

XPRESSIONS

2021



DEPARTMENT OF EDUCATION
SHRI SHIKSHAYATAN COLLEGE

EXPRESSIONS

2021



Department of Education
SHRI SHIKSHAYATAN COLLEGE

EXPRESSION

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EDITOR'S DESK

Last year when the entire nation went into lockdown as a consequence of the Covid-19 pandemic, online education became the new norm. Virtual classes replaced the traditional and familiar physical classes, with its inherent disadvantages. Online classes have proved to be a challenge, especially for teachers who have had to struggle with the new medium, trying their best to ensure that communication with the students are not interrupted, and that they are still able to reach out to them despite the technical and other difficulties. For students it has mostly proved to be a boon, at least for those with good internet connectivity. No longer bound by the stress of reaching class on time or having to pay uninterrupted attention, they have found it rather too easy to take to the new normal of teaching-learning, where most days all they need to do is log in and after that take it easy as switching on their microphones and videos is not compulsory. What has really been affected is the quality of learning, and educators are predicting that an entire generation will be feeling this learning gap for quite some time to come. In this scenario, it has been a real challenge to keep going, making the best of the situation, delivering the best that we can in the virtual classrooms. We have tried to continue with the usual programmes and with the cooperation of all, we have managed to do so. This 17th issue of our departmental journal 'Expressions' is the result of our endeavours in this past year, and like always is a labour of love.

I will end with a prayer for the speedy resumption of physical classes which I think will be echoed by all ! Praying for the pandemic situation to normalize so that we can all get back to our beloved college with all the trials, tribulations and joys of normal college life.

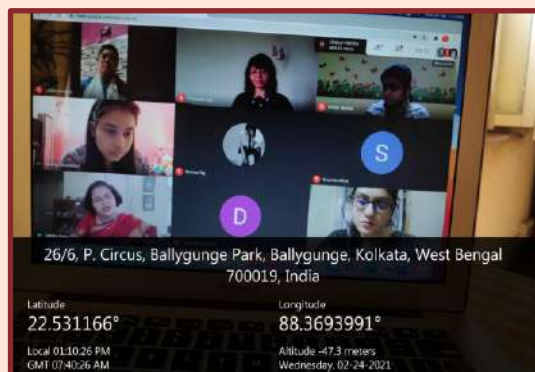
Dr Elizabeth Dey

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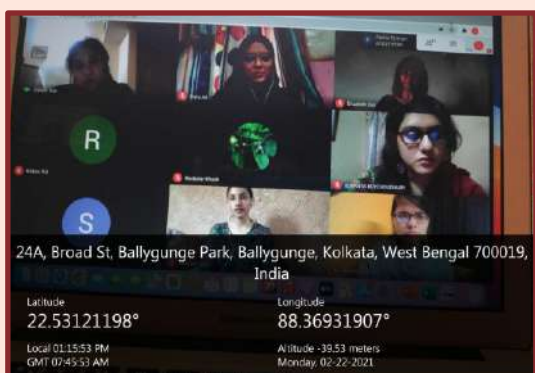
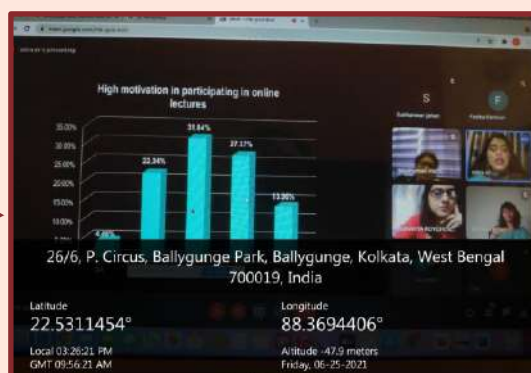


DEPARTMENTAL ACTIVITIES



◀◀ Special Lecture, Dr Debika Guha

Inter-College Webinar 2021 ▶▶

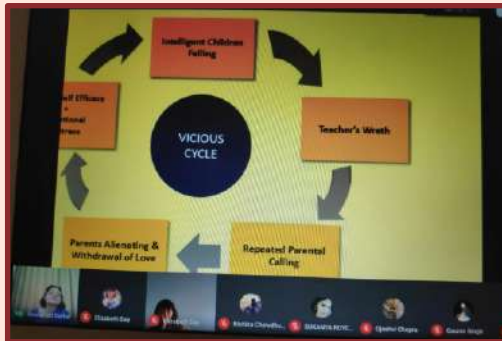


◀◀ Inter-College Webinar 2021

Inter-College Departmental Students' Webinar ▶▶



DEPARTMENTAL ACTIVITIES



International Literacy Day, 2020



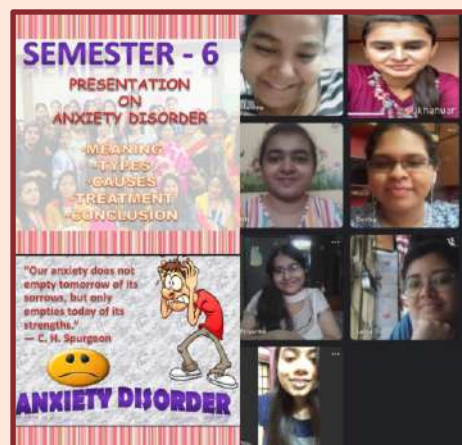
Dr Arundhati Sarkar, Guest Speaker
International Literacy Day 2020



Active Learning Day, Semester 2



Active Learning Day, Semester 4



Active Learning Day, Semester 6

REPORT ON DEPARTMENTAL ACTIVITIES 2020 – 21

The International Literacy Day was observed on 8th September, 2020 on a virtual platform. The theme of the programme was “Role of Literacy and Learning in the Pandemic Situation”. Dr. Arundhati Sarkar, Director, Manochetna, was our guest speaker. The 16th issue of our departmental journal 'Expressions', was released virtually by Dr. Sarkar. The programme also consisted of a presentation by the NSS unit of our college, and a report on a survey on reading and learning experience carried out by the semester 4 students of the department.

A special lecture on Communication Skills was delivered by Smt. Indrani Ray, Asst. Professor of English, Katwa College, on 22nd February, 2021.

A second Special Lecture was delivered by Dr. Debika Guha, Associate Professor of Education, Loreto College, on 24th February, 2021.

Active Learning Day was held on 18th June 2021. The programme consisted of paper presentations by the students of all the three semesters. Semester 6 students gave a presentation on 'Anxiety Disorder'. Semester 4 students spoke on 'Role of Gandhiji and B.R Ambedkar on abolition of Caste System' and 'Role of Society in Inclusion and Barriers in Inclusion'. The topic of the Semester 2 students was 'The Child as a Learner'.

An Inter-college Departmental Students' Webinar on Sociology of Education was organized on 25th June, 2021. The participating colleges were Loreto College, Rani Birla Girls' College and Shri Shikshayatan College. The topics of the paper presentations by students of Loreto College were 'Transformation of Tribal Community: Vulnerability, Visibility and Identity' and 'Marginalization through Gender Disparities'. Students of Rani Birla Girls' College spoke on “Dimensions of Communication in Pandemic and Post Pandemic Times: Educational Context”. Shri Shikshayatan College students presented a paper on 'Accessibility to Learning in the Indian Context: A Changed Narrative' and a report on a Survey on Effectiveness of Online Teaching-learning during the Covid-19 Pandemic: Students' Perspective'. Dr Ranjana Banerjee, Associate Professor of Education, Loreto College, was the chairperson.

