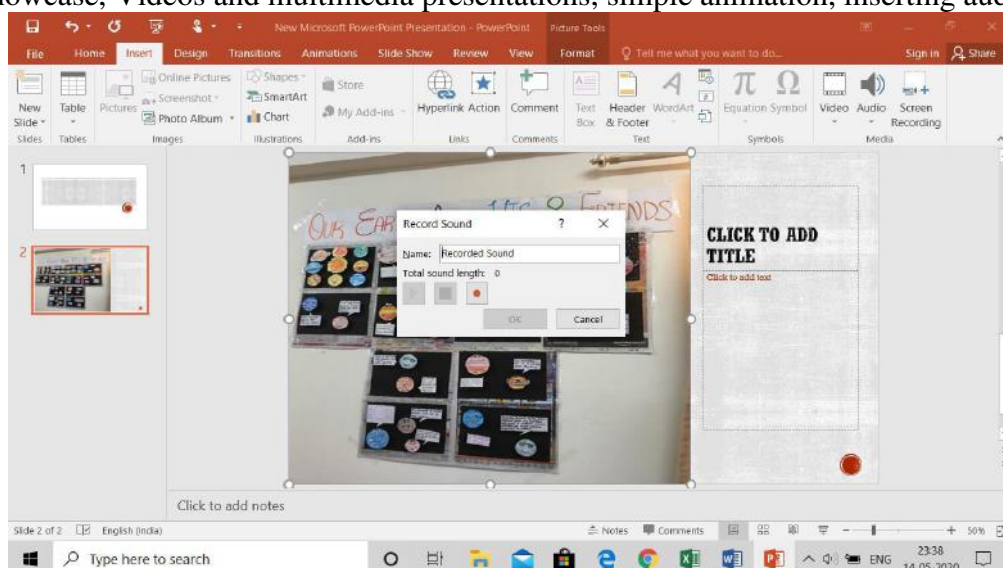
Other Useful Tools for Teachers

Interactive Whiteboard:

Use of Interactive whiteboard not only enhances the way teachers teach, but it also modifies the way students learn. It provides students with an enriched learning experience by projecting visual elements like diagrams, charts, videos and more, right on the huge screen in front of them. Their learning comes to life, and many students find it more fun to learn than ever before.. It also makes differentiated learning much easier because teachers are able to accommodate different learning styles. Visual learners are able to observe the whiteboard, while tactile learners can learn by touching the board. The touchscreen option allows teachers to run programs with the tap of their finger. This makes it not only easy to navigate for the teacher, but for the students as well. Teachers can also create their own lessons and broadcast media from the Internet, including academic videos or energizing clips that promote movement and lead to development of psychomotor skills during the tender age.

(https://commons.wikimedia.org/w/index.php?title=User:Activeducator~commonswiki&action=edit&redlink=1)

Educational Video Sites: Teachers no longer need to search their school library's archaic VHS or DVD collections when current educational videos are available via the click of a mouse. BrainPOP Jr. and Discovery Education feature academic videos tailored to learning objectives and specific age groups. Teacher Tube, a media site similar to YouTube, enables teachers to share instructional materials such as videos, audio recordings, and photographs. SafeShare.TV is a student-friendly filter that removes the offensive elements sometimes surrounding YouTube clips.
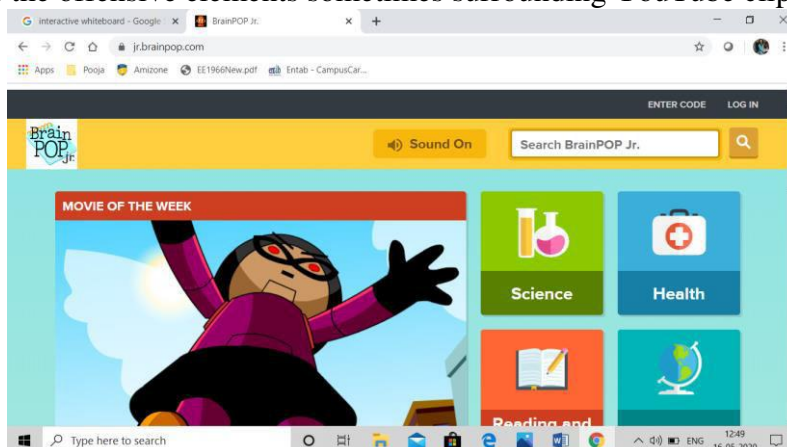
Online Organization: Symbaloo is a visual tool teachers can use to gather and organize the most commonly used websites on their computer desktops as graphical tiles. This format not only helps teachers manage their many excellent resources, it can also significantly improve struggling readers' ability to navigate the desktops on student computers. LiveBinders is a virtual binder for the web, useful for collecting resources and making them accessible to both students and parents.

Digital Storytelling: Several websites encourage children to tap into their creative imaginations to produce digital stories online. Story Bird supports children in creating visual stories with artwork; Little Bird Tales provides a medium for students to design and narrate their personal work; and Zimmer Twins carries it further by helping kids produce their own animated tales. And digital storytelling not only keeps children engaged, it also encourages higher-level thinking.Apart from

these the teachers can also create animated stories using the softwares like Powtoons and Toon talesetc.

Collaborative Resources: Another source of memorable learning experiences for children is communicating with classes in other schools, districts, states and countries. Using Skype, children can hold video chats with other students over the Internet. The social platform Edmodo connects classes so they can share materials and access information easily and safely. ePals Global Community connects over half a million classrooms around the world. While students can still benefit from writing to traditional pen pals, these sites may offer a level of cultural contact deeper than what the written word can convey.
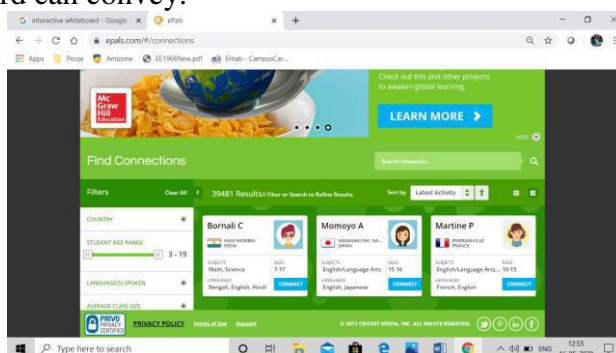
eBooks: In addition to the high-interest texts that classrooms provide, teachers can take advantage of the many sites featuring popular kids' books online, such as Disney Digital Books, TumbleBooks, and We Give Books. Storyline Online, a special site run by the Screen Actors' Guild Foundation, shares videos of famous actors and actresses reading well-known children's books.

Virtual Timers: Timers can help set a tone of accountability and assist students in self-regulation and completing their work. Online Stopwatch offers a range of teacher timers, clocks, and countdowns for display on the computer screen and/or interactive whiteboard. Tick Tock Timer, Egg Timer, and Timerland are other options for tracking time.
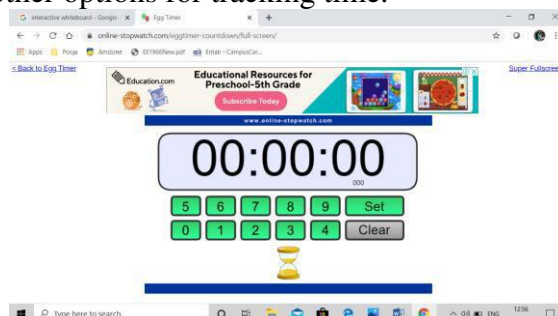
Online Behavior Systems: Behavior management software can help teachers manage their classrooms online. An example is Class Dojo, which allows teachers to award points to students for participating, helping others, exercising creativity, showing great insight, working hard, and making

a good presentation. The software can be accessed from a tablet or smart phone, in addition to the teacher's school computer. Class Dojo is especially helpful for teachers who manage more than one group of children.
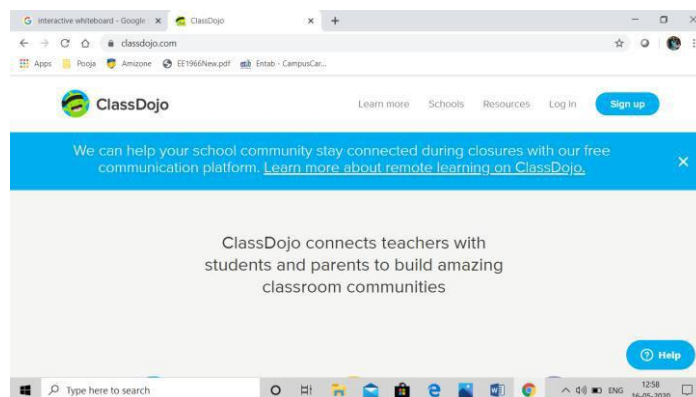
To get the most from the new technology and hold the very short attention spans of little ones, it's important to avoid technical difficulties and to have a solid understanding of the functions and features of new technology before making use of it. Think deeply about how each tool may enhance your students' abilities to reach their personal goals. Approached properly, technology need not be intimidating. Rather, it can catapult its users to new heights.

5. Concept of e- Learning:

It is a general term used to represent computer enhanced learning. It is used interchangeably in so many contexts that it is difficult to interpret its one meaning.In many respects it is associated with the field of Advance Learning Technologies(ALT) which deals with both the technologies and associated methodologies in learning.

Abbreviations like CBT (Computer Based Teaching), IBT (Internet Based Teaching), or WBT (Web based teaching) are the terms used synonymously for e-learning. Content is being delivered using Internet, audio, video, satellite TV. It can be instructor led or self-paced in the form of text, animation, audio, video etc.

6. Benefits of e-Learning:

e- learning has definite benefits over traditional classroom training. While the most obvious are the flexibility and the cost savings. The following are the benefits of e-learning:

- **Its Less expensive**: Using authoring software to produce your own asynchronous training programs, e-learning is virtually free. Synchronous programs will have continued costs associated with the instructor managing the class, which is still cheaper than the traditional teaching and learning.
- **It is self-paced**: These are the programs that can be taken up by the learner when needed. Smaller chunks of information or learning task or material may be provided which when completely absorbed by the child then the child may move forward.
- **It provides consistency**: It removes the threat of different teachers teaching in different styles and may be providing different information to the learners. The young minds may get confused so e-learning provides consistency of material.
- **Increased Retention:** It uses many elements like audio, video, quizzes interaction, reinforcement messages, games etc. There is also provision to revisit or replay a section that might not have been clear. Thus if the students or learners hesitate to ask questions or doubts may clarify them later by revisiting the content.

Also e- learning can be managed for large group of students. But there are potential disadvantages as well like lack social learning, needs a lot of planning in the part of the teacher, it is also not good for vision of the learners.

7. Conclusions:

       Technology is one of the fastest growing areas where change is a rule rather than exception. Application of ICT in education is a rapidly evolving scenario with numerous possibilities which are yet to be unfolded. Technology has permeated to each and every age group so it is now essential for the teachers of every age group and level to prepare themselves for this paradigm shift.

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Invigoration of 21ˢᵗ Century Skills with Digital Tools in Teaching Learning Process

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Abstract: *We are living in such a fast-growing world where every aspect of human life is being affected very quickly due to the advancement of science and technology. To balance the human mind with progress and development, we need to be equipped with certain skills that assure us to deal with challenges and issues of our society. In the field of education too, there is a need to develop similar skills of the twenty-first century, which can develop such qualities in the students which can help them to become successful citizens. This paper focuses on how digital tools can be instrumental in developing the skills of the twenty-first century and illustrates its importance through some examples. In order to develop 21ˢᵗ century skills among students, it is very important to make them a part of teaching process. Instead of teaching these skills separately, a teacher can use several digital tools as supporting learning material which can help indirectly for development of 21ˢᵗ century skills along with the content knowledge of different subjects.*

Keywords: *21ˢᵗ century skills, technology, digital tools, innovation, critical thinking, creativity, collaboration.*

1. Introduction:

Due to modernization, advancement, and development, there is a great impact on the education system also. To make oneself fit in the complex society, there is a need to make the learning process effective and productive so that students can cope up with the latest demand of society. There are many skills which are essential for our existence but when it comes to the education sector, we need to focus on development of 21st century skills. The Glossary of Education defines 21st Century Skills1 as follows: "The term 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed— by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world." National educational policy 2020 also emphasizes holistic development of students through development of 21st century skills like critical thinking, communication, collaboration, creativity and curiosity. These skills will enable the students to connect with new possibilities and contribute in making New India as a leading knowledge hub.

For developing higher order abilities like critical thinking, collaboration, problem solving etc, inquiry-based approach can be helpful. There should be some stimulatory techniques for improving learning outcomes based on these skills (Rodríguez, G., Pérez, N., Núñez, G. *et al.* ,2019). To equip our students with 21st century skills, teachers have to play a major role as these skills cannot be taught in isolation. These skills need to be integrated with normal teaching learning classroom experiences. The Central Board of School Education has listed out major three categories of 21st century skills like learning skills, literacy skills and life skills. These skills are further divided

into sub skills like critical thinking and problem solving, Collaboration, Communication, Information, media and technology literacy skills, creativity, leadership and responsibility, Initiative & self-direction, productivity and accountability and social & cross-cultural interaction. There are many activities suggested by CBSE in their manual for developing 21st century skills, which could be beneficial in developing these skills among learners. However, nowadays due to use of technology by the teachers, the classroom environment is also changing with respect to learning experiences and their outcomes. But these expectations from teachers are only valid if they have been provided with proper training for using digital tools in their classroom teaching. There is a requirement of training for pre-service teachers to make them enable to use media and social networking sites as a resource of 21st century skills. Web 2.0 tools can also be helpful in enhancing teaching skills of pre- service teachers which ultimately help the students to develop desired skills in future (Boholano, 2017). Therefore, there is a need to support and give strength to the development process of 21st century skills with the help of digital tools. There is an abundance of free tools which can be used by the teachers in teaching their subject matter and directly – indirectly will be helpful in developing 21st century skills among learners.

2. Digital tools for developing critical thinking and problem-solving skills:

The objective of teaching in the classroom is not only making the learner able to remember the information provided by the teacher but also to analyze that information and understand the applicability of that information independently. There are many components associated with critical thinking like breaking the content or information into smaller parts, analysis of those small parts of information and understanding the information based on some evidence and then we try to reach to the conclusion. Critical thinking helps in organizing logical, accurate and relevant information in such a manner that leads to the development of decision making skills, evaluation and problem solving abilities among students. With the development of critical thinking, students become able to differentiate between relevant and irrelevant information. It also gives scope for relating the different parts with each other once the understanding developed. There is a positive correlation between a student's ability to think critically and having problem solving attitude and academic performance. These skills are very helpful for students in understanding their subjects properly but there is a need of repeated exposure to critical thinking practices for their better performance. (Changwong, 2018) In today's world integration of digital tools in our teaching learning process has become so important that we use them very frequently for enhancing the learning experiences of our students. These tools can also be helpful in developing critical thinking skills. Some of the examples are:

Kialo: Kialo is a free digital tool which work on a platform specially designed for involving students in debate and thoughtful discussion, sharing ideas with others, listen others point of views. This tool also [provide opportunity to the students to choose their role in discussion for the topic or against the topic. Arguments with evidences helps students to analyze the situation and reach to the conclusion with collaborative efforts. This tool is very helpful in subjects related to social sciences.

NowComment: NowComment is another option as a free digital tool for engagement of learners through discussion for developing critical thinking among students. It also provides a platform to have discussion with other learners by sharing documents for creating online discussion on any topic. The best feature is that teachers can remain active with control in their hand to give the right direction to the discussion.

Flipgrid: Flipgrid is a free tool for engaging the students in discussion, peer review, peer feedback and many more activities which give the opportunity to the participants to develop problem solving skills. The teacher just needs to integrate the tool in his or her lesson plan and indirectly it will help students to think logically, accurately and develop decision making skills.

3. Enhancing communication & creative skills through digital tools:

The reason behind considering communication skill as 21st century skill is to make the learners confident enough to express their opinion, ideas and thought process with others. All the

four basic components of communication skill are important and can easily be mastered with digital tools. Communication and collaboration are the most important skills focused by many teachers in their lesson plans. This facilitates knowledge construction and decision-making skills and abilities to deal with real-world problem solving. Teachers always prefer ICT tools for developing such skills among students (Stehle et al., 2019). Freedom of expression is the basic element of creativity also which should be developed among students for motivating them to share their innovative ideas with their teachers as well as with their peer group. With this freedom students get a chance to explore their environment and enhance their thinking capabilities. There are many free digital tools which are available for teachers and learners for enhancing creativity as 21st century skills along with learning about their school subjects. Few examples are:

Voki: Voki is a digital tool which can help in developing important elements of communication skill i.e. speaking skills. This tool provides free customizable characters for teachers and learners to enhance learning experiences especially in English subjects. Animated presentation through this tool can be very effective in engaging the students through fun activities in the classroom.

Rewordify: It is a free online web app which helps in developing reading skills among learners. This tool not only helps in making the difficult English language into a simpler one but also helps in improving comprehension, self-confidence of the learners. It also helps in improving vocabulary and word retention power of a reader.

Podcasting: Podcast as a digital tool are easy to use for speaking and listening skills. Teachers can easily incorporate podcast as teaching aids in the classroom for delivering the information during the teaching learning process. Assignments, homework and project work details can be given with the use of podcast.

Hemingway: This app can be used for helping the students in improving vocabulary, grammar and spelling mistakes. This is easy to use, and instant feedback will be provided for further improvement in writing skills. Teachers can give assignments for practicing writing skills through such kinds of apps and students can develop writing skills at their own pace.

Piktochart:

Deeper learning visual literacy and creativity can be enhanced by using tools like Piktochart in the classroom. This tool provides the options for showing your content with smart infographics and gives scope for learners as well as for teachers to showcase their creative skills. Students can also showcase their talent by showing their ideas, thoughts and feelings through visual stories.

4. Collaboration and Information, Media and Technological Literacy Skills:

In 21st century skills , collaboration is considered as an important component because it also helps in developing many other skills such as team work, time management, decision making , brainstorming, resolving conflicts, respecting others ideas and developing understanding for different perspectives of learners from different cultures (Brown & Lara, 2011). The future classrooms of the digital age require to develop such capacities among learners which makes them enable them to collaborate with the worldwide community to exchange ideas and can learn with each other. (Riemer et. al. 2019).

In the teaching learning process, teachers always use various resources for providing accurate and relevant information to students in the form of books, magazines, authentic websites, Blogs, online articles, journals etc. It has become the need of the hour to use technology and social media for providing latest and updated information to the students. Nowadays it is very easy to find out many resources for information, but teachers must provide authentic sources of information so that students can explore those resources for better understanding. On the other handprint, electronic and social media also serve as the source of information, but all legal and ethical issues related to these resources should be discussed with the students beforehand. Teachers can make use of interactive boards, blogs, discussion forums, authentic websites, ppts and educational apps and games to enhance students' learning experiences.

Few examples for developing collaborative skills are given below:

Pen Pal Schools: This is one of the free digital tools which gives opportunity to students and teachers to collaborate with students of different countries to share their ideas and innovation with each other in terms of content driven projects. The global approach of working together gives opportunities to students to construct their knowledge and develop global citizenship skills as well. Students not only collaborate with students of the same age group from other countries, but they also learn about different topics in global context. It also gives facility to teachers and parents to review quality work done by the students and can also provide feedback to them.

NROER: It is an initiative by Central Institute of Educational technology (CIET), NCERT and Homi Bhaba Centre for Science Education. It provides educational resources in different forms like audio, video documents, images etc. All resources are under creative commons license and will be helpful for teachers and students of all stages of school education. At this platform audio books and flip books are also available, and anybody can use these resources for educational purposes free of cost with proper attribution.

5. Digital tools for social and cross-cultural interaction:

Social and cross-cultural interaction skills are needed for communication, collaborative work in different cultural environments. The knowledge about different cultures and their perspective on certain topics can help students to deal with issues in global context. In this area tools discussed for collaborative work can also be helpful. Following are examples of relevant tools for social and cultural interaction.

SDGs in Action: The SDGs in action is an app which is developed to spread awareness about sustainable development goals. It provides a platform to select your goals and make an action plan for achieving those goals. Collaboration with other people can also be done for working on the same goals. Teachers can use this app in their classrooms as an educational tool for making them aware about challenges faced by societies and motivate them for taking initiatives in making their action plan for giving direction to their ideas and thought process. It helps in promoting global awareness, advocacy, and action plans for solving the issues related to societal problems.

Wonderment: The Wonderment is a website which helps in developing awareness in global context and gives opportunities to learners to explore the world around them that seeks to build global awareness, empathy, and engagement through kids' shared exploration of the world around them. Teachers can join this platform and encourage students to do project work and also serve as Wonder guides, develop content, help in constructing meaningful learning paths for learners.

6. Conclusion:

21st century skills are an integral part of today's education system. Their importance has also been specifically mentioned in India's National Policy 2020. With the development of these skills, if teachers use digital tools in their classroom, they will undoubtedly see pleasing results as today's generation becomes more interested in using digital tools for entertainment and for learning purposes also. In such a situation, if they are taught in the ways they like, then depending on the students' choice, interest and experience, we can achieve our objective of holistic development of students in a more realistic manner. But there is also a need that teachers should be given special training for the use of digital devices for teaching, which should not be limited only to urban areas, but every child studying in remote villages can take advantage of it. is. In addition, before working in the digital platform, it is also necessary to inform the children about the various aspects related to it, only then each child can use it safely and develop the skills of the twenty-first century for construction of knowledge as an active learner.