Results of the end-semester university exams, 2020: Highest scores were : Sem 1 - SGPA 7.548, Sem 3 - SGPA 7.8 and Sem 5 - SGPA 8.547.



LITERACY AND LEARNING IN PANDEMIC SITUATION

Dr Arundhati Sarkar

Director, Manochetna Academic and Research Centre

Literacy is popularly understood as an ability to read and write and use numeracy in at least one method of writing, an understanding reflected by mainstream dictionary and handbook definitions.

UNESCO stipulates that Literacy is an ability to identify, understand, interpret, create, communicate and compute, using printed and written material associated with varying contexts. Modern attention to literacy is a context dependent assemblage of social practices. It reflects, the understanding that individual's reading and writing practices develop and change over the lifespan as their cultural, political and historical context change. In Scotland, literacy has been defined as, the ability to read, write and use numeracy to handle information, to express ideas and options to make decisions and solve problems, as family members, workers, citizens and lifelong learners .

UNESCO declared, 'Right to Education' as a fundamental right aimed at education for all by 2015. In April 2000 more than 1000 participants from 164 countries gathered in Dakar, Senegal for the World Education Forum. The participants ranging from teachers to prime ministers, academics to policy makers, non- governmental bodies to the heads of major international organizations adopted The : Dakar Framework of Action, Education for All (EFA) : Meeting Our Collective Commitments and agreed upon six wide ranging education goals to be met by 2015. The Education for All Global Monitoring Report is prime instrument to assess global progress towards achieving the six 'Dakar' EFA goals. It tracks the progress, identifies effective policy reforms and best practices in all areas relating to EFA, draws attentions to emerging challenges and seeks to promote international cooperation in favour of education.

Definition of Literate in India as per the purpose of census 2011, is a person aged seven and above, who can both read and write with understanding in any language. A person, who can only read but cannot write, is not literate. This definition remains unaltered till date.

India launched the National Literacy Mission in 1998 aiming at attaining literacy rate of 75% by 2007. Its charter is to impart functional literacy to 35-75 year old individuals. The Total Literacy Campaign is their principal strategy for the eradication of illiteracy. The Continuing Education Scheme provides a learning continuum. The Samagra Shiksha Abhiyan (SSA) is Indian Government's flagship programme for achievement of Universalisation of Elementary Education UEE in a time bound manner as mandated in 86th amendment of Constitution of India making it free and compulsory education to children of 6-14 years age group. It is now a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country. It aims to provide life skills, special focus on girl's education, children with special needs and computer education. The Right of Children to Free and Compulsory Act or Right To Education Act (RTE), is an Act of the parliament of India enacted on 4th August 2009, which describes the modalities of the

importance of free and compulsory education of children between 6 and 14 years in India under Article 21A of Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the Act came into force on 1st April 2010. The Act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. It requires all private schools to reserve 25% of seats to children (to be reimbursed by the state as part of public-private partnership plan). The Act also provides that no child should be held back, expelled, or required to pass a board examination until completion of elementary education. There is also a provision for special training of school drop-outs to bring them up to be at par with students of same age.

The pandemic situation in 2020 led to shutting down of schools and lockdown imposed on states of India to break the chain of spread of the Covid virus ravaging through the country and the world at large. This pandemic affected the education system and on the literacy rate in the country. The Trajectory of Literacy rate in India shows that in the British period, literacy rate was as low as 3.25 % and was confined to the affluent section of the society. It rose to 16% by 1941. By the time India attained independence in 1947, the policy makers of the nation derived the policy to make education free and compulsory for children from 6-14 years. By 1990, the literacy rate had shown a minimal rise and from 16% rose to 28.3%. After 1990, reforms by Indian Government led to steady acceleration of literacy rate up to 79.5% in 2019. The lockdown and shutting down of schools in 2020 pushed the literacy down to 77.7% in 2021. Possible reasons for the downward trend in literacy rate in India in 2021 have been primarily attributed to lack of technologies, Interruption in electricity / internet connections and lack of significance to education apart from the decline of socio-economic condition of people, especially in the rural India. The distant education model which relies on technical support of smart phones, computers or even other devices such as television sets etc may have caused a set-back in rural areas. In urban cities and especially in private schools distant education on virtual mode became a life line in education for the students.

In 2020, after six months of deep disruption and devastation the education system became vulnerable the world over. On 8th September 2020, five hundred participants and stakeholders around the world came together to focus on the challenges in education and to forge a way forward. The discussion focussed on 'Literacy teaching and learning in the Covid-19 crisis and beyond : the role of educators and changing pedagogies'. The pandemic situation revealed the unpreparedness of education systems, infrastructures, educators and learners for distance learning and fragility of adult education literacy programmes. The most hard hit were the marginalised including 773 million non-literate adults and children, of which two-thirds were women and 617 million children and adolescents who were failing to acquire basic reading and numeracy even before the crisis. At the Global webinar on 8th September a vow was taken to make 'literacy a force for inclusion and resilience'.

A report submitted by Pratham Foundation in 2019, documents the state of educational performances of 5.5 lakh children between 3-16 years in 596 rural districts across the country. In an encouraging trend, it revealed that enrolment was increasing and the percentage of children under 14 years who were out of school were less than 4%. The gender gap was also shrinking even with older cohorts of 15 and 16 year olds. Only 13.6% of girls of that age group were out of school. For the

first time the figure had dropped below 15% mark . However the Annual Status of Education Report ASER (Rural) document 2020 Wave 1 survey found , the proportion of out of school children increased from 1.8% to 5.3% in the 6-10 age group during 2018-2020. Ninety million children in rural districts were enrolled the year prior to the pandemic . However during the pandemic times of 2020-2021, out of school rural children may now have increased to three million.

While Covid pandemic has made online education the call of the hour, a recent report by the global education network Quacquarelli Symonds (QS) says Indian internet infrastructure is still far from ready to support the shift. Only 24% households have access to internet according to Government survey in 2019. In the rural India the numbers are far lower, with only 4% household having access. A 2018, NITI Aayog report revealed that 55,000 villages in India did not have mobile network coverage and 36% schools in India operated without electricity. The emphasis on technology driven education is also alienating many children from under-privileged section and leading to increasing number of drop-outs. The stake holders in the education system are still struggling and teachers are not always trained and equipped to transition to online teaching.

A short survey during pandemic situation in 2020 by West Bengal Right to Education Group's Rapid Assessment on Status of Child Rights found out 29% children who were attending school before lockdown could attend online classes, 33% children did not possess smart phones or computers and over 7% parents were not sure of resumption of schools for their children.

It was also reported that regression in basic reading, writing and math skills of children across India (especially in the rural areas), have set in due to prolonged absence from school.

The National Education Policy (NEP) was passed in July 2020. Section 3, 4, 7 of school education along with 10.8 article of NEP document that skill education is to be given prime importance along with higher education . Vocational education is to be introduced from pre-school to 12th class and it aims to empower each student in at least one skill area. NEP also stated that it aimed to increase Gross Enrolment Ratio in higher education including vocational education from 26.3% to 50% by 2035 . Online and Digital Education : Ensuring Equitable Use of Technology was also added in the NEP .

Literacy data provided by Times of India (2020) for those over 7 years or more in top 10 states featured : Kerala at 96.2%, Delhi at 88.7%, Uttarakhand at 87.6 % , Himachal Pradesh at 86.6%, Assam at 85.9%, Maharashtra at 84.8%, Punjab at 83.7%, Tamil Nadu at 82.9%, Gujarat at 84.% & West Bengal at 80.5%. The gap between urban and rural literacy rates is of same order of magnitude as male and female. Gender gap in percentage in Kerala is 2.2 % , in Assam is 8.9 % and in West Bengal it is 8.7 %; as for the rest of the 10 states mentioned above it is in double digits .

The education system of India is going through a challenging time. The pandemic has plunged millions of children in deeper crisis. Urgent dynamic teaching models are needed to deal with the crisis. Literacy can pave way for a blended mode of learning . Wherever feasible digital learning models can be combined with in-person/ face-to-face learning programmes to enhance quality of education as well as digital skills of students of the country. Policy makers can help to increase active involvement of parents in students' learning programmes in partnership with the teachers. When

children return to schools in the near future, instead of grade wise progression of children, a modular-based learning system to enhance competencies in students is recommended. Solutions and way forward can come from the success of Pratham's scalable 'Teaching-at-Tight-Level' (TaRL) model and Graded Learning Programme (GPL). GPL based on 'TaRL', implemented in more than one lakh schools of Uttar Pradesh in 2019 showed substantial progress in reading and arithmetic in only two months. The focus of assessments should also shift from grade – level examinations to proficiency and skill development. A paradigm shift in teaching-learning methodologies is a much needed mantra in the 'New Normal' world to scale the heights of literacy and learning.

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MAHATMA GANDHI AS AN EDUCATOR

Dr. Debika Guha,

Head, Dept. of B.Ed. Associate Professor, Dept. of Education, Loreto College

Gandhi believed education to be an all-round drawing out of the best in the child and man- body, mind and spirit. Born to Karamchand Uttamchand Gandhi who was a senior official(dewan) of a small Indian state (Porbandar) Mahatma Gandhi grew up in Porbandar since his birth on October 2, 1869 and in Rajkot where his father had moved. At the end of his formal schooling he decided to be a lawyer. He was called to the Bar, London, in the summer of 1891. After his education was complete he moved to Natal Province in South Africa for his career in 1893. His experience in South Africa changed his life. He faced racial discrimination. He fought for the rights of the South African Indians. He launched a struggle against the authorities with strict adherence to non-violence through methods of non-cooperation, boycotts and spectacular marches.

Gandhi stood for two major issues. Firstly he believed in Swaraj. For Gandhi Swaraj was not simply a question of ousting the British from India and declaring India as Independent. Swaraj to him was true independence, autonomy, home rule and self-rule. His idea of Independence was based on a different concept where every village would be a republic, having full power, self-sustained and capable of managing its own affairs. Independence must begin at the bottom. Secondly Gandhi believed in self-sufficiency or self-reliance. To achieve both Swaraj and self-sufficiency what was needed most was education of the Indians.

He developed views of education which were completely different from other educators. Gandhi was an Idealist, a Pragmatist and a Naturalist: all amalgamated in one man. He believed education not only moulds the new generation but reflects a society's fundamental assumption about itself and the individuals who compose it. He also was of the opinion that 'By receiving English education, we have enslaved the nation'. He proposed a radical restructuring of the sociology of school knowledge in India making it craft-centred at a time where productive handicrafts were associated with the lowest groups in the hierarchy of the caste system. He observed 'we need a machine-less society'. The core of his proposal was the introduction of productive handicrafts as a compulsory school subject, to make the learning of a craft essential to the teaching-learning programme. He wanted children to gain the knowledge of the production process involved in crafts such as spinning, weaving, leather work, pottery, metal work, basket making and bookbinding.

The right to autonomy that Gandhi's education plan assigns to the teacher in the context of the school's daily curriculum is consistent with the liberal principle that he shared with Tolstoy. Gandhi wanted to free the Indian teacher from interference from outside, particularly government or state bureaucracy. Under the colonial rule the teacher had a prescribed job to do based on what the

European authorities wanted the Indian children to learn. Gandhi strongly believed that the teacher should not merely teach from the text books. Freedom should be given to the teachers in the matters of curriculum. This concept denied the state the power to decide what teachers taught and what they did in class.

Mahatma Gandhi observed the ineffectiveness of the system of primary education in India and the alarming low percentage of literacy among Indian people. At the Round Table Conference in London in 1931 he pointed out the worthlessness of the colonial type of english education and held the policy of the British government responsible for this painful situation in the field of mass education. The Government of India Act, 1935 came into force in 1937. The National Congress came to power in seven provinces in India. Prior to this Congress had been strongly pleading in favour of free, compulsory and universal education and the demand for it was growing rapidly. Accordingly the First Conference of National Education was called at Wardha in October, 1937 to consider the new system of education proposed by Gandhi. This was called the Wardha Scheme of Basic Education. Basic Education came to be known as NaiTalim. The conference passed four resolutions- that free and compulsory education be provided on a nation- wide scale, that the medium of instruction be the mother tongue, that the process of education should centre around manual productive work and that this system of education will gradually cover the remuneration of the teachers. The conference appointed a committee under the chairmanship of Dr.Zakir Hussain to prepare a detailed syllabus on the lines of the above resolutions. This system of education became a revolution in education and created a new orientation in education.

Basic Education had four distinct stages-Pre-Basic stage (prior to 7th year), Junior Basic stage (7th year to 10th year), Senior Basic stage (11th year to 14th year) and Post Basic stage (after 14th year). The fundamental characteristics of Basic education were : it was life centric, child centric, aimed at all round development through theory and activities, use of head, heart and hands and development of soul. It inculcated discipline through freedom. Basic education believed in craft centred education through a productive craft for developing skills of self employment. It believed in learning by doing and integration between theory and practicum, teaching of various subjects through the correlation method. Gandhi believed 'The end of all education should surely be service'. Service includes love for mother land. Children were taught to serve the community. Cleanliness, health, citizenship and play were given importance. Text books were avoided as far as possible. This system of education was based on the basic values and cultural heritage of the nation. It aimed to meet the basic needs of the individual and nation. Gandhi considered it the minimum education which every Indian child should receive irrespective of caste, creed and gender. Dignity of labour was recognized. Economically, Basic Education aimed at rural reconstruction. It was a silent revolution in many ways.It fostered a sense of duty, responsibility, cooperation, fraternity in the minds of pupils which is essential for proper functioning of a democratic social order. Gandhi believed education was a right of every citizen and was a reflection of true democracy.

Gandhi's idea about women's education was unique too for the time and society he lived in. He

strongly believed that man and woman are of equal rank although not identical. This according to him was the cardinal truth. Hence education of women was an essential need. He observed that women are illiterate as society does not provide her opportunity. Women are the mother of the race. So we must undo the great wrong done to her by providing equal rights to her in all aspects of her life including education. He wrote in the journal Harijan that proper education must be provided to women to empower them as women are capable of infinite strength. India today has several schemes for universal education as Sarva Shiksha Abhiyan (2001), and for education of girls as Beti Bachao Beti Padhao Yojana (2015) and Kanyasree (2017).

Gandhiji passed away on January 30, 1948 but he lives on as the father of our Nation. He was a true visionary, an educational and social reformer. His relentless work to build the India of our dreams need to be carried on by each of us. This is the only way to pay homage to this great soul.