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Need of English in Socialising and Personal Development: A Gender Analysis

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***Abstract:** Communication is the key factor in socialising, and English has become one of the fastest growing languages in the world. With this the need of English in socialising has become crucial. And in association it has become relevant to discuss the role of English in personal development that signifies socialising. The main objective of the paper is to discuss the need of English in various dimensions of the socialising activity. A gender analysis of such a need is essential to bring out the statistical relevance in the use of English for personal development through socialising. It is also essential to state as to why English plays a vital role in dominating the social activity of communication. To achieve this objective a statistical analysis of the data surveyed was operated through a software SPSS. A total sample of the population was around 800 in number surveyed in the year 2019. The respondents were the students studying in the high schools of Kolkata, West Bengal, with the equal division of gender having 400 male and 400 female students. The major finding of the study revealed that it is the role of English in the rise of status signifying the socialising element in the personal development of the female students.*

***Key Words:** English language, socialising, personal development, gender analysis.*

1. Introduction:

In this fast paced world English plays a vital role in communication. Communication is the key factor of socialising. Socialising has many dimensions in the way it reflects different role play in the life of an individual. Rise in status in the society, integration with the western culture, expanding the social network, availing a social favor and making friends are some of the major dimensions of socialising in the society. This type of socialising is most prevalent in the youth culture and is also a siginifactor of their personal development. The youth culture is the most obsessed with the used of English in the process of communication be it in the formal or the informal section of the society. In the present scenario, the youth is more defined and expressed in the terms of their fluency in English and is more influenced with the culture of the west.

2. Literature Review:

Language is the central tool for communication. From the perspective of youth a foreign language is seen as a fruitful possibility for future development in the wide spread global scenario of communication in the modern life. Youth of today tends to use English often as it is modern lingua franca of communication in the age of glocalisation. Moreover, there is no geographical barrier or social restraints in learning and speaking in English (Karimova, 2016). The attitude of the

Indian youth towards English language speaking is extremely positive, and they demonstrate a wide range of situations in which the English language is used in India. The majority of the Indian youth believe that English has a higher status than their native tongue (Dabrowska, 2010).

However, the perception of the role of English as opposed to the local languages in India is not homogeneous and may vary depending upon the location- especially when defining north- south barrier or the a margin between the rural or provincial divides and the urban or metropolitan locales of the country (Dabrowska, 2010).

3. Research Objectives:

The main objective of present research is to study the need of English in various dimensions of the socialising activity through the process of communication and to analyse its effect on personal development.

4. Research Method:

The snowball sampling method was employed in the data collection process of the present study. The total sample size of the population was 800 in number, and the students of high schools of Kolkata, West Bengal, were the respondents. The tool of the survey was a well-structured questionnaire. The respondents had to opt for the responses already mentioned in the questionnaire. The options of their response was in a five point likert scale as to how much important is English in communication process for the essentials of socialising in the society, ranging from little important to most important. The dimensions inquired upon were the need of English for communication in the society for a '*rise in status*', '*integration with the western culture*', '*expanding the social network*', '*availing a social favor*' and '*making friends*'. The respondents were also to reflect on the notion of need of English in the process of communication for their '*personal development*'; in a similar kind of a likert scale.

5. Discussion and Analysis:

The correlation of the items of socialising scale was analysed and a regression model was prepared using software called Statistical Package for Social Sciences (SPSS). A Cronbach's alpha score of .805 is a very good indicator of reliability analysis as shown in table no.2. There is a strong correlation in the items of socialising scale with a significant p value less than 0.01 as shown in the table no. 18. The tables no. 8 -17 is the descriptive statistics of the items of the socialising scale with indicative of the gender distribution and 19 and 20 is the descriptive statistics of the factor of personal development, along with the gender distribution of the same. The tables no. 8 -17 includes the elements of '*rise in status*', '*integration with the western culture*', '*expanding the social network*', '*availing a social favor*' and '*making friends*' as the items of the socialising scale. The figure no 6. indicates the gender distribution of the socialising scale, where, female distribution is denser towards maximum use of English for the purpose of communication in the socialising activity.

6. Major Findings:

The following tables reveal the major findings of the data surveyed:

Case Processing Summary

		N	%
Cases	Valid	800	100.0
	Excluded[a]	0	.0
	Total	800	100.0

a. List wise deletion based on all variables in the procedure.

Table no.1: Total valid cases surveyed

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.805	.801	5

Table no.2: Reliability statistics using Cronbach's Alpha

Item Statistics

	Mean	Std. Deviation	N
Rise in status	4.12	1.009	800
To integrate with the western culture	3.74	1.047	800
Making friends	3.53	1.175	800
Availing social favor	3.42	1.118	800
Expanding social network	3.57	1.186	800

Table no.3: Statistics of the items of scale

Inter-Item Correlation Matrix

	Rise in status	To integrate with the western culture	Making friends	Availing social favor	Expanding social network
Rise in status	1.000	.418	.279	.272	.225
To integrate with the western culture	.418	1.000	.461	.462	.433
Making friends	.279	.461	1.000	.668	.549
Availing social favor	.272	.462	.668	1.000	.697
Expanding social network	.225	.433	.549	.697	1.000

Table no.4: Inter-item correlation matrix

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Rise in status	14.25	13.556	.363	.186	.828
To integrate with the western culture	14.63	12.005	.575	.346	.772
Making friends	14.84	10.810	.658	.485	.745
Availing social favor	14.96	10.725	.724	.610	.724
Expanding social network	14.80	10.874	.638	.509	.751

Table no.5: Item total statistics

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.37	17.273	4.156	5

Table no.6: Scale statistics showing mean, variance, standard deviation and number of items

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	400	50.0	50.0	50.0
	Female	400	50.0	50.0	100.0
	Total	800	100.0	100.0	

Table no.7: Gender distribution of the population surveyed

Rise in status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Little Important	12	1.5	1.5	1.5
	Of Some Importance	61	7.6	7.6	9.1
	Important	110	13.8	13.8	22.9
	Very Important	254	31.8	31.8	54.6
	Most Important	363	45.4	45.4	100.0
	Total	800	100.0	100.0	

Table no. 8: Statistics showing frequency, percent, valid percent and cumulative percent for the item – Rise in status of the Socialising scale

Figure no.1: Gender distribution reflecting the need of use of English for rise in status

Rise in status * Gender Cross tabulation
Count

		Gender		Total
		Male	Female	
Rise in status	Little Important	7	5	12
	Of Some Importance	41	20	61
	Important	69	41	110
	Very Important	95	159	254
	Most Important	188	175	363
Total		400	400	800

Table no.9: Gender analysis of use of English in the rise in status for socialising

To integrate with the western culture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Little Important	17	2.1	2.1	2.1
	Of Some Importance	101	12.6	12.6	14.8
	Important	164	20.5	20.5	35.3
	Very Important	309	38.6	38.6	73.9
	Most Important	209	26.1	26.1	100.0
	Total	800	100.0	100.0	

Table no. 10: Statistics showing frequency, percent, valid percent and cumulative percent for the item – To integrate with the Western culture of the Socialising scale

Figure no.2: Gender distribution reflecting the need of use of English to integrate with the western culture

To integrate with the western culture * Gender Cross tabulation
Count

		Gender		Total
		Male	Female	
To integrate with the western culture	Little Important	10	7	17
	Of Some Importance	60	41	101
	Important	81	83	164
	Very Important	142	167	309
	Most Important	107	102	209
Total		400	400	800

Table no.11: Gender analysis of use of English to integrate with the western culture for socialising

Expanding social network

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Little Important	46	5.8	5.8	5.8
	Of Some Importance	133	16.6	16.6	22.4
	Important	134	16.8	16.8	39.1
	Very Important	294	36.8	36.8	75.9
	Most Important	193	24.1	24.1	100.0
	Total	800	100.0	100.0	

Table no. 12: Statistics showing frequency, percent, valid percent and cumulative percent for the item – Expanding social network of the Socialising scale
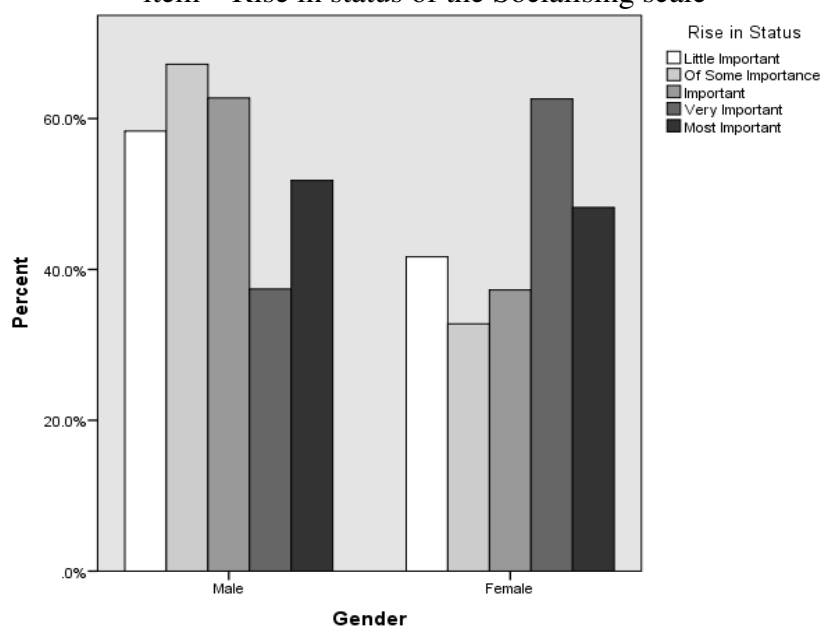

Figure no.3: Gender distribution reflecting the need of use of English for expanding the social network

Expanding social network * Gender Cross tabulation
Count

		Gender		Total
		Male	Female	
Expanding social network	Little Important	30	16	46
	Of Some Importance	83	50	133
	Important	57	77	134
	Very Important	136	158	294
	Most Important	94	99	193
Total		400	400	800

Table no.13: Gender analysis of use of English for expanding social network for socialising

Availing social favor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Little Important	50	6.3	6.3	6.3
	Of Some Importance	126	15.8	15.8	22.0
	Important	191	23.9	23.9	45.9
	Very Important	307	38.4	38.4	84.3
	Most Important	126	15.8	15.8	100.0
	Total	800	100.0	100.0	

Table no. 14: Statistics showing frequency, percent, valid percent and cumulative percent for the item – Availing social favor of the Socialising scale
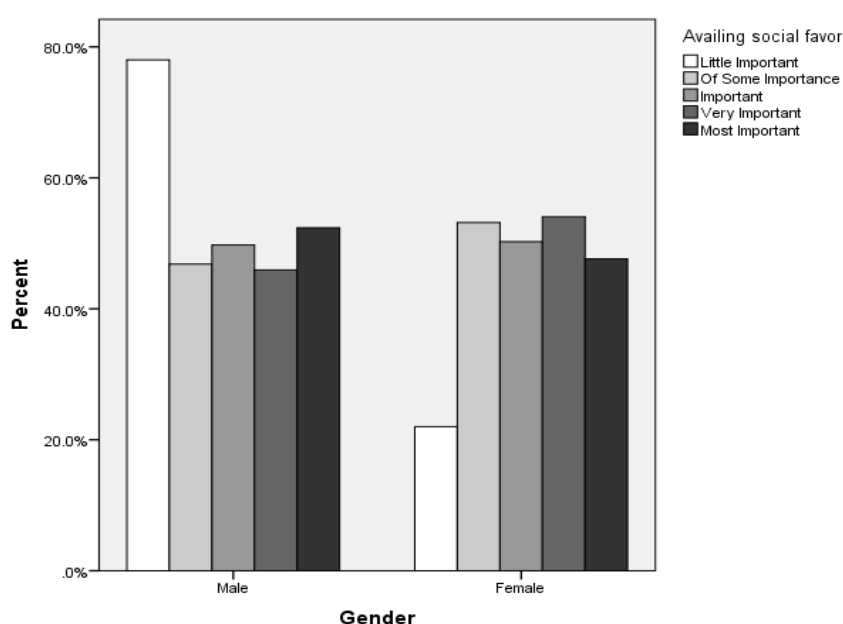
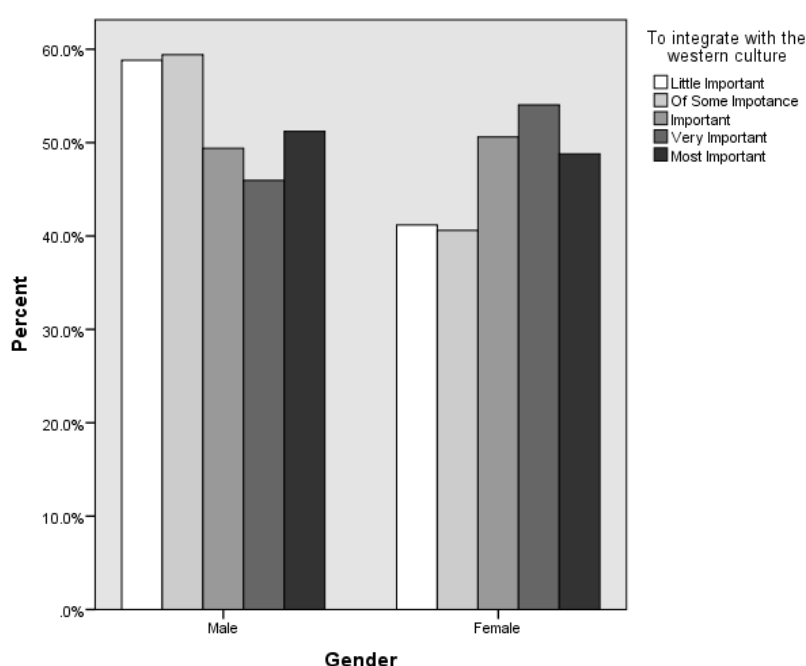Figure no.4: Gender distribution reflecting the need of use of English for availing social favor

Availing social favor * Gender Cross tabulation
Count

		Gender		Total
		Male	Female	
Availing social favor	Little Important	39	11	50
	Of Some Importance	59	67	126
	Important	95	96	191
	Very Important	141	166	307
	Most Important	66	60	126
Total		400	400	800

Table no.15: Gender analysis of use of English for availing social favor in socialising

Making friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Little Important	36	4.5	4.5	4.5
	Of Some Importance	149	18.6	18.6	23.1
	Important	166	20.8	20.8	43.9
	Very Important	254	31.8	31.8	75.6
	Most Important	195	24.4	24.4	100.0
	Total	800	100.0	100.0	

Table no. 16: Statistics showing frequency, percent, valid percent and cumulative percent for the item – Making friends of the Socialising scale

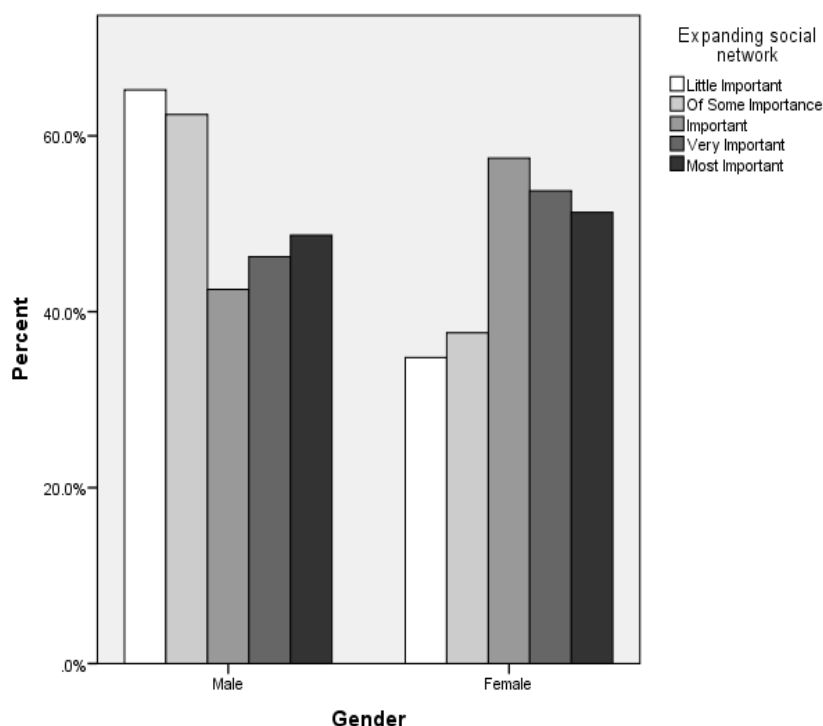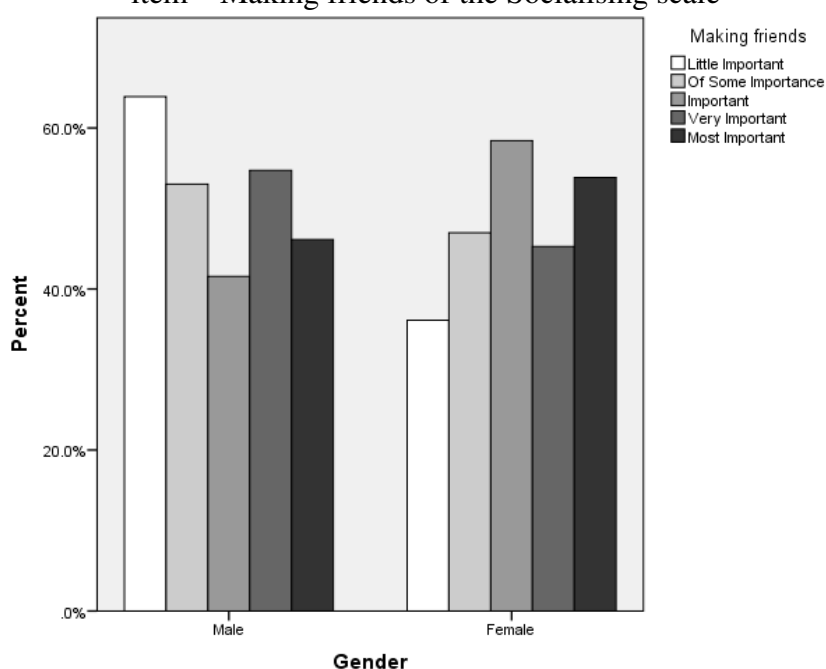Figure no.5: Gender distribution reflecting the need of use of English for making friends

Making friends * Gender Cross tabulation
Count

		Gender		Total
		Male	Female	
Making friends	Little Important	23	13	36
	Of Some Importance	79	70	149
	Important	69	97	166
	Very Important	139	115	254
	Most Important	90	105	195
Total		400	400	800

Table no.17: Gender analysis of use of English for making friends for socialising

Correlations

Items of the Scale of Socialising		Rise in status	To integrate with the western culture	Availing social favor	Expanding social network	Making friends
Rise in status	Pearson Correlation	1	.418**	.272**	.225**	.279**
	Sig. (1-tailed)		.000	.000	.000	.000
	N	800	800	800	800	800
To integrate with the western culture	Pearson Correlation	.418**	1	.462**	.433**	.461**
	Sig. (1-tailed)	.000		.000	.000	.000
	N	800	800	800	800	800
Availing social favor	Pearson Correlation	.272**	.462**	1	.697**	.668**
	Sig. (1-tailed)	.000	.000		.000	.000
	N	800	800	800	800	800
Expanding social network	Pearson Correlation	.225**	.433**	.697**	1	.549**
	Sig. (1-tailed)	.000	.000	.000		.000
	N	800	800	800	800	800
Making friends	Pearson Correlation	.279**	.461**	.668**	.549**	1
	Sig. (1-tailed)	.000	.000	.000	.000	
	N	800	800	800	800	800

**. Correlation is significant at the 0.01 level (1-tailed).

Table no. 18: Correlation of the items of the scale of Socialising
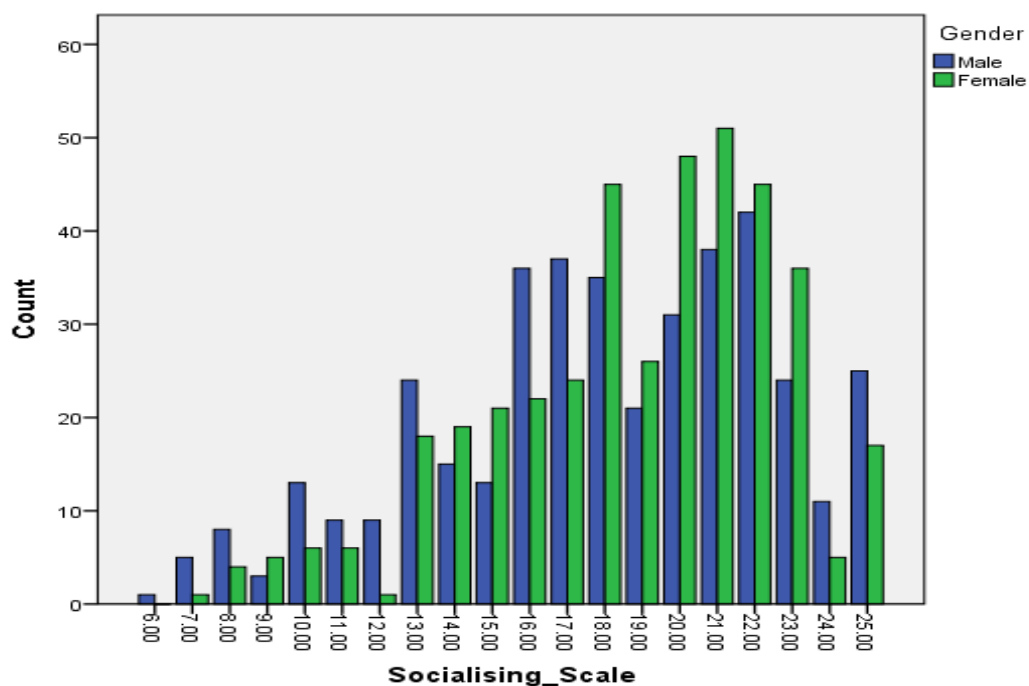
Figure no.6: Gender analysis of Socialising

For personal development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Little Important	14	1.8	1.8	1.8
	Of Some Important	75	9.4	9.4	11.1
	Important	179	22.4	22.4	33.5
	Very Important	364	45.5	45.5	79.0
	Most Important	168	21.0	21.0	100.0
	Total	800	100.0	100.0	

Table no. 19: Statistics showing frequency, percent, valid percent and cumulative percent for the factor analyzing – For personal development
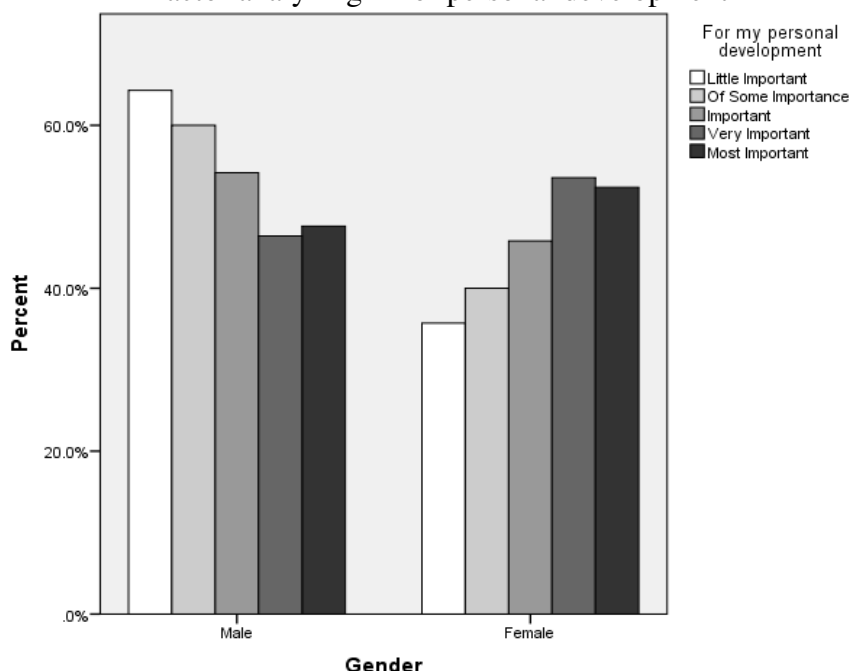
Figure no.7: Gender distribution reflecting the need of use of English for personal development

For personal development * Gender Cross tabulation
Count

		Gender		Total
		Male	Female	
For my personal development	Little Important	9	5	14
	Of Some Importance	45	30	75
	Important	97	82	179
	Very Important	169	195	364
	Most Important	80	88	168
Total		400	400	800

Table no.20: Gender analysis of use of English for personal development

7. Conclusion:

The following tables represent a regression model:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.568[a]	.322	.318	.785

a. Predictors: (Constant), Rise in status, Expanding social network, To integrate with the western culture, Making friends, Availing social favor

Table no.21: Regression analysis model summary

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	232.422	5	46.484	75.467	.000[b]
	Residual	489.067	794	.616		
	Total	721.489	799			

a. Dependent Variable: For my personal development

b. Predictors: (Constant), Rise in status, Expanding social network, To integrate with the western culture, Making friends, Availing social favor

Table no.22: Regression analysis showing level of significance in the ANOVA table

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.345	.138		9.780	.000
	To integrate with the western culture	.228	.033	.251	6.953	.000
	Making friends	.017	.033	.021	.516	.606
	Availing social favor	.071	.040	.084	1.786	.075
	Expanding social network	-.093	.033	-.116	-2.785	.005
	Rise in status	.383	.030	.407	12.564	.000

a. Dependent Variable: For my personal development

Table no.23: Regression analysis showing the dominating item of socialising influencing on the personal development factor

In the table no.21, the regression model summary indicates that the predictors or the constants are the items of socialising scale and the personal development is the dependent factor influenced by the items of the socialising scale. In this table the variance of the factors is having a score of .322 units, which is indicated by the R square value in the table. And the influential effect of the factor of socialising on the personal development is having a 56.8 percent score, indicated by R score in the table.

In the table no.22, the F value is 72.467, which is indicative of a good model fit of regression, having items of the socialising as a good siginifactor of personal development with the significance score of p value having less than .001 score.

This is indicative in the ANOVA table as:

➢ F (5,794) = 72.467, p <.001, R = .568

In the table no.23, it is the element of *rise in status* as the item of socialising that affects the most in the use of English for the purpose of communication in the process of personal development.

This is indicative of the level of significance in the table with p value less than .001. The siginifactors in this case are rise in status, integrating with the western culture and expanding social network. However, it is the element of rise in status for the use of English in the process of communication for socialising that plays the most important role in the personal development, as is indicated by the t-value of 12.564 score, which is the highest in the represented table above.

8. Suggestion:

The future of English among the Indian youth holds bright. There should be an encouraged use of English language teaching and learning, which will further enhance the socialising process through communication in a wider concept, not only to globalize but also for the personal development of the Indian youth.

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Department of Journalism and Advertising, Kyiv National University of Trade and Economics, Ukraine and Research Culture Society.

AN ASSESMENT OF THE TEACHING COMPETENCIES IN INCLUSIVE EDUCATIONAL SETTING

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Abstract: *This study was carried out to observe the phenomena concerning to the teaching skills of teachers and their techniques of teaching in inclusive schools of Kokrajhar Town, Assam. Further, this study also focused on the application of teaching aids in inclusive classroom and its impact on disabled students. The study was mainly based on qualitative research. For the purpose of this study, interview schedule was arranged in order to examine the teaching competencies of the teachers and their techniques of teaching. This study was examined among 200 teachers of inclusive education in Kokrajhar town of Assam. The result indicated that above 60% of the examined teachers are found to be inadequately trained for teaching the disabled students in inclusive settings.*

Key words*: Inclusive Education; psychological, Competency, teaching skills, innovative method, Inclusive School.*

1. Introduction:

Inclusive education entails inclusion of each and every different types of children where they gets an equal opportunity to acquire an education without any biasness in terms of physical or intellectual disability and socio-economic status by providing an access to different learning traits to them. Generally, it includes the process of learning in proximity along with both disabled and normal children. For an inclusive education, curriculum is specially designed in such a way that children are motivated to learn in most efficient manner. Here, every child from different categories gets an equal opportunity to participate in educational activities concerning to equivalent educational setting. Hence, inclusive education should be based on enlarged area to provide an access to education without any discrimination to the extent.

Disabilities include both physiological and psychological process of impairment. Amongst all those various types of impairment, visual impairment is considered to be one of the most common and severe issue in the prevalent study. It includes different types of vision problem. It is most commonly observed in people that some are found to be completely blind and some are partially sighted. In North-Eastern India, there has been scarcity of special schools where the children belonging to such disabled children do not get wide scope to acquire an education. So, inclusive education is the only way through which we can promote learning in a wide perspective otherwise most of the children would have been remained uneducated till today.

The Oxford Advanced Learners' Dictionary (1996) gives the meaning of 'Competence' as 'being able to' and 'to be competent' as "having the necessary ability, authority, skill, knowledge, etc." Here, in this study, competency refers to the ability of the teacher to perform the task of teaching most effectively. Teacher has to be proficient in his own way of teaching the inclusive children and handling the classroom situation because a teacher can only play a very important role

in every student's life. A teacher therefore can be regarded as a role model one who can inspires and motivate them to move forward in their life.

It is worth to be mentioning that most of the parents are highly anticipated to meet the demands of their children into the aspects of providing them a quality of education as they had to face a lot of problems for their children to get enrolled into traditional schools. They are mostly concerned about the teaching strategies and tactics whether it could satisfy their needs or not. Furthermore, it is highly imperative to note that teachers need to be specially trained in order to enhance their skills for handling the inclusive classroom situation. However, teaching in inclusive educational setting is not an easy task for the teacher as it involves students of differential background which is to be believed that only a competent teacher can be able to satisfy the needs of the inclusive students. Thus, this study is in an attempt to assess the teaching competencies of the teachers, w.r.t. their strategies and tactics of teaching in relation to inclusive education.

2. Objective of the study:
- To examine the competencies w.r.t. their strategies and tactics of teaching skills in inclusive education.
- To examine the competencies of teaching w.r.t. supportive communication skills in inclusive education.

2. Methodology:
Purposive sampling technique was selected for this study and it was based on qualitative method. Self-prepared questionnaire was distributed and Interview schedule was arranged among 200 teachers of inclusive education. Simple percentage analysis was used for the study.

4. Result and Discussion:
The data collected are systematically tabulated in tabulated in table no.1.

Findings on the basis of objective number - 1:
Table 4.1: Representing the responses on the basis of objective no.1 of the study.

SL NO.	Items	Percentage % of responses	
		Yes	No
1.	Interaction skills	120 (60%)	80 (40%)
2.	Application of teaching aids skills	116 (58%)	84 (42%)
3.	Competent of psychological knowledge	138 (69%)	62 (31%)
4.	Self-instructional design skills	112 (56%)	88 (44%)
5.	Adaptation of various teaching methods	160 (80%)	40 (20%)
6.	Collaborative working skills	117 (58.5%)	83 (41.5)

From Table No. 4.1, this study reveals that 60% of the respondents face difficulty in interacting with the disabled students as they are specially untrained in some specific areas.. It has also been observed in the study that 58% of the teachers are unaware of the use of teaching aids according to the needs of the students where they face difficulty in imparting knowledge to the students through technological based to the special students in inclusive classroom as they are not specially trained in specific areas and therefore, they are not well equipped to avail with the technological devices. This study also reveals that 69% of the respondents do not possess a psychological knowledge which is required to know the inherent tendencies and potentials of the students. 56% of the respondents are found to be bewildered in designing self instructional design and also for preparing a lesson plan

for the inclusive students. It is also found that 60% of the respondents failed to adapt various teaching methods in the inclusive classroom settings due to the lack of experts and specialists in schools as they are unable to take sufficient guidance from them. Furthermore, 58.5% of the respondents have responded that they are unable to work collaboratively among the teachers themselves even if any necessity arises in an inclusive environment as all of them get busy in their own schedule for teaching and also due to less number of trained teachers.
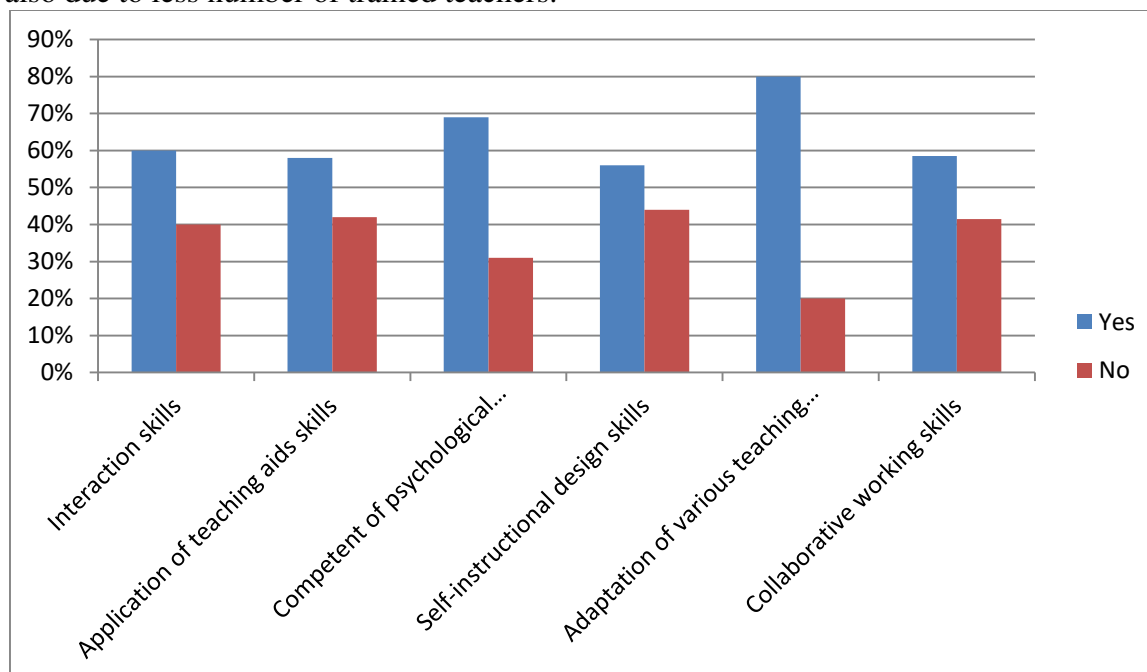

Fig. 4.2. Representing the competencies w.r.t. their strategies and tactics of teaching skills in inclusive education.

Findings on the basis of objective number - 2:
Table 4.3: Representing the responses on the basis of objective no.2 of the study.

SL NO.	Items	Percentage % of responses	
		Yes	No
1.	Supportive towards students	164 (82%)	36 (18%)
2.	Cooperation with students	113 (56.5%)	87 (43.5%)
3.	Inculcation of adaptive skills	118 (59%)	82 (41%)
4.	Arrangement for the instructional materials	143 (71.5%)	57 (28.5%)
5.	Adaptation to prospective memory task	126 (63%)	74 (37%)
6.	Adaptive learning resources	166 (83%)	34 (17%)

From Table No. 4.1, this study also reveals that 82% of the respondents are confident enough to provide assistance to the students related to self-care and exercises of practical life. It is has also been observed in the study that 56.5% of respondents are able to develop maintenance of interpersonal relations among the students in their day-to-day activities in an inclusive classroom situation. 59% of the respondents have responded that that they are able to inculcate adaptive skills in students to empower them more to fully participate in community environment. 71.5% of the respondents have also responded that they face difficulty sometimes in an arrangement of providing instructional materials all at once to the students in class because of the presence of different categorical students. It is also found in the study that 63% of the respondents encountered a problem

to connect students in prospective memory task especially for mentally retarded children due to lack of their special training in it. Moreover, 83% of the respondents have responded that In addition, majority of the respondents have also shared their own opinions that there is also a crisis of adaptive learning resources in their schools viz; provision of Braille technology for imparting knowledge to the blind students and assistive learning devices for the deaf students as well which could not be afforded due to financial constraints.
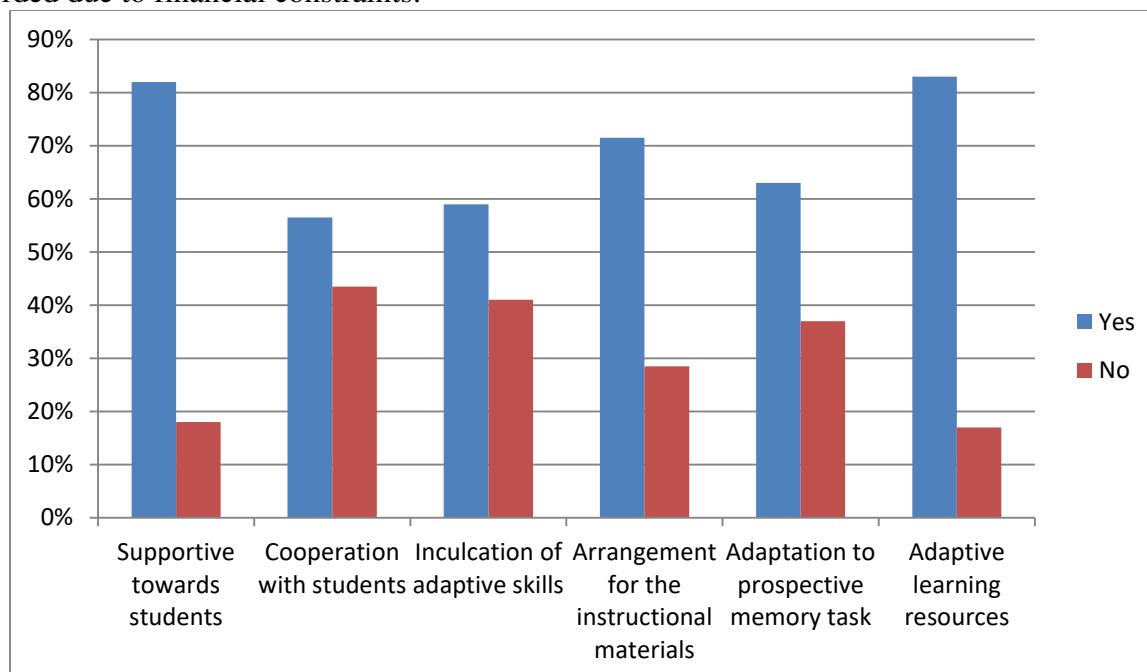

Fig. 4.2. Representing the competencies of teaching w.r.t. supportive communication skills in inclusive education.

5. Suggestions:

- Pre-service and in-service training of education should be given to the teacher of every inclusive education so that they can learn the skills of managing the inclusive classroom environment.
- Parents meeting should be arranged in each every week of the school program regularly in order to discuss the problems of the students.
- The school teachers should consult the clinical experts from time to time.
- The teachers should also collaborate among the teachers themselves in designing a lesson plan for the inclusive students.
- Workshops and Seminar Programmes should be organized in schools for discussing the various issues related to management in inclusive classroom for getting remedial solutions of such problem
- Initiative steps to be taken by the government in provision of required teaching aids especially for disabled students in every schools.

6. Conclusion:

The aim of this study was to examine the teaching skills and techniques of teaching in inclusive education of Kokrajhar Town of Assam. From the study, it is obvious to note that the competency level of the teachers in managing the inclusive classroom environment is found to be quite an inadequate. Hence, special training is very much necessary in developing an appropriate teaching methods and tactics of inclusive education among the teachers. It is crucial in the sense that once if the teacher grasp a special training, he/she will be able to surpass in managing the inclusive classroom more efficiently otherwise the teacher would be remaining being bewildered and perplexed for handling the inclusive students.

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From 'Epic' to 'E-pic': the digitization of storytelling for Indian Epics

To tell stories of televised Mahabharat and Ramayan through rap songs using on Social Media Platforms.

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Abstract: The Covid-19 pandemic and lockdown in India brought about the re-telecast of 'Mahabharat' and 'Ramayan' folk stories. Television is a traditional medium that tells the story, and these stories were taken on the New Media platform, where Indian Rappers narrated them in Rap Music. In this study, one group uses the ''Rearviewmirrorism' to tell stories in popular form and on popular TV. Therefore, alternative media use the space created in an earlier audio / oral media and heritage communication universe by electronic media on social media platforms.

Keywords: Digital Storytelling, Television, Television serials, Folk Tales, Rear view mirrorism.

1. Introduction:

More than 40 years since its emergence, hip hop music continues to be relevant in young people's lives, regardless of their ethnic context or geographical location. It thus provides a route and theoretical tool for anthropologists to address identity politics and activism, especially in the context of youth, cultural diversity and migration studies. This paper explores how Indian Desi Rappers use hip hop to investigate self-expressions and social identities. It illustrates how these rappers in India use hip hop as a contact space where identities are negotiated through self-identification and belonging. India is a multicultural nation of varied ethnic and behavioural perceptions. Based on a variety of reasons, such as their community path, their language and their living settings, people seem to have varying perceptions and aspirations for their settlement in India. Some people easily adjust to the 'Indian culture,' while others hang on to their cultural context and behavioural norms. This can contribute to fractions between family members and community members. Hip hop offers people trapped in-between various societal norms the chance to discuss and share themselves and their perspectives whether they belong. Drawing on long-term ethnographic studies with young people from Mumbai (a city in India), hip hop will be explored as an important in-between space that helps young people to navigate their identities and communication through multicultural and intercultural communications. As a result, it is argued that hip hop culture appears to be a significant empirical instrument for multicultural as well as intercultural communications. Television is a traditional medium that tells the story, and these stories were taken on the New Media platform, where Indian Rappers narrated them in Rap Music. In this study, one group uses the ''Rearviewmirrorism' to tell stories in popular form and on popular TV.

2. Review of Literature:

Hip hop refers to both a musical style / genre and a subculture that emerged in the 1970s from the Bronx, New York. It is rooted in African-American, Jamaican-American, and Latin-American

cultures, and is rooted in opposition to traditional patriarchal, overwhelmingly white U.S. society. Whereas it was initially "a collection of cultural traditions embedded in ethnic urban communities in the U.S.," its popular and commercial popularity has expanded internationally, and according to analyses by the music streaming service Spotify, hip hop is by far the most widely-listed genre in the world. Hence, hip hop is now a multinational, global movement that incorporates a variety of events and behaviours. Indeed, the vocabulary of such global networking is integrated into hip hop, with the word cypher relating to events in which people perform together, physically or musically, to create the community (Jacqueline Nguyen, 2019).

This genre has been incredibly popular in India and has recently been mainstream. Indian hip hop or Desi hip hop has become a sub-genre of the hip hop movement. It's essentially a mix of hip hop and Indian styles performed by South Asian artists. Bohemia, one of the most influential hip hop artists in the industry, coined the word 'desi hip hop.'

Hip hop has been heard in the country for a long time, and some of the early artists included Apache Indian and Baba Sehgal, who brought rap to Indian audiences. Yet rap or hip hop have never been part of mainstream club culture, but rather an underground music phenomenon until now, where hip hop has become a trend all over the world.

Rappers from around the world are raping not only in English, but also in their vernacular languages. Borkung 'BK' Hrangkhawl from Tripura uses rape as a means to describe himself as an Indian. He raps in English and Hindi to the surprise of the crowd. Rapping in one's native language is more popular than you thought, and the actor of Kannada, Alok Babu or All. OK, as it is popularly called, spreads the culture and language of Kannada by rapping in Kannada. Commercial hip-hop numbers such as Badshah, Hard Kaur and Honey Singh are Bollywood's common courtesy, but socially aware songs covering everything from hunger to gender rights are also gathering popularity thanks to the new era of rappers whose credit is inspired by likes of Tupac and Akala.

Hip hop is really international, with artists from all over the country storming the hip hip hop scene. Mumbai-based Divine and Naezy are the most famous names in the industry along with Delhi's Prabh Strong. Khaasi Bloodz from Shillong is a trio of D-Bok, Major Ri and D-Mon who are raping in their native Khaasi language. Siliguri's stars are in Buki and Xenon Pheonix. Major C or DJ Chantz was also phenomenal when it came to bringing Desi hip hop globally.