COMMUNICATION : FROM KNOWLEDGE TO USAGE

Smt. Indrani Ray

Assistant Professor, Dept. of English, Katwa College

The term 'communication' is a paradox since it is the most common term used in a social space be it academic or professional or even mere identity formation.

A successful communication would entail the following : A source which the sender imparts through a channel. Once the message is sent across, the receiver receives the message through a channel or a medium, makes meaning out of it and the result is the feedback imparted by the receiver to the sender which is in turn verified by the sender to check if the meaning intended was the meaning understood. One can then perhaps term a communication 'successful'.

The different categories of communication include :

- **Spoken or Verbal Communication**, which includes face-to-face, telephone, radio or television and other media.
- **Non-Verbal Communication**, covering body language, gestures, how we dress or act, where we stand, and even our scent. There are many subtle ways that we communicate (perhaps even unintentionally) with others. For example, the tone of voice can give clues to mood or emotional state, whilst hand signals or gestures can add to a spoken message.
- **Written Communication** : which includes letters, e-mails, social media, books, magazines, the Internet and other media. Until recent times, a relatively small number of writers and publishers were very powerful when it came to communicating the written word. Today, we can all write and publish our ideas online, which has led to an explosion of information and communication possibilities.
- **Visualizations** : graphs and charts, maps, logos and other visualizations can all communicate messages.

Some principles of an effective communication can further enhance the conceptual clarity :

1. Having a goal and the process as a means to the end
2. Learning to Listen better and better
3. Adjusting to the medium to be used for communication
4. Staying organized about the content and the form of the same
5. Inculcating a persuasive quality manifests the impression of an earnest sender that conditions the smoothening of the process.
6. Clarity of both thought and action
7. Using visual medium

8. Precision and minimum rhetoric
9. An impression of curiosity and interest would

Therefore, to communicate effectively and efficiently a gentle reminder of the barriers to Communicate could be

- Linguistic
- Physical
- Cultural
- Inter-personal
- Organizational

As a teacher with more than a decade of teaching experience now in ELT, I have realised that teachers must be trained and therefore train students for a meaningful communication which can be realised in the classroom through experiential learning. A basic step could be to teach and test the four skills (LSRW) – Listening, Speaking, Reading and Writing in an integrated manner thus facilitating the usage and the acquisition of the micro skills that will pave the way for meaningful learning.

Classroom no more functions as a hierarchical one-way communication of a teacher doing all the chalk and talk and the learners passively listening. Instead, learners participate in their own learning process by engaging in task-based activities. A listening worksheet consists of a pre - listening, while listening and post listening sub areas and using authentic audio recorded situations as passages works wonders to provide language input. Listening activity while helping in the larger goal of communication sharpen the micro skills of grammar vocabulary intonation and distinguishing sound patterns all of which refine the accuracy.

Similarly, the other skills can also be taught through worksheets containing pre, while and post phases that help develop linguistic features and make learners use all skills in integration.

The teacher who now takes on the role of a facilitator and steps down from the high bench shaking off the 'halo' of divinity manipulates the entire process from Controlled to Partial release and then Free Practice whereby simulating a real-life situation in the classroom so that the learners are able to learn as if in a natural context.

This will not only prepare them to be sensitized towards language usage beyond language knowledge but will thus prepare them for professional readiness that will be reflected in Mock Group Discussions and Personal Interviews that they will carry out with confidence and ease.



AUGMENTED REALITY

Smt. Sukanya Roy Choudhury

Faculty, Department of Education, Shri Shikshayatan College

Augmented Reality (AR) is a new technology that involves the overlay of computer graphics on the real world. One of the best overviews of the technology is that defined the field, described many problems and summarized the developments up to that point. AR is within a more general context termed Mixed Reality (MR) which refers to a multi-axis spectrum of areas that cover, Virtual Reality (VR), AR, telepresence and other related technologies. It is an interactive experience of a real world environment where the objects that reside in the real world are enhanced by computer generated perceptual information, sometimes across multiple sensory modalities including visual, auditory, haptic, somatosensory and olfactory. Some of the examples of Augmented Reality are IKEA Mobile App, Disney Coloring Book, Google Pixel's Star War Stickers etc.

The differences between AR, VR AND MR are :

- AR integrates text, graphics, audio and adds value to the user's interaction with the real world. VR deals with simulation of reality.
- MR is a combination of AR and VR; allows a person to see and immerse oneself in the real world while simultaneously interacting with the virtual environment using hands.
- AR has transparent screen whereas opaque is used for VR.
- AR doesn't replace actual world environment with 3D digital elements while VR does replace it.
- AR combines both the real world and the virtual. Users of the AR are still able to sense the real world around them.

VR is a completely computer generated three-dimensional environment that is displayed either on a computer screen or through special displays.

The real world applications of Augmented Reality are :

❖ Defense

It helps in improving the situational awareness of the soldiers using AR technology. The tech is named as Tactical Augmented Reality (TAR). This tech has an eyepiece that assists soldiers on the battlefield to precisely locate their positions in addition to the location of others (friends and enemy soldiers).

Impact of this technology –

- TAR will one day replace night vision goggles, as this technology can help soldiers in the dark.
- It will replace the handheld GPS that soldiers carry today to locate their positions.

- The eyepiece is wirelessly connected to a thermal site on the soldiers' rifle or carbine. When the soldier is pointing the weapon, the image of the target, plus other details, such as the distance to the target can be seen through the eyepiece.
- ❖ **Advertising**
Consumers could launch the AR capability directly from a banner ad without any need to install an app. Customers can see the outside view seated at the driving seat through transparent windows.
- ❖ **Healthcare**
Traditionally handheld ultrasound scanners are used in reconstruction surgery for locating blood vessels, and bones. However, AR technology has the potential to replace ultrasound scanners as it will help in locating the blood vessels very accurately and in a shorter period.
- ❖ **Pharmaceuticals**
Augmented Reality tools can help scientists to picture the structure of complex molecules. Drug developers usually work with static models. The AR will help the developers to step inside the molecule and see how it moves and responds to different stimuli and situations. This will reduce errors and reduce the years-long drug development cycle.
- ❖ **Logistics**
AR will benefit logistics industries at multiple levels of their operations.
 - Optimizing warehouse operations
 - Optimizing transportation
 - Last-mile delivery
 - Enhanced value-added services
- ❖ **Other miscellaneous applications of Augmented Reality**
 - Various filters on Snapchat and Instagram are an example of Augmented Reality.
 - Scanning your QR code using your phone's camera provides additional information on the screen.
 - Google Glass and other Head-up Displays (HUD) put Augmented Reality directly into the glasses. These glasses could be used as reminders for patients undergoing medication.
 - Retail companies use it to help customers envisage aesthetics when new furniture is placed to redesign the interiors of their homes.
 - Gaming – Pokemon is one of the most famous games to hit a big chord with the public.
 - AR is used in the field of language translation
 - Law enforcement agencies can use AR tech to recognize criminals in huge crowds.

- If a car breaks down people can fix their cars using AR tech, repair and maintenance can be carried out without the help of mechanics. This tech will recognize the vehicle parts via object recognition, describe and pictures all required repair and maintenance steps in detail, and real-time, along with information about any equipment requirements.

Augmented reality's role in education :

With AR, classroom education can be extraordinary and more interactive, as AR can enable teachers to show virtual examples of concepts and add gaming elements to provide textbook material support. This will enable students to learn faster and memorize information.