In a multi-cultural, dynamic society, there are numerous ways in which people navigate the experience of daily life and the reality of identity. In the 1970s, Berry, Kalin and Taylor (Kalin, 1977) differentiated between three distinct definitions of the cultural diversity aspect of multiculturalism. First, multiculturalism is a demographic fact: most cultures around the world are culturally diverse. Second, multiculturalism is an ideology: people and organisations express common beliefs about whether or not they support or oppose this plurality. Third, several governments express national strategies and create initiatives that reflect the acceptability and encouragement of diversity. All three characteristics are closely related to each other. Without the existence of diversity, there is no reason to be worried with what people say of it, and there is no need for government regulation. While there is no doubt that multiculturalism refers to the existence of cultural diversity in culture, the second central aspect of multiculturalism expressed is equal participation. A multicultural perspective that only recognises the presence of cultural differences will contribute to the creation of distinct ethnic communities within a diverse community (Berry, 2016)

International language teaching will make great strides using modern educational technologies. The modern interactive videodisk systems will aid in making this progress. Unfortunately, this new educational media is being implemented with McLuhan's "rear-view mirror" approach. That is, combining this modern technology with older, separate media methods. Instead, it should be used in conjunction with a new methodology that could better exploit the great potential of this new

media. A model for this new methodology (Nord, 2013). With the available content and the story from the TV series, these rappers have moved with the originality but a newer form and medium to give the content. Make rap videos and post them of social media platforms, that is from one medium to another popular platform. The only way not to feel alienated in the new media environment, McLuhan said, is to understand what is going on in the present, to be keenly aware of one's environment. Most people, however, do not do this: they live in the past. They suffer from a "rear-view mirror" mentality. Their thoughts and feelings belong to the preceding generation (Philosophicalsociety, 2020).

Rear view mirrorism can be explained in two ways: one is brief, the other very, very long. Now to help you out, the concept originated from a Marshall McLuhan aphorism from his popular 1967 book The Medium Is the Massage. He writes: "That's the past. When facing a totally new situation, we still seem to bind ourselves to the artifacts, the flavour of the latest history. We see the present from a rear-view mirror. We 're back into the future, (Marshall McLuhan, 1967). What he describes here is the tendency to cling to the past when dealing with new media. Likewise, the folk tales of Mahabharat and Ramayan had been dealt with the masses over the new media through rap music.

A perfect example of rear-view mirrorism is the play Plato. In Greek oral culture, Odysseus' tales were passed down to generation as narratives and morality lessons (Eric McLuhan, 1995) Centuries later, with the emergence of a new medium — written language — Plato decided to immortalize these old stories.

We look ahead linguistically through the rear-view mirror, every day it's no coincidence that the desktop of your computer is called the screen — or that Windows is called Windows — this modern medium acts as a virtual "window" in your home that enables you to peek into the cyber world. Right now, I'm "filming" a video on "photobooth" from my "macbook" but I'm obviously in my bedroom, this book has no chapters, and I'm not sure I've ever seen a movie actual movie. Why are we doing this? Explaining the linguistic aspect is easy simple (Levinson, 2003) It helps us understand and accept new media and technology. If we can name it, we can at least pretend to understand it and accept it in our lives (Levinson, New New Media, 2014) argues that "the future can only be rationally measured in terms of the past ..."

McLuhan 's response to the content aspect is a little more complex, but bear with me as I break it down: McLuhan attributes this phenomenon to a society's environment. He argues that environments are not passive – they are active processes that are invisible to us because we're in them (pbworks, 2020)

An example he gives is English as a setting. The language itself shapes our perception and even our understanding of our own emotions, but we remain largely unaware as primary language users. He also calls this "invisible world"(McLuhan, 1969). Adding new media creates a new environment. Consequently, the medium creates the environment's content, or in other words. The medium is the message. Nicholas Negroponte claims that the medium isn't the real-world message – it's just an expression of the real bits message. He discusses hypermedia, which he links to a "collection of elastic messages that can stretch and shrink according to reader actions (Negroponte, 1995). Similarly, the rap songs made in the folk stories send us the same message with a new language and shape through modern media.

Levinson reminds us that "we stare too long in the rear-view mirror, focusing only on how the new medium relates to the immediate past media, we may crash head-on into an unseen, unexpected consequence," (Levinson, Paul, 2003)

3. Research Objective :

To find an internationalization of folk TV tales on digital media platforms through rap music

4. Research Methodology :

The content analysis method was chosen for the study. Indian rappers' rap videos posted on YouTube were examined during the Indian covid-19 pandemic lockdown. In addition, these videos were analysed to examine the story of TV serial narratives 'Maharbharat' and 'Ramayan' and the story of Rap Video.

5. Findings :

One of the most ancient and useful ways of communication was the oral storytelling tradition whereby a community's collective memories, myths, values, tales, opinions, successes and defeats were passed orally from one individual to another, one family to another, one generation to another. "Folk media," a term applied to a type of dissemination of information that existed worldwide long before the written word, incorporated this storytelling into traditional music, drama, dance and puppetry. culture, ethnicity, and religion used different types of folk media to create, represent, inform, and entertain their community with culturally specific, unique features relative to the group context. They contributed to preserving and transforming community identity, were effective in educating and building awareness about issues that mattered to the community, and were sites of resistance and reclamation more often than not.

Digital stories and folk media share two roots. One: both can rely on art, song and performance in the context of storytelling, and two: the story itself is subject to transformation through live audience participation or through interaction expectations that now reflect a participatory new media culture. Before the 'set text' paradigm appeared, textual production was re-creative, communal, and collaborative; we now return to a similar textual relationship focused on remixing, sharing, and mash-up.

In the context of the TV series, digital storytelling draws strong parallels to the first approach as both the method and the story are almost always directed towards a group, regardless of its exact nature (defined geographically / spatially or otherwise). A primary goal of digital storytelling through rap songs is to create a community among storytellers where ideas and narratives can be exchanged, shared, discussed and created in a safe space, in an environment where topics are not chosen by "professional communicators," but by the participants themselves. The end result — the narrative moved to digital form — has the potential to create and sustain communities through cyberspace that are not geographically bound, but can still inform and nurture it.

It also emphasizes the relationship between community media and mainstream media, and defines it as a supplement or alternative voice. Mainstream media is often viewed as a voice of dominant discourse and representations, large-scale, state-owned or corporate-owned. Community media can represent the opposite: small-scale, self-owned, horizontally structured with active community participation, non-dominant discourse carriers, emphasizing self-representation.

Digital storytelling movement emphasizes self-representation at its roots. Stories are made using small-scale equipment, learning how to use digital spaces during the course. The fact that mainstream media frequently imitate what was once perceived as a smaller-scale, independent project. At the same time, the critical attitude towards the production values of 'professional' work in mainstream media leads to a diversity of formats and genres and creates space for experimentation with content and form. Community media can thus rightly be seen as a breeding ground for innovation, later often recovered by mainstream media.

The story portrayed in the rap songs was identical to TV serials. The key feature was the rhythmic, scaled narrative, which also had a pace modified with different flow forms and singing techniques. Whereas, by sharing verbal dialogues, the TV show had a simple narrative. Here we can say that narrative and plot were the same, but Indian rappers adapted a more popular streaming platform to

make a rap song on the same Mahabharat and Ramayan story content, but posted it on a new media platform where it can be shared with a large population.

Also, the tv serial 's success and the media platform's success took Indian rappers to introduce an innovative style to narrate mythological stories and reach a broader audience. The Internet, the new medium, brings mobility and closeness to the spread of content in the digitized world.

Although genre, storyline, setting, remains the same most notably, watching a TV show can be a very immersive experience, and music and sound design play a crucial role in creating that experience. In other words, music does everything in TV shows. Likewise, rap songs introduced a newer trend for television shows where music was the key source of the audience's plot.

In reality, the 'everything' is many things: music creates atmospheres, evokes emotions and sometimes physical sensations, generates settings and turning points of storylines, frames the narrative, and as such is an integral element of audio-visual storytelling.

Although music and sound conventions are common by definition, they are far from universal, and the way sound functions in a show requires careful attention to the exact meaning and structures both on TV as well as internet.

Another void in television music research is at sound and medium intersection. The spectrum of epistemological considerations and analytical perspectives viewing music on television is diverse. However, amid this explosion of methods, the variety digital formats in which sounds are expressed is rarely analytically addressed. This creates a mosaic of viewpoints and study of sounds without offering in-depth insights into how style and sound are actually interlinked on Television and internet.

6. Conclusion:

Audio and sound are critical as narrative agents to tell the stories of the show, effectively influencing the specific readings the show supports and the ideals implied in them. Sound and music place serials within the rich traditions of the stories they narrate. For example, by emphasizing specific aesthetics over others, they ultimately contribute to a particular version of their respective story. In this case, they represented hegemonic versions of two morality tales, which were then transmitted to an unparalleled mass audience on a state-controlled medium. Therefore, the serials' music influenced the specific readings of the stories and concentrated on which musical styles and traditions are fused. A prominent subject on the two shows in the scholarly debate, but the aural element has been like most other subjects. It highlighted how television draws heavily on cinematic aural aesthetics, and the Internet plays its part with music-based narration aesthetics.

Also, the portrayal of these specific aspects is a key element in placing serials among the re-telling that support tale hegemonic versions from one popular medium to another more popular platform.

Thus, the study findings show that there is a dominant view of the internet as an alternative tool for reaching the viewer in known and well-established ways, rather than a new means of communication that could complement the content generated and/or transmitted by television. Alternative media, then, use space provided in an earlier audio / oral information and contact environment by electronic media.

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Social & Digital Media in Education

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Abstract: Social media plays an important role in every student's life. It is easier and convenient to access information, provide information and communicate via social media. Teachers and students are connected to each other and can make good use of these platforms for the working of their education. Digital media allows people to showcase their work, social outlook and more. Student work can reach a large crowd and receive comments and opinions Acquiring effective education through digital education and social media is a major concern in contemporary education. The daily use of digital media and all forms of social media is part of our lives and therefore becomes an important component of education Teachers should consider the process of digital media curriculum as a learning model and an education-friendly experience. This means that the importance is on how to learn and what to learn. This study demonstrated how the implementation of digital media curricula through the scratch game-making project contributed to middle school students' engagement with the entire educational process. The goal was to rethink the role of digital media in transforming schooling. Based on classroom observations and interviews with teachers and students from four middle schools in Denver, Colorado, educational criticism and a qualitative method of connoisseurship were employed to examine the interaction between digital media use and teaching and learning was. Several topics emerged (a) the production of digital media influenced the behavior of students and teachers' attitude towards formal and informal education. Done (b) Digital citizenship is an important lesson for digital learning and understanding of the digital structure of society (c) New literacy is important, as the ever-changing tools provide dynamic and contrasting ways of supporting the digital experience to connect with society (d) Learning returns from being told, and deep learning is gained from students interacting with their work and (games) digital media programs, such as making video games for learning , Providing students with the skills in communication, theoretical, aesthetic, creativity and technical knowledge necessary to become successful digital citizens. The research traced the experience and effort of students to this new form of enjoyment, which enhanced their critical thinking, problem-solving and creativity under the well-planned guidance of teachers. . The challenge for teachers is to continuously review and design educational tools and provide students with meaningful learning experiences towards using meaningful learning tools. Teachers need to find the best use of digital media technology, which gives students every advantage to reach an informed international perspective.

Key Words- Digital education, social media, usage and learning, planned guidance, creativity.

1. Introduction:

In today's, hardly anyone will be unfamiliar with social media. Today every small and big social media is being used. Social media not only connects us to every corner of the world, but also helps us to freely express our thoughts to the world. It also helps. Today, in order to emerge as a strong personality, strong relationships and effective communication are required, social media

provides common support or dialogue as well as full support in learning new things and shaping careers. If needed, just use it correctly. Whether it is Face book, LinkedIn, Twitter or Instagram, there are groups or communities related to a particular topic, opportunity or exam, in which people have all the important and latest information related to that topic or occasion. Keep sharing For example, in the community related to board exams, every ongoing update or important study material related to the exam is constantly discussed by the students or teachers associated with that community, so that you get all the updates without wasting much time or energy. Getting effective education through digital education is a major concern in contemporary education. Come Today's technologies are related to education in many ways rather than the historical teachings unilaterally discussed as educational processes. Today, individuals employ digital media and the Internet in naturally occurring ways and education in this form is considered in the context of social change, which in turn is fully integrated with digital media. The daily use of all forms of digital media is part of our lives and therefore becomes a component of education truly effective contemporary education must consider these elements - the changes they bring to our social and cultural environments - and implement them today. In modern society, people use digital media daily and radically, and teachers need to consider the integration of digital media today and for the future. With the transition from the "lecture and learn" model to fully interactive learning through digital media, students gain more and more responsibility for their own learning and see it as a lifelong learning process. Increased thought capacity and problem solving skills associated with multiple tools around learn outcomes. Describing digital media is necessary to create new approaches to learning. The purpose of using these techniques in education is not only to prepare students for their careers, but also to nurture a new generation of creative thinkers who are using digital media. This study explains and analyzes why the implementation of digital media specifically contributes to the entire learning process of middle school students as well as facilitating lifelong learning of students in digital media studies my goal is not to provide definitive evidence, but rather, that digital media can have a revolutionary role in schooling. In this way, we have seen that instead of using social media to make new friends in the country and the world, instead of gossiping with them in a meaningful way, using it in a meaningful way, the students can get full help in education while increasing their learning ability.

2. Importance of Social and Digital Media:

Past days when education in class was limited to reading books, writing on the blackboard to explain things to teachers, and writing students' notes. Technology is not just about playing online games and watching animated videos. How children, parents and teachers use technology to make education effective, its benefits depend on this matter. When technology is used well for educational purposes, the education experience helps to be more effective and students are more involved. Today, the use of PPT's, video presentations, e-learning methods, online training and other digital methods are being given importance in the teaching-learning process. Because of this, teaching in the classroom is becoming more interactive. Children Basic, Challenger and Teachers should be taught at three such levels. They should promote using the Internet to gain knowledge rather than playing games. These days, children can learn many things privately through online. They should keep developing their education, understanding and skills while avoiding online threats. Through digital literacy, children can learn to use technology responsibly to communicate with the world around them. At the same time, they can also get information about new areas of knowledge beneficial to them. Apart from this there are many online competitions, which are a great platform for children to gain knowledge. They can also be participants in it and can learn a lot intellectually. Digital education has many advantages in making significant changes in the child's life, such as motor skills, decision making, visual learning, cultural awareness, better educational quality and discovery of new things. All these make education interactive. While learning Internet programs, children are able to understand the digital world and do something new. Today's children are born in a technology-based society and have become used to the Internet at a very young age. As foster parents, it is our responsibility to tell them about the advantages and disadvantages of the Internet,

to teach them safe internet habits and to train them to do everything safely. These days there are online lessons where children can learn many things in private. Apart from this, coding is also proving to be the magic of technology in children. Today's students know how to research and find text sources, videos, podcasts, and presentations related to the Internet. Schools should connect classes for students and teachers to the Internet, they should have easy and cheap availability of information and teaching and learning resources. Learning is basically a social activity. Therefore, instead of preventing children from joining online networks, we should encourage them to learn with safety. Digital education has become a part of our life now. If we want digital learning, we need to prepare our schools and teachers properly with internet resources.

3. Benefits of digital media in an Education:

There are many benefits that digital media provides in an educational context. Firstly, it can increase student engagement. Unlike other mediums, when one is working on digital assignments, students are able to act as a

Producer. In addition, it helps students work through difficult concepts. Digital instruction helps show difficult topics that are often hard to understand. In addition, the use of digital media in education helps to promote

Critical awareness. : Lastly, digital media also helps foster equality. When students use digital technology in a course, all the students in the classroom have the opportunity to hone those digital skills.

- Use of Social Media In Teaching And Learning: Emerging Role Of Social Media And Its Importance In Teaching And Learning.
- Social media has gained incredible popularity over the past few years as an open source of information and knowledge sharing platform. Educational institutions are using social media space to interact with young minds. We are seeing educators leveraging the potential of social media technologies to enhance the overall teaching-learning process.
- The emerging role of social media in teaching-learning process cannot be ignored. It not only provides students access to useful information but also connects them with learning groups and other educational systems that make their overall learning process more interesting and engaging.
- Social platforms like Face book, LinkedIn, Twitter, YouTube and Instagram are being used by almost everyone. These social channels are all about collaborating, networking, sharing and generating knowledge and content – something which is of great value in the context of education.
- Few ways in which social media is helping professors, students and universities are mentioned below, take a look.

4. Conclusion:

Now today's many professors are conducting live video chats on Skype, Twitter and other places for their lectures. It helps the students as well as the teacher to learn and share something at home. Education can be made easy and convenient with the help of social & digital media. Social & Digital Media helps students to increase their knowledge through many teaching materials made available online. Through social & digital media, students can watch videos and pictures, check reviews and instantly clear their doubts while watching live processes. Not only students, but also teachers can make their lectures more interesting by using these tools and teaching aids. Classes conducted on social media platforms are more disciplined and structured because they know that everyone is watching it. Therefore, it can be said that social & digital media is an accessible way that can prove to be a boon for students in education and in a good way, the student can ensure their education well by increasing interest in their education.

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Blend of Social Media tools for Collaborative learning platform

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Abstract: *Social networking sites are becoming popular online destinations that offer users' easy ways to build collaborations and maintain relationships to create disseminate and share knowledge and information. Social networking and communications tools have become widely used in entertainment and social applications and there is growing interest in their use in formal education applications. Participation in online social networks may enhance learners' connections to their local community and also with distant others they perceive as similar may be especially important to their educational attainment and academic engagement. However, the full potential of social network sites has yet to be achieved as users continue to strive for optimal ways of using these sites, as well as challenges related to privacy, security, governance, user behavior and information quality of these sites are still quite prominent. This paper reflects upon how international collaborations may occur and be promoted through the use of social software and social networks. It addresses the role that computer-mediated communication through social media tools can play to offer new educational affordances and avenues for students to interact with each other and with their teachers or tutors with the costs and benefits of social media tools when applied to academic practices.*

Key Words: *Social Software, Social Networking Tools, Collaborative learning for STEM students.*

1. Introduction: Social Networks.

The information revolution has been one of the most rapidly expanding movements in the modern era, fueled especially as it is by the growth and development of the World Wide Web. And one of the newest products of the Internet is social software and social networks. The term social software refers to set of network tools designed specifically to support sharing, collaborating and socializing, resulting in the development of multiple forms of social capital (Jones & Thomas, 2007). Educational social software was defined in 2005 as "networked tools that support and encourage individuals to learn together while retaining individual control over their time, space, presence, activity, identity and relationship" (Anderson, 2005). Huertas, Casado, Corcoles, Mor and Roldan (2007) characterize social software as 1) student-centered when students develop their own knowledge, 2) collaborative when teachers and students function as peers in a social network, and 3) transitional when the traditional learning environment shifts to a much more open learning environment. When used effectively these new technologies have the potential to allow students to 'speak' to a world far beyond their local community. In doing so they can empower students to write and publish for a worldwide audience, not just to be the audience (Wells, 2005)

2. Social Networking Sites and tools:

A number of SNSs are available for use, each possessing a set of both common (to all SNSs) and specific functionality. Blogging are online journals, published through the Web interface, and focused on topics reflecting the interests of the authors. Wikipedia is an online open source encyclopedia built by aggregating wikis, which are tools of collaborative authoring of tagged hypertext content. Flickr is an easy to use photo sharing service that allows users to upload, tag, and share photos. MySpace and Bebo allow users to build, launch and share their multimedia Web presence, and invite friends to form social networks. Facebook is a particularly popular online social networking community similar in functionality to MySpace and Bebo. LinkedIn is a social network for business professionals. Del.icio.us is a bookmarking service that allows users to create their tagged bookmarks in shared Web spaces. Blackboard/WebCT is a learning management system that provides learners with opportunities to share comments and insights on particular aspects of courses with teachers and peers. SNSs are extremely flexible to use and expand opportunities for socialization. Wikis are an example of social software that is being used in knowledge building networks, both within and beyond education. Ward Cunningham developed wikis (collaborative Web 2.0 authoring tool) for the Internet in 1994. "Wiki" comes from the Hawaiian word *wiki*-meaning swift or quick. The first wiki (WikiWikiWeb) was created by Cunningham. Since then, a number of wiki applications (e.g., DocuWiki, PBwiki, Wiki Spaces, and Media Wiki) have been developed to support a variety of group projects. The primary communication methods of social software applications, wikis rely on, is of "many to many", that provides for maximum collaboration and shared authoring. (Augar, Raitman, & Zhou, 2004; O'Reilly, 2007). In brief, it is a virtual home where we could nurture and grow our collaboration far beyond what we had been able to do in our face-to-face meetings. Collaborative nature of the wiki provides built-in opportunities for students to reflect and comment on one another's work as well as on their own. Wikis have been called "an effective tool for educators" (Robinson, p. 106, 2006). They enable students to collaborate in a space that is immediately updated (Bold, 2006). Wikis can be used to encourage collaboration among students by allowing them to read and edit each other's work. Collaborative writing assignments with wikis encourage students to review each other's pieces and truly reflect on and critique what is being put together instead of just pasting separate components together (Ben-Zvi, 2007). Wiki discussion area (called "Discussion Forum") is used as a collaborative space for responding to prompts from user to user and for presenting questions to the learning community for reflective comment. (DeArment, 2002).

Here, is a list of some of the tech tools, that are becoming increasingly popular and widely used, that should be part of any teacher's tech tool whether for their own personal use or as educational aids in the classroom. These tools use the power of social media to help students learn and teachers connect.

- **Edmodo:** Teachers and students can take advantage of this great tech tool, as it offers a Facebook-like environment where classes can connect online.
- **Grockit:** Get your students connected with each other in study sessions that take place on this great social site.
- **Skype:** Skype can be a great tool for keeping in touch with other educators or even attending meetings online. Even cooler, it can help teachers to connect with other classrooms, even those in other countries.
- **Pinterest:** You can pin just about any image you find interesting on this site, but many teachers are using it as a place to collect great lesson plans, projects, and inspirational materials.
- **Schoology:** Through this social site, teachers can manage lessons, engage students, share content, and connect with other educators.

- **Quora:** While Quora is used for a wide range of purposes, it can be a great tool for educators. It can be used to connect with other professionals or to engage students in discussion after class.
- **Ning:** Ning allows anyone to create a personalized social network, which can be great for both teachers and students alike.
- **Open Study:** Encourage your students to work together to learn class material by using a social study site like Open Study.
- **ePals:** One of the coolest benefits of the Web is being able to connect with anyone, anywhere. ePals does just that, but focuses on students, helping them to learn languages and understand cultures different from their own.
- **Khan Academy:** Many teachers use this excellent collection of math, science, and finance lectures and quizzes to supplement their classroom materials.
- **Manga High:** MangaHigh offers teachers a wealth of resources for game-based learning in mathematics.
- **Fun Brain:** If you're looking for a great collection of educational games, look no further than Fun Brain. On it, teachers can take advantage of fun tools for math and reading.
- **Educreations:** Educreations is an amazing online tool for the iPad that lets teachers (or students) create videos that teach a given topic. Perfect for studying or getting students to show off their knowledge.
- **Animoto:** Animoto makes it simple to create video-based lessons or presentations for the classroom and to share them with students or anyone else.
- **Socrative:** Available for computers, mobile devices, and tablets, this student response system engages students through games and exercises on any device they have on hand. Even better, teachers can easily assess student progress and track grades.
- **Knewton:** Adaptive learning has been a hot topic in recent months, and with Knewton it's something that any teacher can access and use. The site personalizes online learning content for each student according to his or her needs.
- **Kerpoof:** On Kerpoof, students can get creative with their learning with games, interactive activities, drawing tools, and more that are both fun and educational.
- **Study Sync:** With a digital library, weekly writing practice, online writing and peer reviews, Common Core assignments, and multimedia lessons available, this site is a fully-featured tool for teaching and learning that can be a big help in the classroom.
- **Carrot Sticks:** On this site, teachers can take advantage of a wide range of math learning games, giving students practice while they have fun.
- **Teachers Pay Teachers:** Have great lessons to share? Looking for something to add to your classes? On this site you can do both, selling your own class materials and buying high-quality resources from other teachers.
- **Planboard:** Make sure your lessons are organized and that your day runs smoothly with the help of this amazing online tool designed just for teachers.
- **Timetoast:** Timetoast is a pretty cool for student projects, allowing them to build sleek, interactive timelines in minutes.
- **Capzles:** There are so many different ways that Capzles can be used in the classroom, there's bound to be an application that fits your needs. What does it do? Capzles makes it simple to gather media like photos, videos, documents, and even blog posts into one place, making it perfect for teaching, learning, or online projects.
- **Popplet:** You and your students can use Popplet to brainstorm ideas, create mindmaps, share, and collaborate.
- **Google Earth:** From geography projects to learning about geological processes, Google Earth can be an amazing and fast way to show students anywhere in the world.

- **Donors Choose:** Need funding for a classroom project? You can get it through this site that hooks up needy teachers with willing donors.
- **Slide Share:** With SlideShare, you can upload your presentations, documents, and videos and share them with students and colleagues. Even better, you can take advantage of materials that other have uploaded as well.
- **Live Binders:** Like a real-life three ring binder, this tech tool allows you to collect and organize resources. Much better than a binder, however, the site also comes with tools to connect and collaborate and a virtual whiteboard.
- **AudioBook:** Through this tool, you can record and share audio for your students or anyone else. (Edudemic .Connecting education and technology http://www.edudemic.com/2012/08/50-education-technology-tools-every-teacher-should-know-about/)

3. Role of Social Networking in Educational Arena:

The use of social software and social networking has been growing exponentially with applications in social, gaming, media, business, and education contexts. Education is an evolutionary realm; it has been changing and including new practices since its beginnings in order to support changes in society. Beyond the people connection capabilities, one of the most important contributions of social networks to the education realm is the opportunity to share knowledge, and to be able to use this knowledge to solve common problems along the social network. Knowledge is represented into a social network by the content shared and created by the users, so that, in an educational social network, not only teachers are responsible to create new content and to answer questions, but also students have the same chance to contribute to the collective learning experience. Dron and Anderson (2007) note that an essential characteristic of social software is that it scales well and gains strength from large numbers of users, thus making them attractive and cost-effective for use in both campus and open and online education contexts. In research using the social software platform Garrett, Thoms, Soffer, and Ryan (2007) found that access to peer work and peer relations improved both the perception of social presence and students' motivation. These technological resources can liberate and support the development of powerful and dynamic learning communities. Students can be involved in cross-sector, cross-state, national and international collaborative projects which foster a sense of place and purpose in a global community. Students of all ages learn best when immersed within a culturally and socially rich environment where learners and peers have the same goals. They can gain access to information sites such as Wikipedia, the Open Encyclopedia and Wiki books while employing Web2 technologies that empower educators and students to rapidly create and publish their own content. Richardson calls them 'A new world wide web' (Richardson, 2006) which allows a far greater involvement and interaction between all users. Through learning collaboratively, students can also learn the art and skill of building relationships with others. They can recognize the value as well as the challenges of mutual inquiry and problem-solving. Moreover, they can come to new understandings of themselves as responsible creators of their own knowledge and meanings. (Benichou, J.H., Huggard, K., 2009).In recent years social networking systems, which make use of Web 2.0 technologies, have received much attention in higher education as increasing numbers of younger people (typically less than 30 years old) have made use of public systems such as Facebook and MySpace. Such systems, coupled to other Web 2.0 tools (e.g. social bookmarking and syndication technologies) help individuals or groups to readily create or find and then share knowledge [Selwyn, N. (2007).]. Critically the capability of these systems to enable forms of communication controlled by the user makes them very different to the ubiquitously used and increasingly corporate virtual learning environments (VLEs). In social networking systems the individual user (or groups of users) can decide what they wish to discuss and who they wish to work together with [Hinchcliffe, D. (2007).]. This means that social networking systems truly have

the capability to deliver a platform for learning where the student is potentially at the centre of activities. Educational technology, especially computers and computer-related peripherals, have grown tremendously and have permeated all areas of our lives. It is incomprehensible that anyone today would argue that banks, hospitals, or any industry should use less technology. Research centers with no computers would arouse suspicion about the completeness, accuracy, and currency of their information because science and mathematics information grows daily and much of that new information can only be found through the use of technology.

A study was conducted on 257 undergraduate students in the University's School of Biological Sciences where they were asked to use the social media site Google+ as part of a key IT and numeracy skills module. The students were able to discuss parts of the module on the site.
At the end of the term, the students had contributed thousands of posts and hundreds of thousands of words to Google+. The researchers analyzed these contributions, along with students' responses to a questionnaire about how they found the module.
(Credit: Image courtesy of University of Leicester, http://www.sciencedaily.com/releases/2013/04/130429094946.htm). United States National Science Foundation reports (NSF 1996,2000,2004) stress upon the efforts to recruit and retain students chronically underrepresented in STEM fields. The most marginalized among these groups are students with disabilities (Wolanin & Steels,2004).The way to serve these marginalized students is through social media tools in mentoring relationship using electronic media(Todd,2012) i.e social media is used as online mentoring tool for stem students with and without disabilities(C.Stephanidis & M.Antona,2013.)

4. Collaborating knowledge through social networking sites:

Cooperation between students is often analyzed in terms of cooperative or collaborative learning theories, which almost always assume a group production mode in which presence, common objectives, interdependence, peer interaction, and information sharing are essential components (Slavin, 1985). Abbasi, Hossian, Uddin, and Rasmussen (2011) noted three levels of collaboration that exist among scientific researchers. First, there are macro-level collaborations involving large initiatives by collaborating nations or large international organizations. Then there are meso-level collaborations; usually these involve collaborations among individual institutions, such as universities working across national boundaries. Lastly, there are micro-level collaborations, which involve single researchers or small groups of individuals working together. International collaboration, from different perspectives, would create a richer reference tool. Abramo, D'Angelo, and Solazzi (2011), wrote that international collaborations offer greater results due to the "heterogeneity of resources (both intellectual and other)" (p. 205). The dissimilarities in language, culture, and general outlook provide a richer work relationship. It seemed reasonable to assume that in international collaborations, precisely because of the differences between partners, the expected results would be more meaningful. Even De Dreu and West (2001) studies of group creativity confirmed that it is diversity rather than conformity that leads to more innovative and higher quality results. While students in traditional classrooms have been limited by the four walls of their room and the two covers of their textbook, 21st-century students have the opportunity to reach across oceans to learn from their peers on the opposite side of the world. Classrooms that aim to raise students to global consciousness can't afford to miss out on international educational collaboration. Students interact with people their own age in a place they've never seen, and may have never even conceived of before. International educational collaboration, powered by the internet, allows those students to get a view of the world in a fresh and inviting way. In recent years, with larger bandwidth availability to a large public, the use of real-time web conferencing software (such as Elluminate, WebX, and Adobe Connect) has also been growing. These systems use real-time audio-video communication systems to simulate classroom-based learning, and, in some ways, add functionality to go beyond classroom-based learning, including diverse

collaborative functions such as document sharing, whiteboard, chat, polling, and application sharing.(**Bruno Poellhuber** and **Normand Roy, Terry Anderson ,2011**). Web conferencing systems are increasingly used as tools to replace face-to-face meetings or to mimic the traditional class environment, with some positive impacts on persistence (Bernard et al., 2004). Social software and web conferencing tools offer new interaction affordances as well as new forms of collaboration. In addition, with such technology, students and instructors can become more directly visible to and socially present with each other.

5. Benefits of Social Media when applied to academic practices:

 In recent years, the Web has been radically transformed, shifting from an information repository to a more social environment where users are not only passive receivers or active harvesters of information, but also creators of content, or "producers" (Bruns, 2008),that aim to facilitate :

- Fosters communication and collaboration: Blogging represents a growing activity among professionals and students who appreciate blogs for their mix of informal commentary, links to resources and personal touch. SNSs offer people opportunities to share life experiences, vent frustrations, offer reflections on social issues and express themselves in a non-threatening atmosphere. SNSs also enable community involvement in locating expertise, sharing content and collaborating to build content, and allow knowledge workers to extend the range and scope of their professional relationships

- Social networking supports Research and Development (R&D). Researchers create new knowledge while using existing knowledge. Their activities often take place in a social context made up of informal exchanges, brainstorming, idea exploration and cross-fertilization. Social networking allows researchers to draw from a social network of information and people outside of their traditional "circle of friends".

- Motivation and Learning Opportunities: believes that classroom blogging has the potential to motivate students, to build online collaboration, and enhance learning opportunities. Literacy in the classroom may be promoted through the use of storytelling and dialogue. Clyde describes SNSs as educational tools because they allow students to develop ideas and invite feedback. Social networking helps teachers promote reflective analysis and the emergence of a learning community that goes beyond the school walls. Mazer et al found that participants who accessed the Facebook website of a teacher, who disclosed large amounts of information, anticipated higher levels of motivation and affective learning, indicating positive attitudes toward the course and the teacher. Teachers who personalize teaching through the use of humor, stories, enthusiasm, and self-disclosure not only are perceived by their students to be effective in explaining course content [40], but create a positive teaching atmosphere. Social networking also offers educators an

- Learning Tool in Libraries. Clyde believes that blogging in schools is an information-related activity that requires and develops information skills in students and should therefore be supported by school libraries. Social networking can be used by librarians to raise their visibility, augment or eliminate stereotypical images of librarians, increase research assistance traffic via Facebook message boxes and make library services and librarian assistance more convenient

- Enables Educators to be Better Advisors. Comments that students post on the site may provoke thoughtful conversation. SNSs may provide helpful information to educators and help them deal with certain situations better; one educator knew to go easy on a student when he saw his status change from "in a relationship" to "single". Students may also feel more comfortable approaching educators who are present and friendly or who interact casually with them on Face book; it gives students the encouragement they need.

- Digital Learning as a Substitution Process. Online learning is a new social process that is beginning to act as a complete substitute for both distance learning and the traditional face to-face class. The believe that face-to-face courses, blended with online learning technologies and methodologies, are generally rated by students as significant improvements over face-to-face (only) classes.

6. Cost of social media, when applied to academic practices:

Despite this scenario looks pretty interesting, there are some criticisms and concerns regarding the validity, trust and reliability of the content created by students in a social network .While many educators are enthusiastic about the potential of using social networking for educational purposes, others remain wary of its place in education claiming that social networking sites may disengage students from learning traditional skills and literacies (Brabazon, 2007). Others fear privacy issues may negatively impact or even destroy the traditional roles of the teacher and learner (Sickler, 2007). Technologies place barriers between people, face-to -face meetings happen less. This small change yet leads to such a big issue for society in general. People choose to stay at home rather than going out, kids play more online games rather than hanging out with friends. This new invisible wall caused by technology deducts human's sense of pride in their country. It is possible that people will more likely to lose the ability to read body language. This could cause all sorts of misunderstanding and problems. Besides the good use of technologies, ethical use of social media is questioned. Students today are increasingly absorbing information from sources such as these, often more readily than from traditional curriculum, and their perception of the value, rule-sets, and content is being both shaped and reconstituted by new media. The challenges posed by new media to the traditional classroom are familiar to most instructors. (Carlson 2005; Bowman 2008). There are concerns about student privacy and reputation (Solove 2007). Plagiarism has become much easier to commit—and detect. Already, debates are brewing over whether students waste time on Facebook to the detriment of their studies (Karpinski 2009;Pasek et al. 2009a). Faced with an overload of information from a variety of partisan and non-partisan sources, they struggle to differentiate facts from propaganda, research from advocacy, and hard reportage from yellow journalism. They too often treat Wikipedia as the final, credible source, rather than as a jumping-off point for further inquiry. They are unclear on how to properly cite Internet sources, or what constitutes a valid source. Social networking can impact student productivity and work/life balance .Teachers and lecturers are often distressed by the lack of concentration and interest displayed by students who have constant access to these SNSs. Many organizations are concerned with managing productivity in more loosely structured network environments, especially in organizations where the nature of their work is not collaborative or their cultural environment does not recognize the importance of social interactions .Students post information that they do not necessarily want their professors to see .Students indicate that the student/faculty relationship should remain professional and should not be sociable. Teachers' own credibility might also be at stake depending on their profile content and their in/ability to control profile content .Mazer et al urge teachers to proceed with caution in their use of SNSs.

7. Conclusion:
We are all connected with our local communities and networks in certain ways, patterns, but with technology as media, and social media as "catalyst" and agents, we are now able to reach different corners of the world, beyond the traditional closed walls (schools, classes) or local groups or communities. The tyranny of space and time could also be overcome with such a collaborative approach which goes beyond through multiple agents, technology and tools, and most important of all, with a basis of openness, autonomy, diversity and connectedness (properties of networks) in order to strengthen the learning.

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10 & 11 October, 2020

Department of Journalism and Advertising, Kyiv National University of Trade and Economics, Ukraine and Research Culture Society.

DIGITALIZATION, SOCIALIZATION AND EDUCATION AT THE NEW CONDITIONS, RELATED WITH COVID-19

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1. Introduction.:

The article is aimed at generalizing the essential content of the concepts of digitalization, socialization and education system, defining the factors of the prerequisites for digitalization, carrying out an analysis of the application of digitalization by many countries and identifying its impact on formation of the newest segments of social, educational and economic usage.

The issues about possibility and efficiency of implementing innovative technologies for the formation and use of the countries' intellectual potentials, along with timely response to the opportunities that emerge from the spread of digitalization, are researched.

Keywords: transformational change, media, digitalization, social communications, education, virtual employment.

2. Literature Review.:

Digital transformation, digital divide, digitalization and education system, social networks, the impact of e-learning and digitalization were discussed by   Saiful   Islam   Nusrat   Jahan Saiful Islam Nusrat Jahan [1], Carolina Milanesi [2], Guanfeng Liu, Yan Wang, and Mehmet A. Orgun, Ee-Peng Lim Guanfeng Liu, Yan Wang, and Mehmet A. Orgun, Ee-Peng Lim [3].

Lehominova S. V discussed on the innovative gradients as attributes of the digital economic development is the research objective [4]. Blockchain technology as a result of innovative transformations in the context of digitalization of the economies of countries was researching by Lehominova S. V., Kochura T. O. [5].

3. Research Objectives

are the changes and new directions of development in such spheres changes and new directions of development in such spheres as digitalization, socialization and education system.

4. Research Method:.

The article uses such scientific research methods as analysis and synthesis, generalization method, graphic method.

5. Discussion and Analysis:.

Over the past 8 months, countries across the world (Table1) have experienced various forms of remote work and distance learning as governments were coming to grips with COVID-19: quarantine, lockdown, shelter in place. We gave this isolation different names [2].

Fears surrounding the impact of COVID-19 have already significantly impacted the world's top economies, with key markets across the globe losing 20-50% of their value year-to-date. Many

economists and institutions have cut their forecasts, with consensus global GDP growth currently at 2.6% for 2020, and many experts predicting the potential onset of recessionary environments [6].

In attempt to curtail this humanitarian and economic crisis, governments across the world are now responding to the threat of COVID-19, with increasingly aggressively measures. Global companies are also concerned about the rising risk of COVID-19, with thousands of the world's leading companies explicitly mentioning its impact on their business in their latest company filings (Table 1) [6].

Table 1
Economic Profile of COVID-19 Affected Countries (16th March 2020) [6]

	Cases per Million Population	GHS Index	GDP (Trillion USD)	% of Global GDP	Market Index (% Change, YTD)
United States	14,0	83,5	21,45	24,8	-29,3
China	56,3	48,2	14,26	16,5	-8,6
Japan	6,5	59,8	5,12	5,9	-28,1
Germany	86,8	66,0	3,86	4,5	-34,0
India	0,1	46,5	2,89	3,3	-24,4
United Kingdom	22,8	77,9	2,8	3,2	-31,7
France	101,9	68,2	2,71	3,1	-35,1
Italy	462,8	56,2	1,98	2,3	-36,3
Brazil	0,9	59,7	1,87	2,2	-38,5
Canada	11,0	75,3	1,72	2,0	-26,5
Russia	0,6	44,3	1,66	1,9	-24,0
South Korea	160,6	70,2	1,64	1,9	-22,0
Spain	212,6	65,9	1,39	1,6	-36,1
Australia	14,8	75,5	1,38	1,6	-25,2
Mexico	0,4	57,6	1,27	1,5	-12,5
Indonesia	0,5	56,6	1,13	1,3	-25,5
The Netherlands	82,5	75,6	0,9	1,0	-31,3
Saudi Arabia	3,4	49,3	0,78	0,9	-28,3
Iran	178,5	37,7	0,66	0,8	-39,1
Singapore	41,5	58,7	0,36	0,4	-22,6

But this time was characterized by the same need to transform many businesses from retail to education [6].

COVID-19 is increasing as a company risk factor across sectors:
– Technology 1,959
– Pharma 1,091
– Consumer 707
– Financial Services 749
– Construction 471
– Automotive 285 [6]

Digitalization. Digital transformation like any other vital business process, with defined goals and strategies that create long-term value and the opportunity for organizations [7]

Nowadays are very important such aspects of our life as: technology and data, people and digital skills, the strategy and business case (Fig 1).
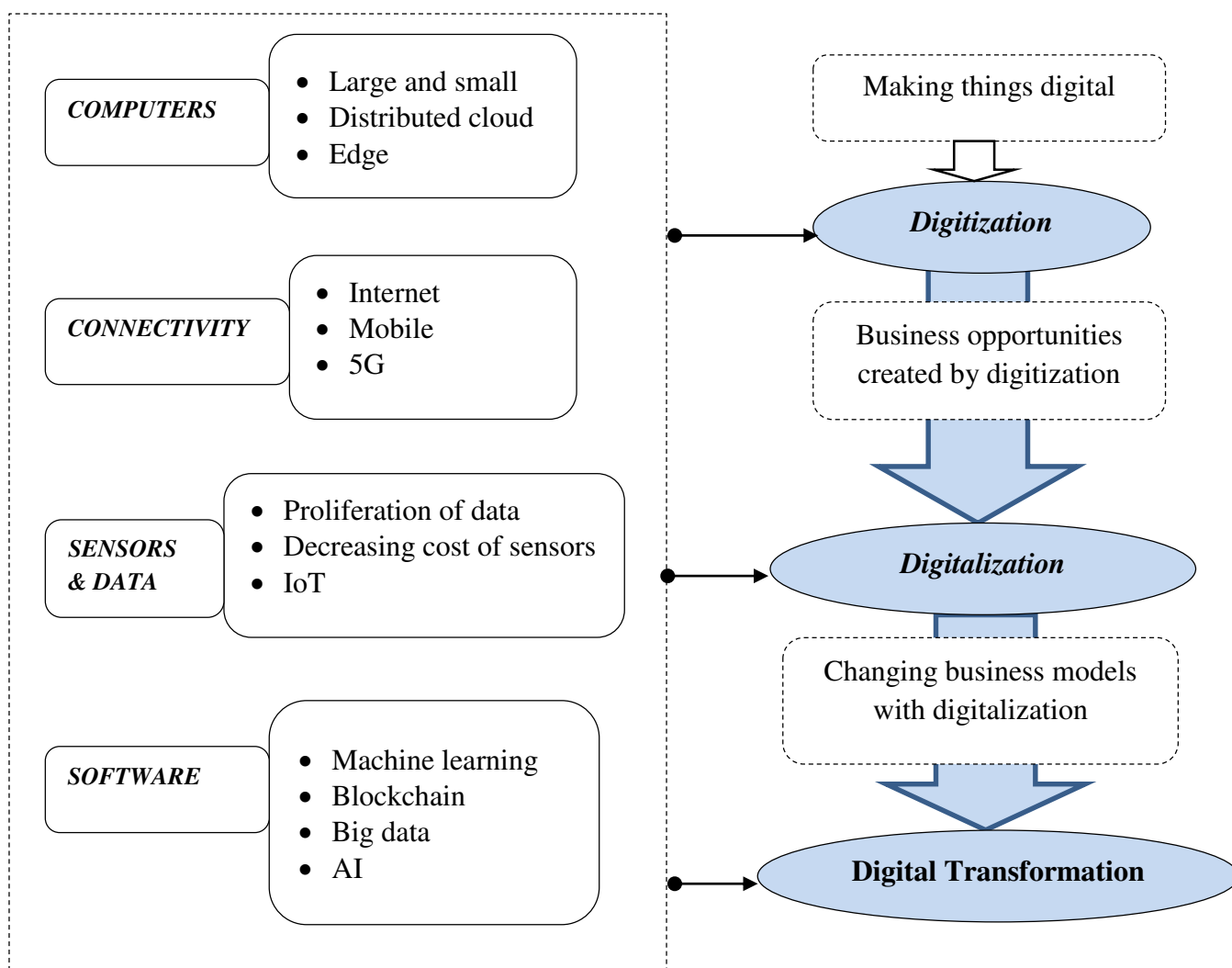
Fig. 1 Digitization, Digitalization, Digital Transformation (created by Authors [7])

Digitization – the process of changing from analogue to digital form, also known as digital enablement. Said another way, digitization takes an analogue process and changes it to a digital form without any different-in-kind changes to the process itself [7].