Human memory doesn't forget visuals easily. Here are some examples of Augmented Reality in education :

- An AR app, called "Dinosaur 4D+," with a set of flashcards enables users to view 3D dinosaurs, scanning through the card. With this, students can see the actions of dinosaurs and use app features to rotate, zoom, and more. Besides, the application also provides some information about each dinosaur.
- The "Element 4D" AR app is another promising example of Augmented Reality in education, which makes learning chemistry fun. The application enables users to find the atomic weight, chemical elements, the reaction between two chemicals, and their names by simply putting two paper cubes for a special element block.
- Another admired example of AR/VR in education is Google Expeditions, which enables users to see 3D objects in the classroom, such as volcanoes, storms, and even DNA. This application provides more than 100 AR expeditions that include the history of technology, the moon landing, and more.

AR In eLearning Applications

Now that students are having to learn from home, keeping students engaged in lectures has become very difficult. Thus, eLearning app owners are enthusiastically adopting AR technology. Altogether, Augmented Reality development is also boosting its prominence in the market. AR-enabled eLearning applications render the augmented object on the screen and play 3D examples of concepts that allow students to learn and engage. Altogether, computer graphics are also being used extensively, which enable an object to be captured and show up in the augmented environment and render searches about the object. It means the application can capture the image of objects from the real environment and provide a detailed description of the object.

Benefits Of AR Technology In Education

Augmented Reality in the education sector renders several sought-after perks including :

A Swift And Effective Learning System – AR in education allows students to gain knowledge through rich visuals and immersion into the subject matter. Moreover, speech technology also engages students by providing comprehensive details about the topic in a voice format. In short, the concept of eLearning with AR targets a major information-gathering sense in humans.

Easy Access To Learning Materials Anytime, Anywhere – Augmented Reality can replace textbooks, physical forms, posters, and printed brochures. This mode of mobile learning also reduces the cost of learning materials and makes it easy for everyone to access.

Immersive Practical Learning – It can also help in professional training. Imagine being able to cook food or operate a space shuttle without putting others in danger or spending millions of dollars.

Engage Students And Spruce Up Their Interest – The gamification of AR and the education system can make students' attitudes more positive. It makes learning interesting, fun and effortless and improves collaboration and capabilities. Moreover, it provides vast opportunities to make classes less tiring by infusing unmatched interactivity through a computer-generated environment. eLearning involves students in an enhanced environment where they can see how concepts happen. For creating such applications, companies hire developers deft in AR development.

Wrapping Up – Augmented Reality can bring a breakthrough to the traditional education system by transforming the complete learning experience. Altogether, it will also impact the interest of students and make them efficient. Also, this will help students in comprehending concepts in an immersive environment, which will simplify concepts and make learning easy. Moreover, education institutions will also gain colossal attention by offering an excellent learning experience through technology.

Thus, it can be said that it maximizes students' ability to spend their time learning curricular subjects while minimizing the time spent learning how to use the new tech. In addition, as discussed in Stanford News on VR's applications within the classroom and “the effect of the body's actions on the mind,” AR can also inspire empathy in an individual. It offers two-dimensional methods of presenting information versus the traditional one-dimension. This combination of interactivity and engagement with emotion, in turn, could enhance the ability of students to remember what they've learned– and lead to faster acquisition of information and skills.

Therefore, AR provides students with opportunities to deepen their knowledge within several areas, including :

- Reading
- Working with numbers
- Spatial concepts
- Playing
- Content creation
- Real-life environments & scenarios

This can include everything from field trips to exposure to training within different professions. When combined with assignments involving teamwork, AR similarly helps provide new opportunities for students to learn how to communicate and collaborate with one another. It could potentially also be the same technologies they will use in the workforce later on. When adopting AR there is also no need for a complete curriculum overhaul: it can be even more effective in supplementing current pedagogical materials by simply adding more contextual experiences. It can be used to just stimulate

interest and discussion in different subject areas and be the basis for class activities. AR is evolving to become more cost-friendly, accessible, effective, and essential – including in grounding schoolchildren with the competencies and knowledge required to collaborate with others and get ahead in careers of the future.

Therefore, a strategic factor that can increase their effectiveness and confidence in these areas will be to design open-ended lessons that enable them to follow their own pursuits. One significant reason for doing so: taking ownership of projects helps increase a student's feeling of responsibility and engagement with the material. AR can even blur the lines between textbook material and educator- or student-created content.

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This survey was carried out by the students of Semester 4, Dept. of Education, 2019-20

REPORT ON A SURVEY ON READING AND LEARNING EXPERIENCE

*Presented by – Rishika Choudhury,
Semester 5, Department of Education, 2020-21*

Introduction :

Reading is an essential prerequisite to learning, as is writing. Both are an inevitable part of a student's life. However, globally there has been a gradual decrease in these activities with the inevitable rise of digitization and the popularity of online learning. In this context it is worthwhile to see how students of our college feel about and experience reading and other aspects of learning behaviour. Hence, as a summer project, IIInd year (Semester 4) students of the Education department of Shri Shikshayatan College carried out an online survey on IIInd year (Semester 4) BA/BSc students of the college on their reading and learning experience. The following is a report on the same.

Objectives of the survey :

1. To determine –
 - the durationspent by the students on reading for enjoyment
 - their attitude towards reading for enjoyment
 - their preferred reading
 - their writing preferences
 - their learning style and experiences
 - their self-rating on learning behaviour
2. To make a comparative study of the above between the B.A. and B.Sc. students

Tool :

A questionnaire on reading and learning experience was prepared by the IIInd year (Semester 4) students of the Education Department after extensive consultation with the faculty of the department. This questionnaire was used to carry out the survey.

Procedure :

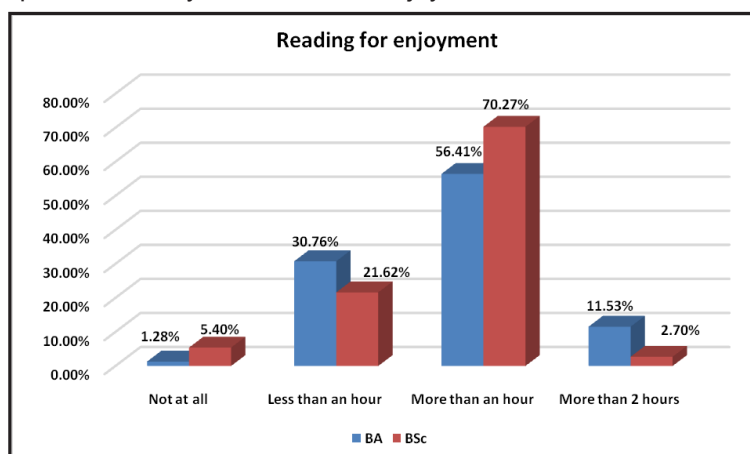
A list of B.A./B.Sc. IIInd year (Semester 4) students and their email id's was prepared with the help of the faculty and Class Representatives of various departments. The questionnaire to be used was then uploaded in an online survey site – Survey Monkey – by some students of the Education dept. who then mailed it through the site to the target group. After the responses were obtained, again through the site, the tabulation was done and results analysed.