Digitalization – business opportunities created by digitization. The use of digital technologies to change a business process and enhance efficiency and revenue; it is the process of moving to a digital business [7].

Digital transformation – the use of digital technologies to change a business model and provide new revenue and value-producing opportunities [7].

This «no going back» attitude is not just coming from the reality that COVID-19 will impact many in-person activities and spaces from open offices, to travel and events. The desire to change is also the result of seeing the positive impact digital transformation has on a business [6]. We use such tools as: cyber security, Block chain, Data Science, Artificial Intelligence, Design Thinking, Professional Skills [5,7].

Socialization. Humans have been transforming too during this time. We have been tested every day while we try to work, teach and live from home. Much harder tests come from losing jobs and a steady income. As our social norms change, some of us might spend some of the extra time we have to learn to bake, cook, speak a new language.

At the same time we faced two very different learning attitudes:

- *making some problems with mental health.* Many kids are facing these problems when trying to learn under phycological stress as they deal with the impact COVID-19 .
- *helping us build a more marketable skillset.* There is plenty of content that has been made available by different organizations: webinars, digital college courses and Instagram classes [2].

There are some new waves in educational system, such as: pathways to technology, delivering new collar jobs skills, rethinking traditional education.

Pathways to technology. Many tech companies have been working in collaboration with colleges and STEM-focused non-profits to offer funding and tools to widen the reach of these courses.

Open P-TECH provides modules for students and teachers that include courses on emerging technologies and classes on professional competencies. Using the platform, students preparing for internships and "new collar" jobs earn the same badges as professionals in the field [4].

Delivering new collar jobs skills. The program provides participants training, access to tools and technology, mentorship, and work assignments on technical projects that are matched to their expertise.

Rethinking traditional education. For example, IBM thinks that the roles of the future might not require traditional degrees. In 2017, Microsoft announced that it would give a grant to Skillful, a program that encourages skills-oriented job training. Some large tech companies (Apple, Google) have stopped asking for college degrees for some of their technical roles [2].

Education is a basic need for every human being and digital education is the current trend and necessity for every students or learners to be more focused in their learning.

Digital education helps students or learners to gather knowledge in easier and different ways than before. It also reduces the learning time. In traditional education system we were mostly dependent on text book or in instructor's speech. But nowadays it is easier to find any text book or any other learning materials by using digital educational tools.

Social networking. Another charismatic change that transformed human life is social networking. In terms of digital education social networks contribute a good portion of education. There are many online social networking sites like: Facebook, Twitter, MySpace, eBay etc.

In social networks, each node represents a participant and each link between participants corresponds to real-world interactions or online interactions between them. One participant can give a trust value to another based on their interactions. Online social networking sites have been attracting a large number of participants and are being used as the means for a variety of rich activities. In social networks, each node represents a participant and each link between participants corresponds to real-world interactions or online interactions between them [1, 7].

Social networking and educational purposes are very important nowadays. Among social networking services, Facebook has become most popular for communication with familiar and unfamiliar persons. But nowadays social networking also used for educational purposes.

Social networking is an internet based medium that makes a way to communicate with friends, family, classmates, customers and clients. Social networking can occur for social purposes, business purposes or both through sites such as Facebook, Twitter, and LinkedIn etc. But nowadays social networking also used for educational purposes.
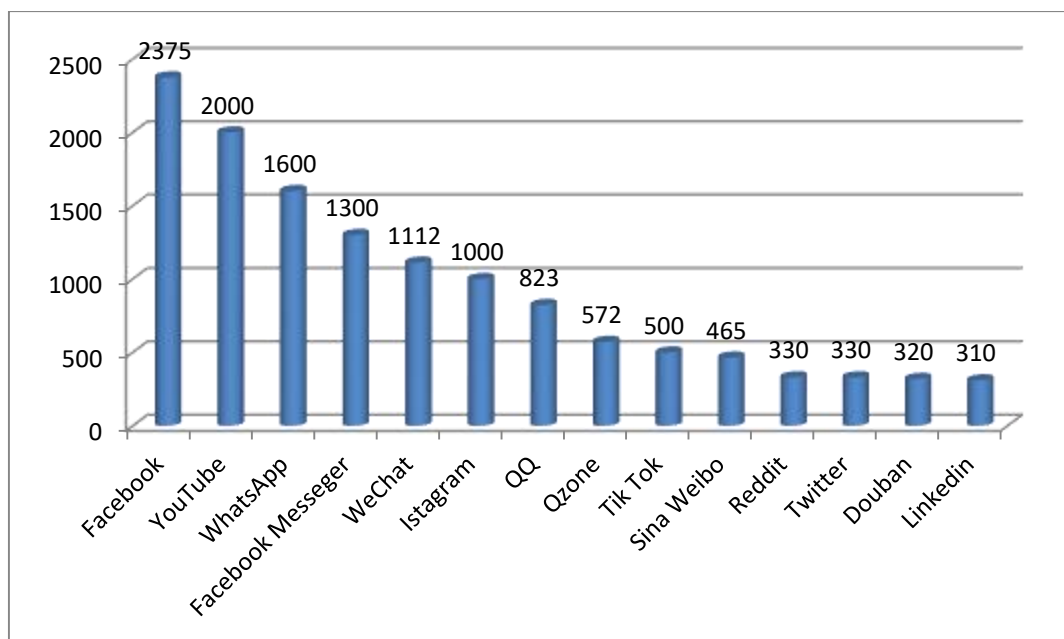
Fig.2 Social networking services (Users Numbers out of 10,000)

6. Conclusion.

Today most of the learning styles have been converted into digital education system. Its possible to work with e-learning that will more interactive and easy to access.

If this study attract the concerned authority, then it will be helpful for all of the learners who use e-learning *Digital Technology for education* across the world. Day by day all over the world go through with digitalization and our education system is one of the biggest fields where we can introduce more digitalization.

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Visual advertising as a tool for increasing consumer demand

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Abstract: *A distinctive feature of the modern advertising and information space is its congestion. The types of advertising messages and means of their distribution are in constant dynamics, representing an open system of means of influence. Most visual messages created for advertising go unnoticed by the consumer. Spent time and money do not bring the desired result, because viewers do not notice them. The success of advertising lies in the correct placement and its internal integrity, and only part depends on the professional skills of the designer. In advertising today, "any phenomenon that consistently attracts attention becomes very valuable in terms of potential opportunities" [Gibson 2006: 359].*

Keywords: visual message, advertising, consumer, media.

1. Introduction:

Creativity in advertising develops in three main directions: firstly, the development of a creative "selling" idea; secondly, the choice of means of communication with the consumer (improvement and / or unusual use of traditional and search for new ones); and finally - as an original (unique) technique for the embodiment of advertising appeal.

People read and wonder about media, they will be in the course of current news, stories of close and distant news and news of cyclical information. Newspapers are more popular on-line versions of paperwork, less news on radio and TV, that is why they smell more information and allow you to read and choose materials for yourself. Also, from media resources, people will receive information about promotions, discounts, sales and services through advertising publicity. But our hour at the media dzherelakh is so rich in new and in advertisements, so people do not hesitate to read it! Infected most of the readers "by diagonal" look at the headings and pictures and, you can, you can choose to read it. Naybilshe privetaє respect for information, how to be served from a simple viewer, for example, from a viewer of information [Vladimirska 2012: 25].

It is well known that in order to attract the attention of a potential consumer, an advertisement has a few seconds. That is, advertisements should be made in such a way that the reader stops and pays attention to your advertising.

The factors influencing the perception of advertising presented in the figure 1. What is their meaning?

Studies of modern psychologists show that consumers often stop their attention on complex images that are not understandable at first glance - the viewer is interested in "solving the riddle", and solving the meaning brings aesthetic satisfaction and positive emotions. A simple example is the use of upside-down text, which is a simple obstruction for the viewer, but the solution of such a riddle brings subconscious pleasure and emphasizes the meaning of the message.

2. Spatial arrangement of elements.: First of all, these are ways of guiding a person through the composition, building an associative array in the right direction. Or you can sharpen the attention of

the advertising consumer on specific details using the spatial concept of information perception. It should also be remembered that a large number of small advertisements placed on one page in a newspaper will be less effective. The same is true for the perception of very intense stimuli (for example, very bright colors).

Lighting. This design tool represents the fourth dimension of architecture and is the strongest tool for creating the desired ambiance. Lighting devices as decorative elements are included in the equipment of everything that advertises the product. Considering that 80% of the information received by a person is perceived with the help of sight, it is necessary to provide abundant illumination of the object. It has been found that the weaker the light source, the thicker the shadow it causes, which results in visitor fatigue when trying to examine the light and dark sides of the advertised product.

Color is one of the most effective and least expensive ways to get your message across or catch their attention. Even before the addressee reads and understands the text, the color scheme has time to postpone information at a subconscious level. Color is a means of instant communication. Color becomes an important element of the overall solution for the appearance of the item and its advertising image. In a number of European countries, where the opposition to tobacco and alcohol advertising is increasing, there are cases when the legislative order allows tobacco and alcohol advertising only in black and white color design.

Forms. The impact of certain forms on humans has been noticed since ancient times. Later, special studies have scientifically established that form, like color, emotionally affects a person. Square, rectangular, round, oval, triangular planes distribute the viewer's attention in different ways. Simple geometric shapes are perceived faster by the viewer and are better remembered compared to complex irregular ones.

3. Text formatting.: Psychologists have established certain patterns of perception of advertising text solely depending on its graphic design:

- Breaking the text into paragraphs, font emphasis and subheadings help to attract and retain the viewer's attention;
- text typed in upper and lower case letters is perceived better than letters of the same size;
- text with a frame attracts more attention than without it;
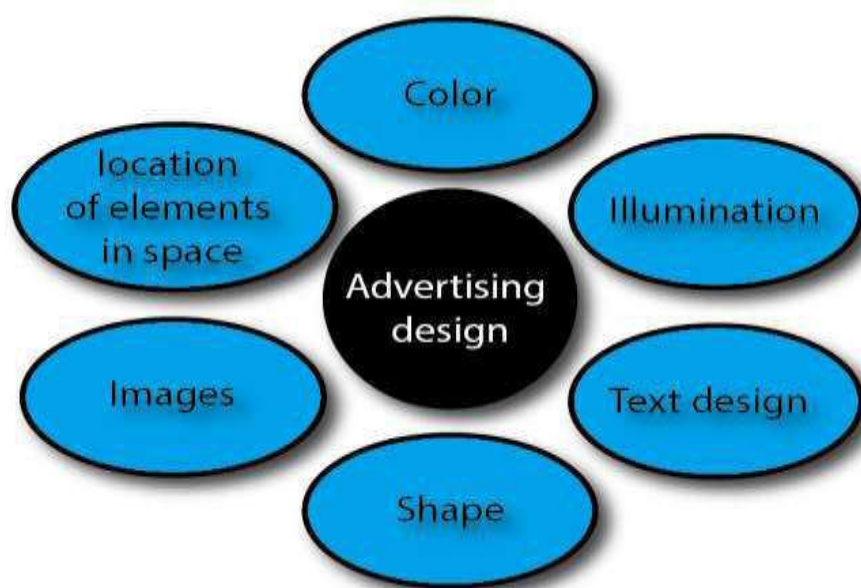
Fig.1 Factors influencing the perception of advertising

4. Conclusion. :

Light, color, shape, font, images and their spatial arrangement - all of these aspects of advertising design have a similar psychological impact on the consciousness and subconsciousness of consumers, and therefore are equally important.

When we become interested in something that catches our attention, we involuntarily ignore everything else, and not because of the physical inability to perceive, see or hear anything else at the same time, but because of our focus on a particular object.

5. Acknowledgment:

Therefore, among the huge number of advertisements or ads with a small share viewed by the average consumer, only a few can be perceived and remembered, as well as millions spent on advertising that passes through the national media, to pay for advertising campaigns and decorated goods showcases, do not guarantee the advertiser that further survey will show sufficient consumer awareness of the product and prospects for its sale.

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Department of Journalism and Advertising, Kyiv National University of Trade and Economics, Ukraine and Research Culture Society.

Digital and Social Media trends

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1. Introduction:

It's no secret that the network of Internet users is growing every year. Thus, in 2019, 5.15 billion people were unique mobile users, and 4.48 billion people were Internet users. 3.72 billion people were active participants in social networks. Almost all of them - namely, 3.7 billion - go to social networks via mobile devices. Every day instead of breakfast we watch the Instagram feed, during the lunch break - YouTube videos and even before going to bed we flip through Facebook. Everyone has a page on the social network, where we spend all our free time. The World Wide Web has long drawn us into the process of communication through social networks.

Annual research of the contextual and display advertising market on the Internet shows a general decline in interest in traditional forms of advertising.

2. Materials and Methods :

Benchmark Report data of the companies Adstage, Tinuiti, Wordstream, on which our forecast is based, indicate that the average cost of a click, as well as the average click-through rate of advertising, will continue to decline until the end of 2020.

$$y = 1.9115x^{-0.144}$$
$$R^2 = 0.5216$$

$$y = 1.4264x^{-0.161}$$
$$R^2 = 0.6455$$
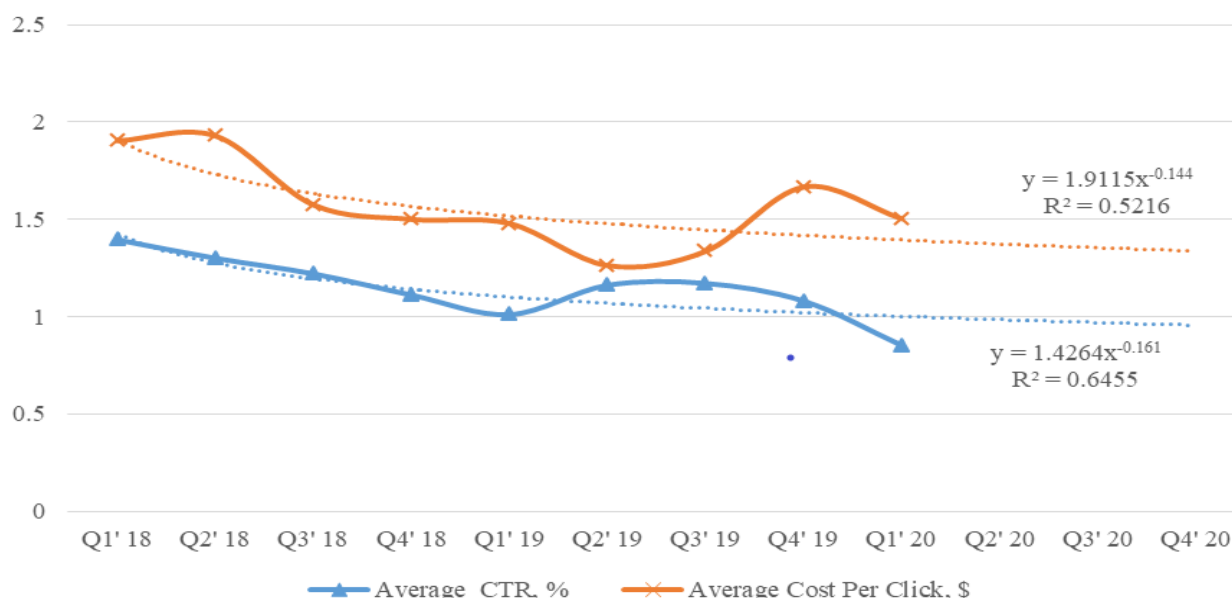
Fig. 1 Internet ads

How is this possible against the background of a general increase in advertising volumes in monetary terms? Quite simply, advertisers are looking for new forms and formats of advertising that are cheaper and more effective in finding customers.

Also, this trend is facilitated by the decision of many advertising platforms to reduce the cost or partially offset the costs of the advertiser during the Covid-19 pandemic.

Interesting observations about changes in CPC (Cost per Click) and CTR (Click Through Rate) for Google and Facebook.

Cost per click and click-through rate show a consistent direct relationship. Google usually declared a different model – the higher CTR, the lower CPC.

$y = 4.7646x^{-0.37}$
$R^2 = 0.7717$

$y = 3.0291x^{-0.436}$
$R^2 = 0.8511$
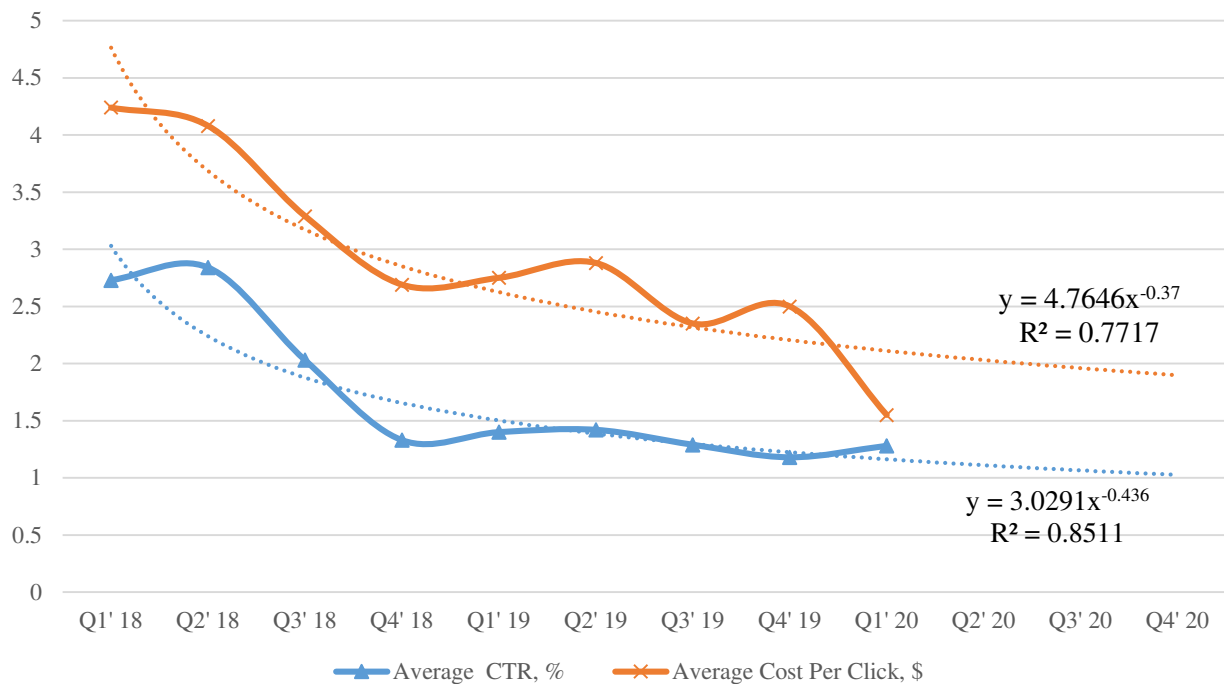
Fig 2. Google Ads Search

Google revenues, in turn, continue to grow annually by 15% and reached more than $ 134 billion dollars in 2019.

Fig 3. Google Ads Spending 2015-2019

This situation can be assessed as the continuing general growing public interest in social networks. Facebook according to Statista already has more than 9 million active advertisers, which is 28% more than in 2019 and this figure continues to grow.

Facebook is the most effective social media platform, according to 67% of advertisers. At the moment, Facebook is an important part of any effective marketing strategy. There was a time when brands could organically win over buyers, but that era is over. Today, only 10 to 20% of organic coverage with the target audience is provided by the Facebook platform, for the other 80-90% of coverage must be paid.

$$y = 0.2333x^{0.5815}$$
$$R^2 = 0.6984$$

$$y = 1.2798x^{-0.189}$$
$$R^2 = 0.1284$$
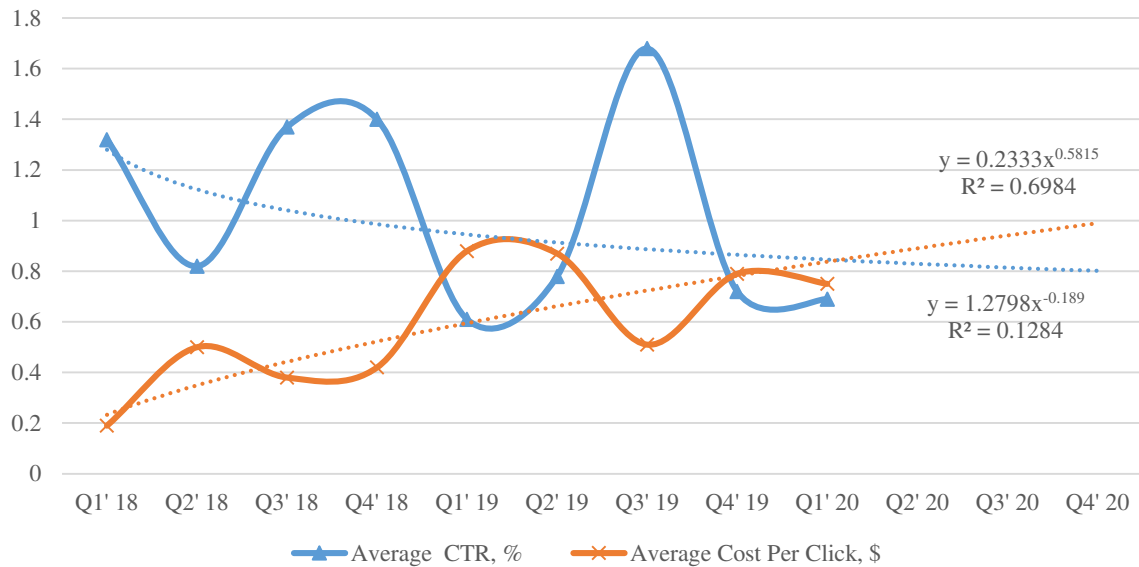
Fig 4. Facebook Audience Network

Facebook demonstrates the inverse relationship between actual cost per click and click-through rate. And that is determined by its pay-per-impression ad display policy. The more users click on the ad, the cheaper the cost per click will be.