Sample :

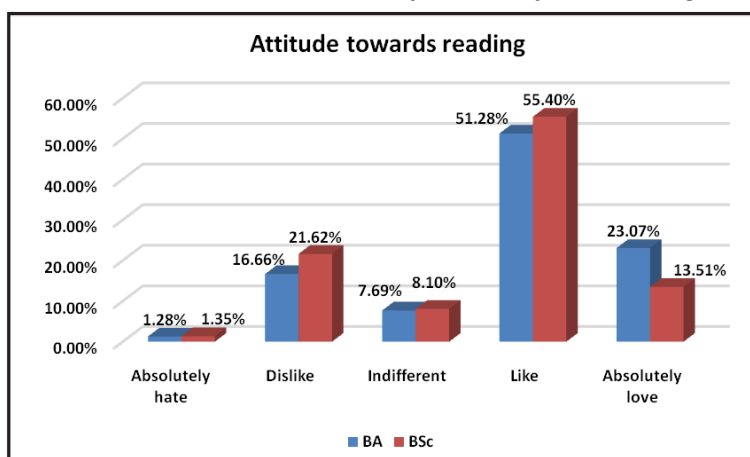
B.A.	B.Sc.
English = 33	Geography = 40
Education = 36	Economics = 27
History = 9	Botany = 7
TOTAL = 78	TOTAL = 74

Findings of the survey :

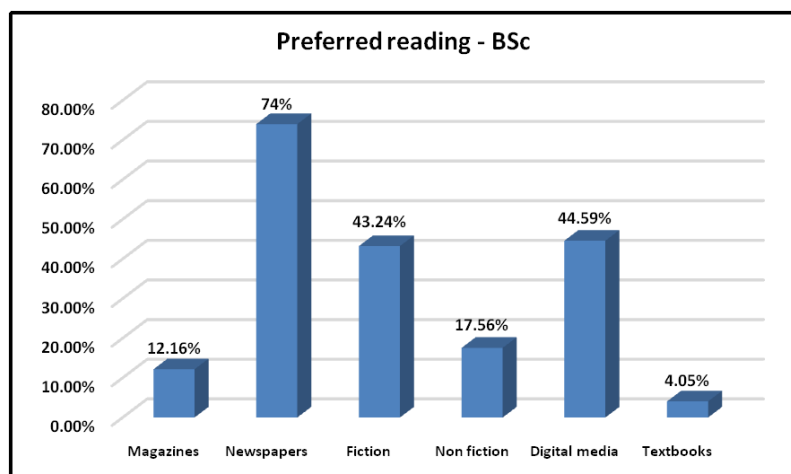
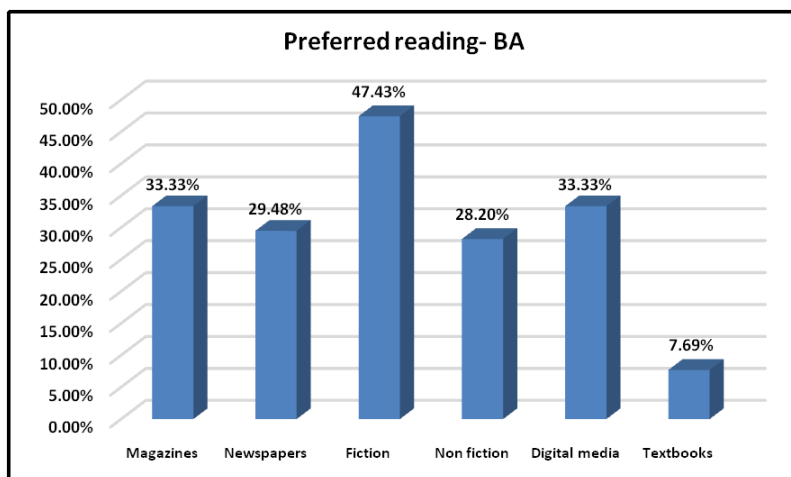
Only 11.53% of BA students read for enjoyment more than 2 hours whereas the figure for BSc students was 2.70% for the same. 70.27% of BSc students reported reading for enjoyment more than an hour, and the corresponding figure for BA students was 56.41%. 1.28% of BA students and 5.40% of BSc students reported that they did not read for enjoyment at all.



23.07% of BA students and 13.51% of BSc students said that they absolutely love reading, whereas 1.28% of BA and 1.35% of BSc students said that they absolutely hate reading.

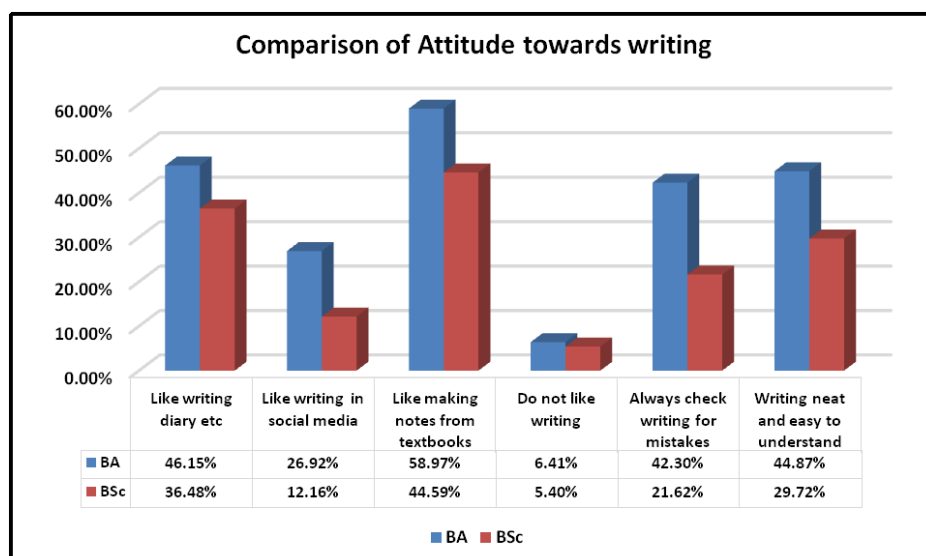
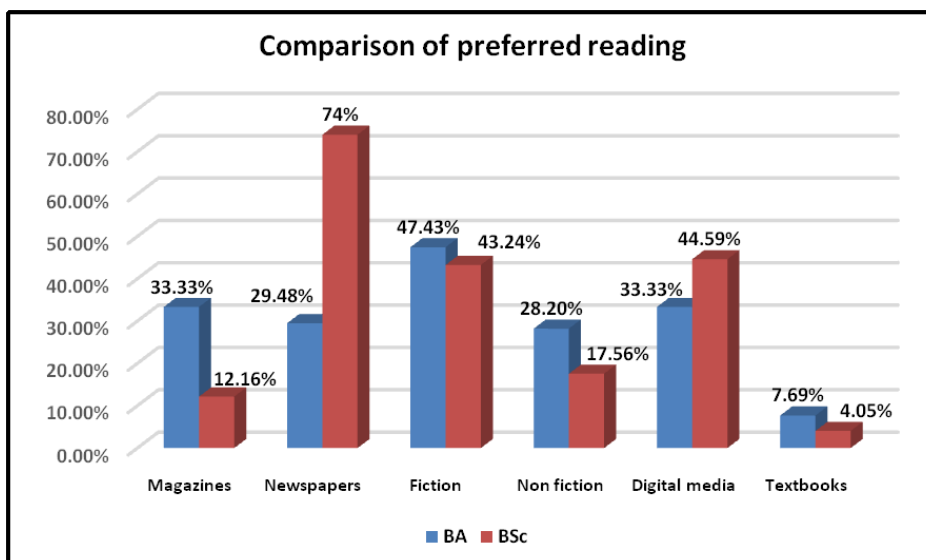


47.43% of BA students chose fiction as their most preferred reading and 33.33% chose textbooks as their least preferred reading.