Our assumptions are also supported by data from the Tinuti Advertiser report.
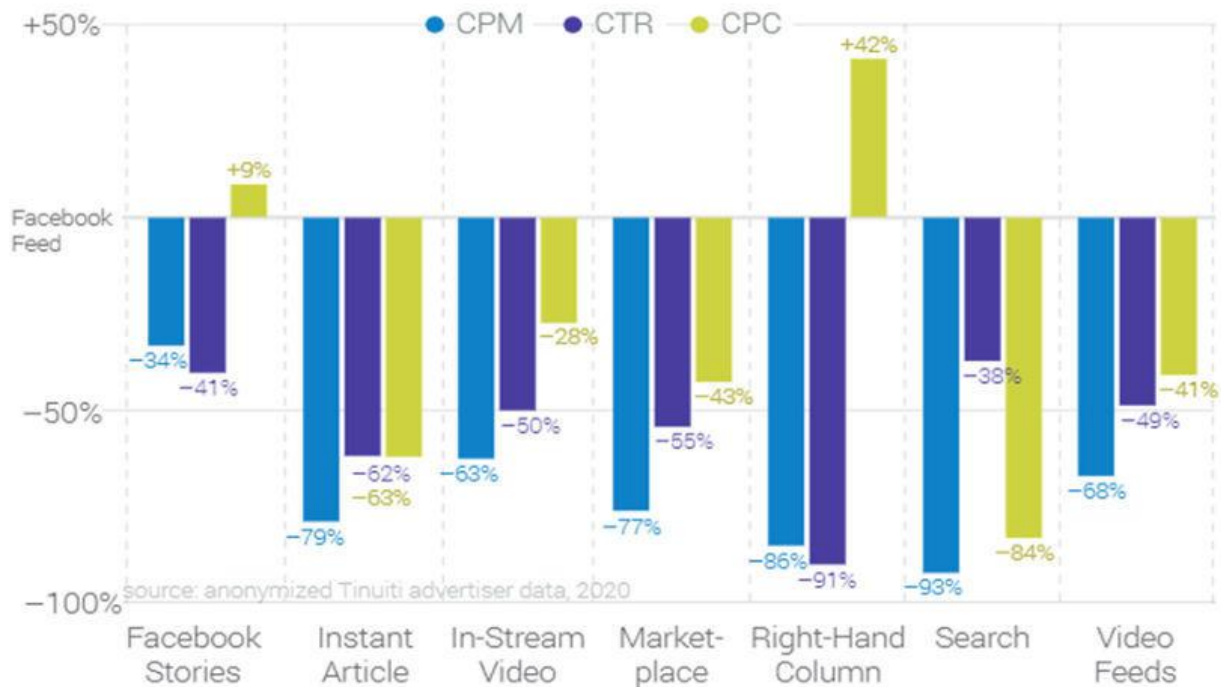
Fig 5. Facebook Placement Performance Relative to Facebook Feed
(Median Advertiser – Excludes Instagram, Messenger and Audience Network)

All placements on Facebook except for Facebook Stories produced a CPM that was at least 63% lower than the Facebook feed for the median advertiser in Q2 2020, and all placements without exception produced a CTR at least 38% lower. Newly added placements typically see a larger gap in CPM and CPC compared to the feed, and that appears to be the case with more recently launched search results inventory, which saw the largest CPC and CPM gaps relative to the feed.

3. Conclusion :   Digital and Social Media trends we can expect at 2021:

- One of the least controversial predictions we can make for 2021 is that e-commerce will continue its rapid growth. Online retail was already growing steadily and this was only sped up by the COVID-19 crisis. According to an Adobe report, online spending in May 2020 was up 77% over last year. Amazon had the most e-commerce growth in more than 3 years while other online sellers such as Walmart, Alibaba, and others have also seen increased sales.

While many small businesses had to shut down temporarily, customers embraced online shopping. Customers already had many reasons for shopping online, such as convenience, a greater selection of products, and the ability to find the best deals. Now, there's the additional benefit of safety.

The benefits of online shopping aren't going to vanish, even when the quarantine is over. As more people become accustomed to browsing and shopping from home, many will continue to make this choice even when physical stores reopen. That's why it's all but inevitable that e-commerce will continue to grow in 2021.Digital marketing is made up of a lot of moving parts. You can increase visibility and organic traffic through SEO, and build a brand with your social media presence. Marketing automation can save you time and provide more personalized engagement. Managing PPC can mean "jumping the line" on search engine result pages. These moving parts, along with many others, are continually changing as new technologies, techniques, and near-endless Google and Facebook algorithm updates keep many digital marketing teams on their toes.

- Video allows brands to connect with consumers on an emotional level. This brings us to the next V – visceral. The word visceral relates to deep, inward feelings, and advances in technology can let you tap into those feelings by creating virtual and augmented reality experiences.

Perhaps the popularity of videos is connected to shrinking attention spans. Whatever the reason, several new platforms featuring short-form videos have been taking off recently. The one that's gotten the most publicity is probably TikTok, the China-based video site that now has around 800 million users and is still growing. Another way to leverage the appeal of short videos is to use the Stories feature on Facebook and Instagram. Another option is to simply shoot your short videos on your phone or camera and post them to your website. Short videos can be as short as 10 seconds or up to 2 or 3 minutes. You can create short video ads or make free videos as organic posts or website content.

With access to VR and AR technology, brands are offering tours of facilities, taking users through creating products, and creating interactive 3D models so users can thoroughly examine products. As AR/VR technology becomes more accessible, even smaller businesses can get in on the action.

- Voice search technology is another trend that can be expected to take off in 2021 and beyond. As consumers get more comfortable and dependent on Alexa, Google Assistant, and Siri, it's having a major influence on the entire world of marketing. Statista projects that by 2021, the number of voice assistant users in the U.S. will be over 122 million. Here are some major implications of this development.

While no one can say for sure exactly what the coming year will bring, it promises to be a pivotal year. With all the chaos of 2020, digital marketers have the challenge of reaching their customers in more creative and targeted ways. There's every indication that e-commerce and other aspects of digital marketing will thrive and continue to grow in 2021.

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Education: An Apparatus for Economic Growth and Development in Karnataka

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Abstract: Education is one of the most significant segments of human capital; Improvements in educational status are the wellspring of critical increment in singular profit with commitments to business life, for example, improved profitability, higher wages and improved work open doors for the people, though the danger of joblessness is diminished. With these highlights innate in education improved great stands apart as a compelling political instrument in the battle against joblessness and neediness particularly in developing nations.

Key Words: Human Development, Education, Income and Health Index.

1. Introduction:

Education has a huge task to carry out in creating nations. From one perspective, it satisfies the capacity of giving quality work required in the nation, while then again, with its creation and dispersal of information work, it urges nations to follow and create current assembling advancements and to move them to the creation cycle. The expansion in labor efficiency inferable from the good education influences the intensity of nation decidedly and helps in rivalry. It should be accentuated that many creating nations can't rival created nations fundamentally inferable from the low quality of human asset.

Education is one of the most significant segments of human capital; Improvements in educational status are the wellspring of critical increment in singular income with commitments to business life, for example, improved efficiency, higher wages and improved work open doors for the people, while the danger of joblessness is diminished. With these highlights intrinsic in education improved great stands apart as a successful political instrument in the battle against joblessness and poverty particularly in developing countries. The way that education effectually affects financial development and human improvement today is acknowledged past contention. The examinations which manage the impact of instruction uses on development are exceptionally significant in Economics hypothesis.

2. Review of literature:

Mazumdar (2003) the research paper on "Measuring Human Wellbeing of the Countries: Achievement and Improvement Indices" attained to provide a picture of the changing pattern of

human well-being of the countries over the period 1960 to 1994. A comparison of the relative position of a country is attempted on the basis of the overall achievement index and other composite indices such as weighted index, physical quality of life index and human development index are used to measure human well-being.

Kumar (1993) in the work of "Regional Disparities in the levels of Socio-Economic Development in India" he analyzed the relationship between human development and economic growth by taking sixteen states in India for the time period of 1960-61 to 1986-87. The paper also focused on trickle-down effects in finding thing that whether human development leads to economic growth and vice-versa. Further, he concluded that human development improved much faster than growth of income in all the states. The gaps in human development between states have been considerably narrowed down during this period.

Prabhu and Kamdar (2002) in the work of "Economic Growth and Social Attainment: The Role of Development Strategy" he attempted to identify the relationship between economic growth and social attainments within the human development framework. It found the fact that economic growth contributes to enhancing the level of attainments, which in turn leads to higher productivity and subsequently high rate of economic growth under the human development framework.

Jayant kumar (2000) the research article on "Disparities in Economic Growth and Human Development: A State-wise Analysis" the author viewed about human development disparities in 15 Indian States, for the time period of 1980-81 to 1998-99. Here states are classified into two categories as developed states and less developed states, in the developed states urban economy and national state domestic product (NSDP) accounted more than national average. On the other hand bac kward states having rural economy with lesser than national average. And further, he identified that economic distance in terms of per capita NSDP started narrowing down from 1980-81 to 1990-91 and in the 1990's it again becomes widening.

3. Objective of the study
- To observe the relationship among education, economic growth and human development.
- To understand economic growth and human development in the districts of Karnataka.
- To evaluate the link between education level, economic growth and human development.
- To know the association among and between different indicators of Education and Economic Growth.

4. Methodology:

The study is based on mainly secondary data which is collected from Economic survey of Karnataka 2014-15, District Human development reports 2014 and Karnataka at a glance and etc. the collected data used to analyze the research issues with using covariance and correlation matrix for optimizing the study concept to better understanding.

5. Education and economic growth:
It is settled that enhancements in education are related with long haul upgrades in monetary execution. There are three wide speculations about the manner in which training impacts economic progress:
a. The essential human capital methodology is that training improves the general aptitudes and capacities of the workforce, prompting more prominent profitability and improved capacity to utilize existing innovation, and in this manner adding to economic development.
b. The advancement approach joins instruction for improving the limit of the economy to create of novel thoughts and technological development.
c. An expansion of this is the information move approach, which considers education to be a methods for spreading the information expected to apply new ideas and utilize new technologies

There is a two way relationship between education and economic growth - Growth can create righteous circles of thriving and opportunity. Solid development and business openings improve impetuses for guardians to put resources into their children's education by sending them to school. This may prompt the rise of a solid and developing gathering of business people, which ought to create pressure for improved administration. Valid economic growth therefore advances human development, which, in turn, promotes economic growth.

6. District Human Development Reports of Karnataka:

Karnataka is among the pioneer states in the planning of state level human development reports, taking into account of all the districts. The state has already published two human development reports for the years 1999 and 2005. In these reports districts have been instructed for the construction of indices. Further, recently in 2010, four district level human development reports have been brought out taking into consideration sub district levels. The districts are Udupi, Mysuru, Gulbarga and Bijapur. In these reports taluks have been considered as the units for construction of indices. In Udupi human development report, GP (Gram Panchayath) level human development indices have also been constructed. Udupi and Bijapur Human Development reports have got the awards at the national level. Encouraged by this, Karnataka state government has initiated the process of preparing human development reports district wise as well as taluk-wise.

To do this Herculean assignment ZPs have been given the duty. All the divisions of the state have been incorporated. State level planning boards of trustees have been arrangement with the gathering of academicians, subject specialists and authorities. Furthermore, in particular, numerous Universities and exploration foundations have been considered as the lead offices. This work has generally been consented and soon all region level human Development reports will be accessible in open area. These reports have arranged Human Development Index (HDI) yet additionally different files like Gender Inequality Index (GII), Child Development Index (CDI), Food Security Index (FSI), Urban Development Index (UDI), Composite Taluk Development Index (CTDI), Composite District Development Index (CDDI) and Dalit Development Index (DDI). UNDP system has been utilized with some adjustment in the development of lists in these reports It involves extraordinary pride that the legislature of Karnataka has been taking activities to create human Development reports taluk-wise, covering all its 175 taluks.

7. District-wise Economic Growth and Human Development in Karnataka:

Economic development has been estimated with per capita income. The per capita income of Karnataka state is Rs. 68227 during 2014-15. It has not been circulated appropriately among division and locales North Karnataka have the per capita salary of Rs. 46269 while; in south Karnataka it had Rs. 66432. South Karnataka has 1.4 overlap higher per capita income than north Karnataka. Among the divisions Bengaluru division has the most elevated normal per capita salary (Rs. 68522) trailed by Mysuru division (Rs. 64080). Gulbarga and Belgaum division have lower per capita pay of Rs. 43506 and Rs. 48638 respectively.

Table 1: District-wise Per Capita Net District Product for the year 2014-15

Districts	PCNDDP	Rank
Bagalkote	46350	18
Belgaum	48619	14
Bijapur	41347	21
Dharwad	70233	6
Gadag	43224	20
Haveri	40092	25
Uttara Kannada	50598	13
Bellary	66038	7

Bidar	35526	29
Gulbarga	40622	24
Koppal	46975	17
Raichur	37977	27
Yadagiri	33895	30
Bengaluru Rural	94124	3
Bengaluru Urban	183607	1
Chickballapur	41176	22
Chitradurga	39728	26
Davangere	48453	15
Kolar	50665	12
Ramnagara	64454	9
Shivamogga	50800	11
Tumkur	43687	19
Chamarajanagar	35720	28
Chikkamagaluru	57926	10
Dakshina Kannada	87012	4
Hassan	47691	16
Kodagu	102074	2
Mandya	40631	23
Mysuru	65703	8
Udupi	75885	5
State	68227	
CV (%)		
Belgaum Division	23.45	
Gulbarga Division	47.67	
Bengaluru Division	74.72	
Mysuru Division	29.63	
North	34.42	
South	54.74	
State	50.65	

Source: Computed from data available from Karnataka at a Glance.

Table 1 represents district/region wise per capita net district income has been shown. Among the districts, Bengaluru(U) has the highest per capita income, which is Rs. 183607. Yadgiri district has the lowest per capita income with only Rs. 33895. Bengaluru (U) district's per capita income is more than 5.4 times than that of Yadgiri district.The districts like Yadgiri, Bidar, Chamarajanagar, Raichur and Chitradurga are found in the bottom position in per capita district domestic product. Among these 5 districts excluding Chamarajanagar and Chitradurga are remaining all districts are from Hyderabad Karnataka region. then again among the top five districts in per capita district domestic product all districts namely Udupi, Dakshina Kannada, Bengaluru Rural, Kodagu and Bengaluru Urban are from southern aspect of the state.

Toward the finish of the table coefficient of variation has been determined to see the regional imbalances/ inter-district disparity. It is discovered that north Karnataka has large inter-district disparity in per capita district domestic product than south Karnataka. Among the divisions,

Bengaluru division has high inter-district disparity than any other divisions. Further, Belgaum division has very low inter-district disparity among the divisions.

Table 2: Human Development Index (HDI) across DISTRICTS with Dimensional Index Values and Ranking in Karnataka, 2014

Districts	Living Standard Index		Health Index		Education Index		HDI	
	Value	Rank	Value	Rank	Value	Rank	Value	Rank
Bagalkot	0.191	25	0.49	23	0.605	15	0.384	24
Belgaum	0.296	18	0.556	19	0.55	19	0.449	18
Bijapur	0.144	29	0.624	14	0.4	28	0.33	27
Dharwad	0.539	4	0.564	18	0.748	3	0.61	6
Gadag	0.208	23	0.307	27	0.67	7	0.35	26
Haveri	0.196	24	0.542	21	0.629	11	0.406	21
Uttara Kannada	0.372	14	0.776	6	0.624	12	0.565	10
Bellary	0.404	11	0.24	28	0.459	26	0.354	25
Bidar	0.189	26	0.653	12	0.646	10	0.43	19
Gulbarga	0.256	20	0.398	25	0.659	8	0.407	20
Koppal	0.183	27	0.197	29	0.613	13	0.28	28
Raichur	0.179	28	0.11	30	0.231	29	0.165	30
Yadgiri	0.084	30	0.389	26	0.23	30	0.196	29
Bengaluru (R)	0.636	3	0.713	11	0.483	25	0.603	7
Bengaluru (U)	1	1	0.919	2	0.868	1	0.928	1
Chikkaballapur	0.34	16	0.619	15	0.545	20	0.486	16
Chitradurga	0.246	21	0.445	24	0.523	22	0.386	23
Davanagere	0.396	13	0.523	22	0.71	5	0.528	14
Kolar	0.43	9	0.612	16	0.61	14	0.543	11
Ramanagar	0.402	12	0.728	10	0.517	23	0.533	13
Shivamogga	0.458	7	0.774	7	0.597	17	0.596	8
Tumakuru	0.33	17	0.649	13	0.489	24	0.471	17
Chamarajnagar	0.234	22	0.607	17	0.452	27	0.401	22
Chikkamagaluru	0.446	8	0.815	5	0.677	6	0.627	5
Dakshina Kannada	0.647	2	0.848	3	0.6	16	0.691	2
Hassan	0.355	15	0.819	4	0.657	9	0.576	9
Kodagu	0.527	6	0.743	8	0.727	4	0.658	4
Mandya	0.287	19	0.741	9	0.556	18	0.491	15
Mysuru	0.532	5	0.543	20	0.524	21	0.533	12
Udupi	0.405	10	1	1	0.76	2	0.675	3
CV%								
Belgaum Div	49.68		25.6		17.97		24.27	
Gulbarga Div	49.71		58.34		42.49		36.04	
Bengaluru Div	47.9		21.04		21.1		26.91	
Mysuru Div	32.03		18.68		17.01		17.42	
North	49.73		43.66		30.42		33.2	
South	40.96		20.53		18.73		22.17	
State	51.85		35.53		24.06		32.31	

Source: Karnataka Economic Survey 2014-15.

Table 2 presents insights concerning the district-wise Human Development Indices which have been presented for the year 2014. It is observed from the table that HDI value among the district

is between 0.165 (Raichur-30th rank) and 0.928 (Bengaluru U-1st rank). Among the top five good performing districts viz., Bengaluru (U), Dakshina Kannada, Udupi, Kodagu and Chikkamagaluru none of the districts is from north Karnataka, all these districts are from south Karnataka. Out of five lower performing districts in HDI namely Gadag, Bijapur, Koppal, Yadgiri and Raichur, none of the districts is found from south Karnataka, all districts are from north Karnataka. Excluding Gadag and Bijapur remaining three districts are from Hyderabad Karnataka region. It is clear that north Karnataka is general and Hyderabad Karnataka is under developed in economic growth as well as in human development as it was seen in most of the indicators in the present hypothesis.

With regard to HDI inter-district disparity is high in north Karnataka than south Karnataka. Further among the divisions, Gulbarga division has the highest inter-district disparity whereas; Mysore division has the lowest inter-district disparity.

8. Relation among and between Different Indicators:

To observe the relationship among different indicators/variables, correlation matrix has been prepared and presented as follows.

Table No. 3. Indicators considered

Indicators	Descriptions
PCI	Per capita income
PCE	Per Children expenditure
LSI	Living standard Index
HI	Health Index
HDI	Human Development Index
GII	Gender Inequality Index.
ENR	Enrolment
DOR	Dropout rate
RR	Retention rate
ACC	Access index
INR	Infrastructure index of EDI
TCH	Teacher index of EDI
OCM	Outcome index of EDI
EDI	Education development index
LRM	Literacy rate male
LRM	Literacy rate female
LRA	Literacy rate all

Correlation coefficient matrix has been introduced in Table 4 and 5 . In Table 4, including Bengaluru Urban district has been done and in Table 5 Bengaluru Urban district has been exclude. Bengaluru U district is an out layer on many indicators so an endeavor has been had to see the effect.

Table No. 4 Correlation Matrix Including Bengaluru (U)

	PCI	PCE	LSI	HI	HDI	GII	ENR	DOR	RR	ACC	INR	TCH	OCM	EDI	LRM	LRM	LRA
PCI	1																

	PCI	PCE	LSI	HI	HDI	GII	ENR	DOR	RR	ACC	INR	TCH	OCM	EDI	LRM	LRM	LRA
PCE	-0.046	1															
LSI	.899**	0.247	1														
HI	.467**	.631**	.569**	1													
HDI	.770**	.463**	.890**	.838**	1												
GII	-.463**	-.577**	-.538**	-.919**	-.765**	1											
ENR	0.307	-.501**	0.161	-0.211	-0.008	0.224	1										
DOR	-.434*	-0.303	-.504**	-.512**	-.537**	.568**	0.292	1									
RR	.469**	0.188	.615**	.452*	.662**	-.420*	0.046	-.725**	1								
ACC	-0.031	.512**	0.056	.372*	0.238	-0.353	-0.208	-0.014	-0.036	1							
INR	0.172	.652**	0.337	.649**	.531**	-.648**	-0.289	-.536**	.372*	.415*	1						
TCH	0.16	0.066	0.244	0.082	0.283	-0.157	-0.008	-0.14	0.326	-0.086	0.231	1					
OCM	0.325	.366*	.490**	.474**	.542**	-.494**	-.382*	-.879**	.742**	0.019	.488**	0.165	1				
EDI	0.232	.668**	.428*	.658**	.623**	-.677**	-0.358	-.625**	.521**	.552**	.904**	.409*	.648**	1			
LRM	.539**	-0.042	.520**	.411*	.554**	-.456*	-0.236	-.446*	.362*	0.042	0.249	0.163	.424*	0.333	1		
LRM	.598**	0.031	.590**	.486**	.641**	-.528**	-0.222	-.556**	.463*	0.005	0.322	0.237	.532**	.414*	.958**	1	
LRA	.582**	-0.001	.570**	.457*	.611**	-.499**	-0.227	-.516**	.428*	0.019	0.294	0.206	.493**	.383*	.985**	.993**	1

*Correlation is significant at the 0.01 level (2-tailed).

Table No. 5 Correlation Matrix Excluding Bengaluru (U)

	PCI	PCE	LSI	HI	HDI	GII	ENR	DOR	RR	ACC	INR	TCH	OCM	EDI	LRM	LRM	LRA
PCI	1																
PCE	0.204	1															
LSI	.843**	.501**	1														
HI	.416*	.735**	.525**	1													

HDI	.687**	.686**	.846**	.844**	1												
GII	-.440*	-.668**	-.500**	-.913**	-.764**	1											
ENR	-0.325	-.479**	-0.33	-.481**	-.450*	.477**	1										
DOR	-.413*	-.372*	-.467*	-.476**	-.495**	.539**	.548**	1									
RR	0.341	0.282	.545**	.393*	.601**	-0.364	-0.202	-.704**	1								
ACC	-0.123	.535**	0.03	.374*	0.248	-0.352	-0.292	-0.001	-0.058	1							
INR	0.179	.686**	.370*	.655**	.576**	-.652**	-.413*	-.534**	0.367	.413*	1						
TCH	0.193	0.079	0.27	0.069	0.298	-0.148	-0.049	-0.131	0.328	-0.089	0.227	1					
OCM	.554**	.372*	.641**	.496**	.641**	-.514**	-.464*	-.908**	.793**	0.019	.490**	0.166	1				
EDI	0.29	.700**	.496**	.666**	.688**	-.683**	-.492**	-.627**	.529**	.551**	.904**	.407*	.650**	1			
LRM	.538**	0.018	.455*	0.358	.493**	-.412*	-.517**	-.404*	0.291	0.029	0.236	0.153	.444*	0.326	1		
LRM	.567**	0.112	.509**	.430*	.574**	-.483**	-.555**	-.518**	.389*	-0.014	0.314	0.232	.571**	.416*	.955**	1	
LRA	.561**	0.073	.492**	.400*	.544**	-.453*	-.545**	-.476**	0.353	0.002	0.284	0.199	.525**	.381*	.985**	.992**	1

Correlation is significant at the 0.01 level (2-tailed).
Correlation is significant at the 0.05 level (2-tailed).

From the correlation matrix it is discovered that per capita income is positively connected with literacy rate of male, female and all. Further it is positively associated with Human development index, Health index, Living standard index. It has negative association with Gender inequality index and dropout rate.

Per children expenditure on education has positive association with health index, human development index, education infrastructure index and Education development index. But per children expenditure on education has not represented any critical association in per capita income as well as literacy rate. Through this it is understood that public expenditure on education is necessary but not sufficient condition for the economic growth as well as improves the literacy rate. For the reason mindfulness among individuals must be created to improve the education level.

9. Conclusion:

It is clear from the analysis that education is significant apparatus for the development. The districts which have higher literacy rate have good per capita income as well as good human development status. Further, the research overcome that improved literacy level is necessary for the overall development. It was likewise found from the investigation that rising public expenditure on

education will enhance individuals' richness first and through trickle-down effect translate into development. For this purpose, optimal utilization of funds, viable execution of programs and making mindfulness among individuals is significant.

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Constructive steps towards Gender Equality in Education in West Bengal

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Abstract: *In India as well as in West Bengal gender inequality is very prevalent in society so too education. West Bengal in last few decades has been in pick of women and girls trafficking. This paper focuses on how West Bengal combats with unethical trafficking and moral degradation of the society and to achieve gender equality in education. This theoretical study focuses on the schemes that state as well as central government runs separately or bear hand in West Bengal to eradicate inequality in society and promote skill development for citizens' growth in anticipation of a benevolent society.*

Keywords: *Gender equality, Education, West Bengal, India, Scheme, Women.*

1. Introduction:-

Gender is complex concept to understand. Oxford dictionary (2011) describes gender as "The state of being male or female as expressed by social or cultural distinctions and differences, rather than biological ones; the collective attributes or traits associated with a particular sex, or determined as a result of one's sex. Also: a (male or female) group characterized in this way." So Sex is a biological term and Gender is a cultural and psychological term. Gender equality is the opportunity to access and enjoy quality both girls and boys experience in every aspect of life as well as in education.

In India the social discrimination on basis of gender is very usual. But in previous two decades the scenario is changing gradually. On this regards Government of India as well as States are taking initiatives to minimize this social gender inequality. Some of them are Beti Bachao Beti Padhao, Sukanya Samriddhi Yojana, Balika Samriddhi Yojana, CBSE Udaan Scheme of GoI and Ladli Scheme (Haryana), Ladli Laxmi Yojana (Madhya Pradesh), Bhagyashree Scheme (Karnataka), Kanyashree Prakalpa (West Bengal) of respective states. Among these Beti Bachao Beti Padhao is the most popular scheme that covers 100 selected districts which are low in CSR. In addition 61 districts have been selected from 11 states and UTs having Child Sex Ratio below 918. 150 crore will be spent by the Government of India to increase the safety of women in cities (Reshmi Rani Agnihotri,R.R. & Malipatil,K.S., 2018). Despite of this Indian students are facing Gender bias. Boys are faced gender bias by financial responsibilities which forces them to work. But girls are facing it in a more intense way like child marriage, early pregnancy, household chores and stereotypical concept of girls should be veiled otherwise may be victims boy's indecent behavior. In spite of these impediments government and NGOs try to cope with gender discrimination in education.

2. Scenario of gender Inequality in Education field of India and West Bengal:-

	Male Literacy Rate	Female Literacy Rate	Rural Literacy Rate	Urban Literacy Rate	Youth Literacy Rate	Adult Literacy Rate
India	82.14%	65.46%	68.91%	84.98%	86.1%	69.3%
West Bengal	82.67%	71.16%	72.97 %	85.54 %	87.2%	73.3%

Source: NUEPA, 2014

In India overall literacy rate is 74.04% and West Bengal literacy rate is 77.08%. In literacy parameter West Bengal ranks 20th amongst 36 states and UTs. West Bengal contributes 7.55% population in India whereas in education West Bengal contributes 7.03%. (ESAG, 2018).

Educational institutions in WB subject to India is as follows-

	Primary Only	Primary with Upper Primary	Primary with U. Primary, Sec. & Higher Sec.	Upper Primary only	Upper Primary with Sec. & Higher Sec.	Primary with U. Primary, Sec.	U. Primary with Sec.	All
India	840241	287265	48543	147579	33586	59549	50917	1467680
West Bengal	76954	1542	661	7577	6394	417	2873	96418

Source: NIEPA, 2019

In Primary Education 6.82% Boys and 7.24% Girls in India are enrolled from West Bengal. Now let's take a look at enrollment in school (I-XII).

	Government School			Private School		
	Boys	Girls	Total	Boys	Girls	Total
India	70251856	72450442	142702298	62859189	51402189	114261378
West Bengal	7503253	7737760	15241013	904675	905599	1810274

Source: ESAG, 2018

The quotient of number of females by the number of males enrolled in a given stage of education i.e. Gender Parity Index discussed as follows-

	Primary	Upper Primary	Secondary	Senior Secondary
India	1.03	1.09	1.02	1.01
West Bengal	1.01	1.15	1.24	1.11

Source: ESAG, 2018

In India and West Bengal Dropout rate is 22.3% and 24.3% respectively and with respect to SC and ST is discussed as follows-

	Boys			Girls		
	Total	SC	ST	Total	SC	ST
India	23.4%	22.3%	36.1%	21%	24.7%	34.4%
West Bengal	27.6%	19.5%	38.3%	20.8%	17.3%	36.7%

Source: NUEPA, 2014

Girls' toilet is major determinant for retention of the girls in school. 97.52% schools have the girls' toilet in India whereas in West Bengal 98.29% schools have girls' toilet. Secondly, 96.81% schools have drinking water facility whereas in West Bengal 98.42% schools have that facility (ESAG, 2018). 61.9% schools have boundary wall in India whereas in West Bengal only 39.7% schools have boundary walls. WB has 42% female teacher in schools whereas in India 47.2% female teacher present (NUEPA, 2014). Now pupil-teacher ratio in India with respect to WB are discussed-

	Primary	Upper Primary	Secondary	Senior Secondary
India	23	17	27	37
West Bengal	25	27	39	57

Source: ESAG, 2018

After a detailed discussion of the educational scenario in West Bengal and India now enlighten the constructive steps taken by WB Government to achieve this success.

3. Steps towards equality in education in West Bengal:-
India works very hard to achieve equality in every sector. They are trying to pull out the deprived portion of the society. Unfortunately the gender-wise inequality caches the eye. In education this discrimination is huge. To minimize this discrimination Govt. of West Bengal and Govt. of India are fighting shoulder to shoulder. A bunch of scheme is promoted in West Bengal in last few years. Let's look at them.

1) **Kanyashree Prakalpa:-**
Kanyashree is the most acclaimed and flagship social protection scheme for girls designed by Department of Women Development and Social Welfare (DWD&SW), Government of West Bengal. The aim of the scheme is to improve status and welfare of teenage girl in West Bengal by encouraging education, schooling, financial inclusion, social inclusion of them and preventing child marriage between the ages of 13-19.

▪ **Background:** Though Under the Prohibition of Child Marriage Act, 2006 (PCMA), 18 is the legal age of marriage for girls in India, child marriage continues to be practiced in West Bengal. In 2007-08 the state holds rank 5th in child marriage with every second girl a child bride (54.7%) and attendance of girls in school drops from 85% in the age-group 6-10 years to a mere 33% in the age group 15-17 years (NFHS III, 2005-06).

▪ **Foundation:** To combat with these Kanyashree was inaugurated by CM of West Bengal Mamata Banarjee on 8th march, 2013.

▪ **Objectives:**

➢ Encouraging girls to continue education up to secondary or higher secondary or equivalent in technical or vocational steams, thereby giving them a better path in economic and social arena.

➢ Discouraging marriage below 18, thereby reducing the risks of early pregnancies, maternal and child mortality and other debilitating health conditions, including malnutrition.

➢ It is a financial inclusion and empowerment for adolescent girls. The scheme's allotted money directly to bank accounts in the girls' names, leaving the decision of utilization of the money in their hands.

➢ Reinforces self-esteem of girls and in return they gift a educated society to mankind like the old African proverb "If you educate a man you educate an individual, but if you educate a woman you educate a family (nation)"(Suen,S., 2013).

▪ **Scheme Design:** The scheme has two cash transfer components:

➢ The first is an Annual incentive of Rs. 750/- to be paid annually to the girls in the age group 13 to 18 years studying in Class VIII equivalent or above for every year that they remained in education, provided they are unmarried at the time.

➢ The second is a One-Time Grant of Rs. 25,000/-, to be paid after a girl turns 18, provided that she was engaged in an academic or occupational pursuit and was unmarried.

▪ **Criteria:**

➢ Kanyashree is applicable only girls from families whose annual income is Rs. 1,20,000/- or less.

➢ She must be in secondary and higher secondary education, as well as the various vocational, technical and sports courses available for 13-18 age group in case of annual incentive.

➢ She must be unmarried.

▪ **Exception:** For girls with special needs, orphans and girls in Juvenile Justice Homes the income criterion is waived. Girls with special needs, but in a class below class VIII, can also apply for the Kanyashree.

▪ **Statistics:** On 27th September, 2020 (WCD&SD) the statistical figure under Kanyashree is

➢ Registered institutes - 17854.

➢ Enrolled applicants- 20968637

➢ Sanctioned application- 20533891

➢ Unique beneficiaries- 6506827

▪ **Awards:**

➢ 1st Place Winner in UNPSA Award 2017 among nominated 552 such social schemes from across 62 countries.

➢ United Nations WSIS Prize 2016 Champion in e-Government Category (WSIS Action Line C7)

➢ CSI-Nihilent Award, 2014-15.

➢ Skoch Award of Order of Merit 2015 for Smart Governance.

➢ National E-governance Award 2014 – 2015 awarded by the Department of Administrative Reforms and Public Grievances, Government of India.

➢ Manthan Award for Digital Inclusion for Development (South Asia and Asia Pacific) 2014 under the category E-Women and Empowerment.

▪ **Kanyashree Mobile Application:** This is the application designed and developed for Kanyashree Girls and Kanyashree Administrators. This application is compatible with Android 5.0 (Lollipop) or higher version.

▪ **Kanyashree Day:** On August 14, 2013 state-wide events were held to publicize the scheme so 14 August is celebrated as Kanyashree Day.

- **Kanyashree University:** The Kanyashree University would be the women university is setting up Krishnagar in Nadia district.
- **Swapno Bhor:** It is an another scheme under Kanyashree and Utkarsha Bangla (awarded WSIS prize from UN and SKOCH AWARD-GOLD from GoI in 2019) where girls will get the opportunity to undertake their preferred training course free of cost and after completion of training, Kanyashree girls will get employment opportunities.

2) Rupashree Prakalpa:-

Rupashree is a scheme designed by DWD&SW, Government of WB. The aim of the scheme is to support poor families to bear expenditure of daughters' marriages.

- **Foundation:** State Budget for financial year 2018-19 on 31st January 2018, Amit Mitra, the Finance Minister of WB announced the scheme. From 1 April, 2018 it came into effect.
- **Objectives:**
  ➢ Support the economically deprived families who face difficulties in bearing expenditure of daughters' marriages.
  ➢ It indirectly discourages child marriage as this scheme is only for adult girls.
- **Scheme design:** Government allows one-time financial grant of Rs. 25,000 for economically stressed families at the time of adult daughters' marriages.
- **Criteria:**
  ➢ She has attained the age of 18 years and is unmarried on the date of submitting her application.
  ➢ The proposed marriage is her first marriage.
  ➢ Her family income is not greater than Rs. 1.50 lakhs/years.
  ➢ Her prospective groom has attained the age of 21 years.
  ➢ She is the only account-holder of an active bank account. The bank account must transact e-payments though NEFT.
- **Statistics:** Rs 1500 crore has been earmarked for the project which is expected to benefit about 6 lakh women belonging to the economically poor families.

3) Muktir Alo:-

Muktir Alo is a scheme for rehabilitation of female sex workers and victims of sex trafficking in West Bengal under DWD&SW with the cooperation of NGOs.

- **Background:** In 2016 West Bengal reported 3,113 cases of child trafficking in which 2,687 (86%) were girls (NCRB, 2016).West Bengal accounted for 25% of India's trafficking cases in 2010-2016. In 2016, the state recorded 44% of total cases in human trafficking in India. As of 2016, 20.64% of India's missing children were from West Bengal(The Hindu, 2019).
- **Foundation:** Muktir Alo inaugurated on 4th September,2015 by the CM Mamata Banarjee.
- **Objectives:**
  ➢ To provide opportunities of life with dignity to girls and women who have drawn into the profession of sex work by force or otherwise.
  ➢ To provide alternative career opportunities for sex workers and victims of sex trafficking through appropriate job training and vocational training for skill development.
  ➢ To provide 'Entrepreneurship Development Training' for making them capable for taking up bankable projects after the training.
  ➢ Influencing small & cottage entrepreneurship with a motive to create viable markets in the domestic as well as overseas.
- **Criteria:**
  ➢ A female who has been rescued by Police and released in the care of family on Personal Release Bond or by order of the competent court.
  ➢ A rescued victim of sex trafficking sheltered at a protective Home or released in the care of family and booked as victim girl under ITP Act.
- **Exception:** Facilities under Muktir Alo also be availed by the children accompanying women above categories. However, girls above 10 and less than18 years and boys above 7 years and less than 18 years would be shifted to the Children Homes being run under JJ Act.

- **Statistics:**

NGOs	Trade Name	No of Beneficiaries
Women's Interlink Foundation	Block Printing	28
	Spice Grinding	22
Divine Script	Manufacture of accessories from Recycled Tires	12
	Training on Bakery, Beverage making and Management of Cafeteria	12

WCD&SD, 2016

4) Swawalamban:-

Swawlamban is a State sponsored scheme for socially distressed women, girls and transgender including trafficked victims , sex worker of the age group of 18-35 years through which vocational training is imparted in collaboration with NGOs.

- **Foundation:** Department of WCD&SW, Govt. of WB issued a Memorandum mentioning that Swawalamban will be continued under 'State Plan' on 15th November, 2006.
- **Objectives:**
➢ Developing skill among women & girls from unprivileged section of the society ensuring economic participation of women and transgenders in the family.
➢ Providing 'Entrepreneurship development training' and capable them to take up bankable projects after the training.
➢ Inducing small & cottage entrepreneurship with a motive to create viable markets in the domestic and overseas.
➢ Availing different facilities from Local Government for all round development of the women & girls.
➢ Creating scope for alternative source of employment to women & girls in tribal areas, closed tea gardens, hills, islands and slums.
- **Statistics:**

Year	Number of Projects	Number of Beneficiaries
2014-2015	72	2730
2015-2016	96	3800

WCD&SD, 2016

5) Poorna Shakti Kendra:-

Poorna Shakti Kendra (PSK) is a 'Convergence Model' to combat with declining Child Sex Ratio (CSR).

- **Area of Action:** PSK is being implemented in 11 Gram Panchayats of Manikchak Block of Malda District since 2013-14.
- **Objectives:**
➢ Addressing the key areas for declining CSR.
➢ Sensitization program on Girls & women empowerment for all level officials & PRIs.
➢ Awareness generation through NGOs/CBOs.
➢ Maintain database of target group & monitoring the positive change & increase participation in Govt. programmes of target group.
- **Timeline:** Each program runs 1 - 3 year duration depending on the progress and structure envisaged.
- **Awareness Programme:** Nari-Ki-Chaupal is a twelve days awareness campaign under PSK.

6) SABLA:-

The SABLA scheme aims to improved health and nutritional status of adolescent girls. SABLA is a centrally sponsored scheme under Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (RGSEAG). In WB it covers 7 districts i.e. Malda, Purulia, Nadia, Coochbihar, Jalpaiguri, Alipurduar, Kolkata with the expenditure ratio of central and state in 50:50.

- **Background:** Nearly 2.74 crore adolescent girls (AGs) are undernourished (33% of total AGs) and 56.2% women (age 15-49) are anemic (NFHS III,2005-06) in India.
- **Foundation:** Under the Ministry of Women and Child Development, GoI initiated on 1 April 2011.
- **Objectives:** According to RGSEAG, 2010 the objectives are to
➢ Enable AGs for self-development and empowerment.
➢ Improve their nutrition and health status.
➢ Promote awareness about health, hygiene, nutrition, Adolescent Reproductive and Sexual Health (ARSH), family and child care.

- ➢ Upgrade their home-based skills, life skills and tie up with National Skill Development Program (NSDP) for vocational skills.
- ➢ Mainstream out of school AGs into formal/non formal education.
- ➢ Provide information/guidance about existing public services such as PHC, CHC, Post Office, Bank, Police Station, etc.
- ▪ **Actions:** According to RGSEAG, 2010 actions of WB Government should be
- ➢ Responsible for implementing the Scheme through the ICDS set-up.
- ➢ Organize State/District/ Project level workshop to introduce the scheme to the personnel of ICDS and functionaries of line Ministries/Departments.
- ➢ Conduct baseline survey for identification of beneficiaries
- ➢ Increase awareness/generate publicity about the scheme by developing IEC material.
- ➢ Establish effective convergence mechanism at state/district/project/village level for all components.
- ➢ Selection of MNGOs/NGOs /CBOs for various services in consultations with CDPOs and DPOs.
- ➢ Set up a systematic monitoring system for analysis, interpretation and corrective action at appropriate levels to assess the effectiveness of the Scheme.
- ➢ Monitoring Committees to be set up at all levels.
- ▪ **Scheme design:** SABLA has covered AGs in age group of 11-18 years(divided into 11-15 and 15-18years) in selected 7 districts of WB. Each AG will be given Supplementary nutrition (SN) containing 600 calories, 18-20 grams of protein and micronutrients per day for 300 days in a year. Food is available in Take Home Ration (THR) and in cooked meal method. Additional facilities to AGs are-
- ➢ Health check-up and Referral services.
- ➢ Nutrition & Health Education (NHE).
- ➢ Counseling/Guidance on family welfare, ARSH, child care practices and home management.
- ➢ Life Skill Education and accessing public services.
- ➢ Vocational training for girls aged 16 and above.
- ▪ **Criteria:**
- ➢ AGs between age group of 11-18 years under all the Integrated Child Development Services (ICDS) in 7 districts of WB.
- ➢ It is for all out of school AGs and school-going girls who goes to Anganwadi Centers.

- ▪ **Statistics:** Till April 2013 the number of beneficiaries covered in WB are
- ➢ Nutrition -291484
- ➢ IFA Tablets-87088
- ➢ Health Check Ups & Referrals-81204
- ➢ Nutrition & Health Education(NHE)-86452
- ➢ Family Welfare, ARSH & Child Care Practices-34830
- ➢ Life Skill Education-25712
- ➢ Accessing public services-8217
- ➢ Vocational Training-6938

Source: ASCI, 2013

7) Village Convergence and Facilitation Services (VCFS):-
The three high burden districts (HBD) identified by the MWCD, GoI for implementation of VCFS are Birbhum, DakshinDinajpur, Purulia in 10 Gram Panchayats of each districts as well as Kolkata's 10 wards in year 2016-2017 where serious intervention is required in women's health education and work participation, child marriage and women trafficking.

8) Support to Training and Employment Programme for Women (STEP):-
Government of India has set a plan training 500 million individuals by 2022. MWCD by STEP has been showcasing situation of poor women in remote areas who are unable to move out and go for formal skill centre for training. The STEP Programme a 100% Central Sector Scheme is under implementation since 1986- 87.
- ▪ **Objectives:**
- ➢ To provide skills that give employability to women.
- ➢ To provide efficacies and exorcism those make self-dependent women.
- ▪ **Target groups:** For women of age 16 years and above.

9) Swadhar Greha:-

This is a Central Scheme for protections of women who have been sexual abused and/or trafficked or have been victim of natural calamities etc. The fund support is provided by the Government of India and from 01.01.16 it is being channelized through the Government of West Bengal and Directorate of Social Welfare. Currently SWADHAR homes' number in WB is 14.

4. Conclusion:-

Gender inequality is a major issue for achieving the universal elementary education. In order to overcome the problems, several measures have been initiated across the country. India and West Bengal Government by lunching these schemes try to eradicate gender discrimination in education. On the Broader aspect staring from the small area of West Bengal to the large landscape of India will attain cent percent education someday by these micro initiates and wish to have welfare of society.

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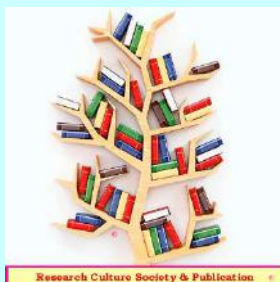
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