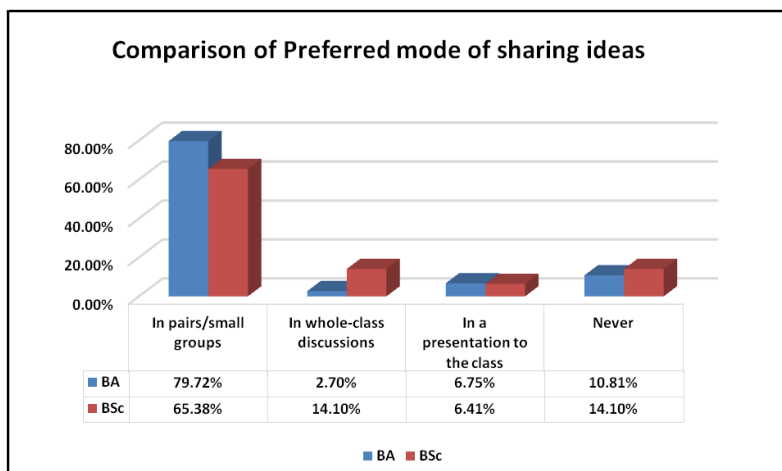


Newspapers were the preferred choice of reading for 74% of the BSc students and textbooks were the least preferred choice for 4.05% of the students.

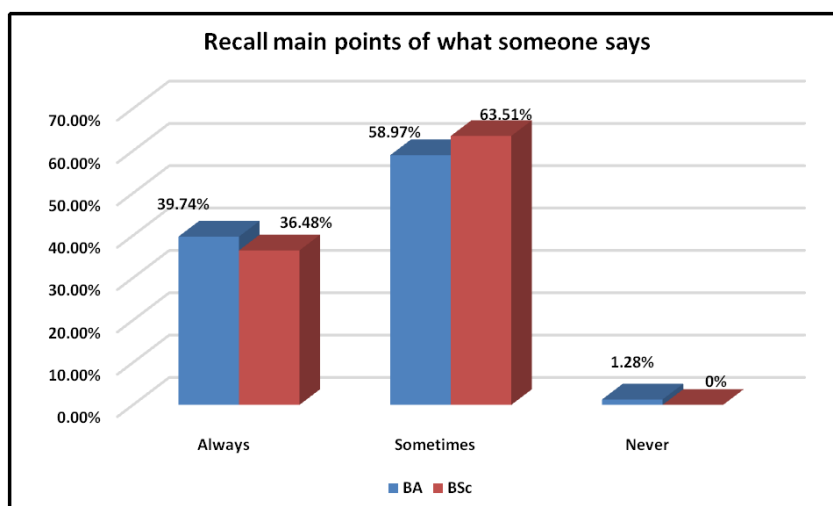
A comparison of their preferred reading showed that 33.33% of BA and 12.16% of BSc students opted for magazines, 29.48% of BA and 74% of BSc students were inclined towards newspapers, 47.43% of BA and 43.24% of BSc students liked fiction most, whereas non-fiction was preferred by 28.20% of BA and 17.56% of BSc students. 44.59% of BSc students opted for digital media as their preferred reading as compared to 33.33% of BA students, and more BSc students – 7.69% - liked reading textbooks as compared to 4.05% of BA students.



A comparison of attitude towards writing revealed that 58.97% of BA students like making notes from textbooks as compared to 44.59% of BSc students; 26.92% of BA students like writing in social media as compared to 12.16% of BSc students, 46.15% of BA students like writing diaries etc whereas 36.48% of BSc students like the same. 42.30% of BA students always check their writing for mistakes as compared to 21.62% of BSc students; 44.87% of BA students said that their writing is neat whereas only 29.72% of BSc students said the same; and 6.41% of BA students reported that they do not like writing at all as compared to 5.40% of BSc students.



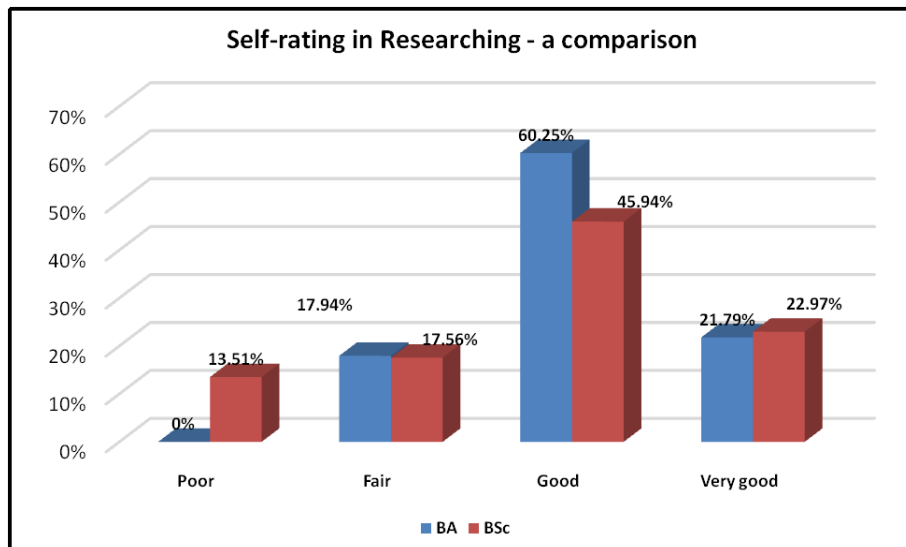
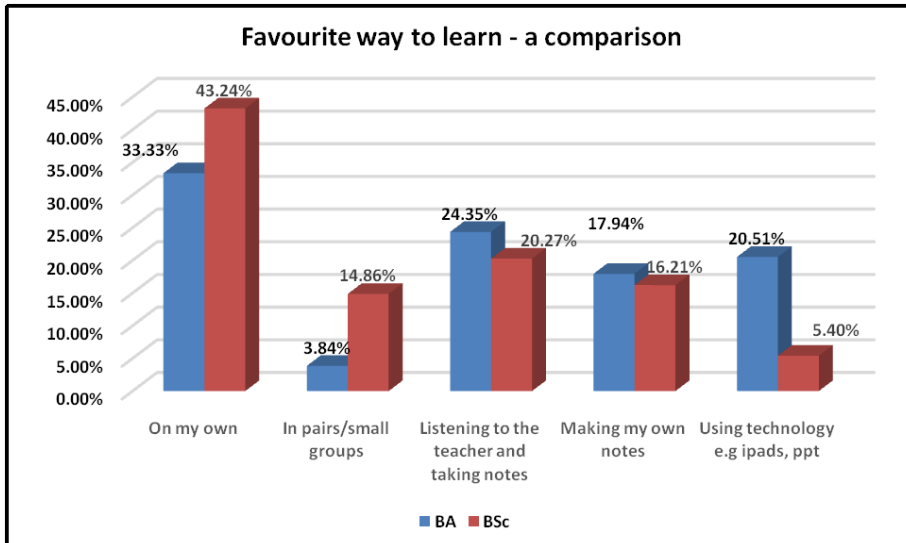
With regard to preferred mode of sharing ideas, 65.38% of BSc students opted for pairs or small groups as compared to 79.72% of BA students. Whole-class discussion was the preferred mode of 14.10% of BSc students and only 2.70% of BA students. Both groups showed almost similar preference for presentation to the class – 6.75% of BA and 6.41% of BSc students, and 10.81% of BA and 14.10% of BSc students said that they never like sharing ideas.



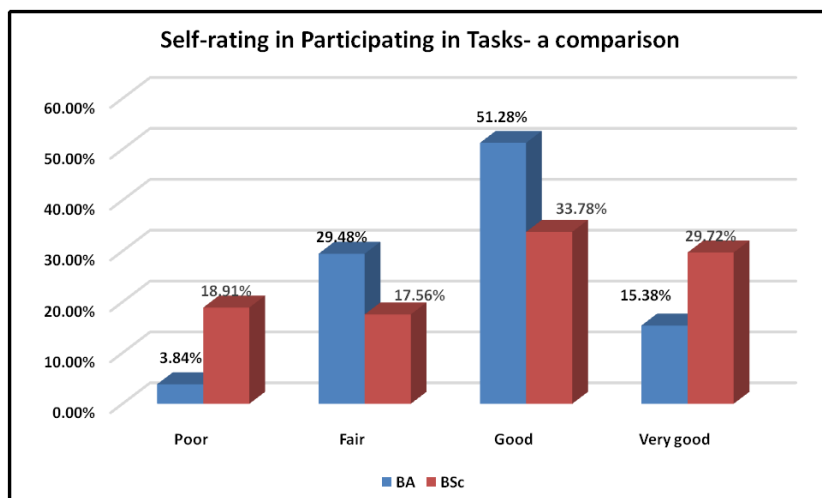
As for recalling the main points of what someone says, 39.74% of BA and 36.48% of BSc students said that they always do, 58.97% of BA and 63.51% of BSc students reported that they do sometimes. Only 1.28% of BA students said that they never recall the main points of what someone says.

The next finding was with regard to favourite way to learn. 43.24% of BSc and 33.33% of BA students said that their favourite way to learn was on their own. Listening to the teacher and taking notes was the choice of 24.35% of BA and 20.27% of BSc students. Learning in pairs or small groups found

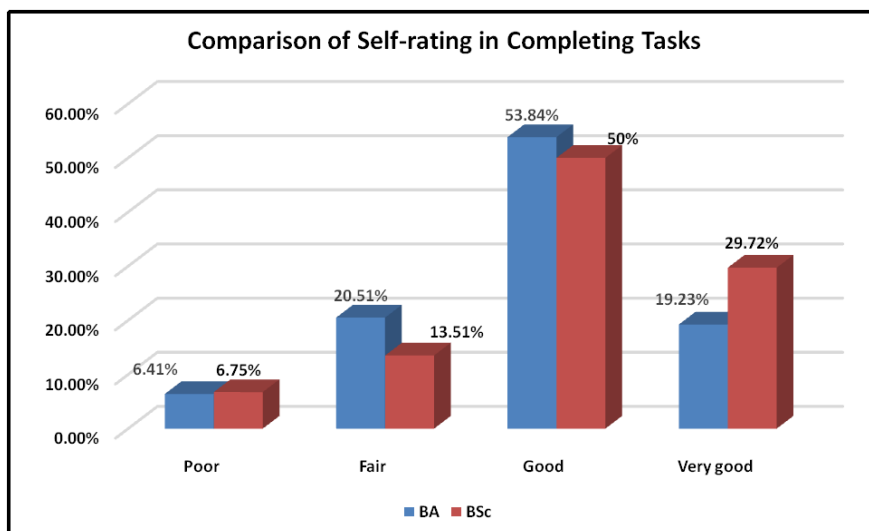
favour with only 3.84% of BA students as compared to 14.86% of BSc students; making own notes was opted for by 17.94% of BA and 16.21% of BSc students, and using technology was popular with 20.51% of BA students as compared to only 5.40% of BSc students.



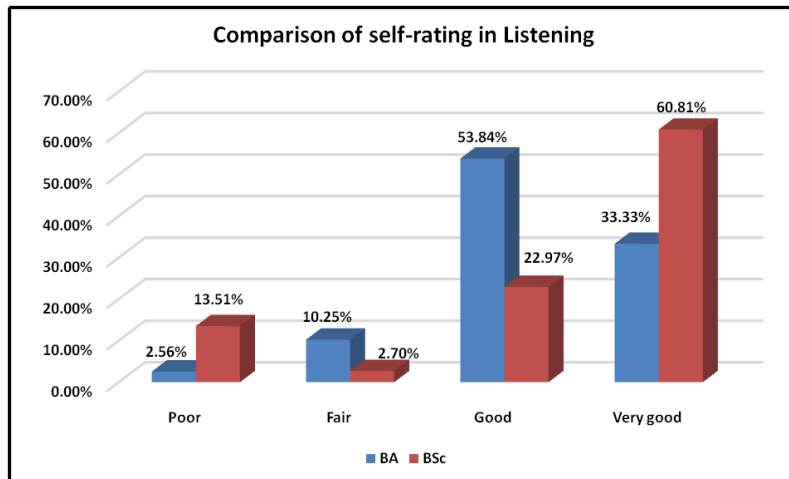
The next part of the questionnaire dealt with self-rating of the students on various aspects of learning behaviour. On the aspect of researching, 60.25% of BA and 45.94% of BSc students rated themselves as good, and as very good by 21.79% of BA and 22.97% of BSc students. Almost similar numbers opted for fair – 17.94% BA and 17.56% BSc - and only 13.51% of BSc students rated themselves as poor in researching.



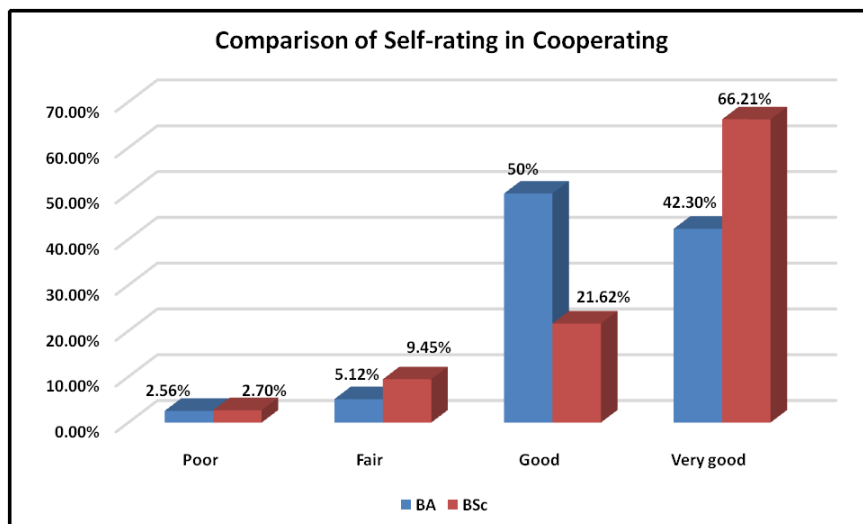
51.28% of BA and 33.78% of BSc students rated themselves as good in participating in tasks, and very good by 15.38% of BA students as compared to 29.72% of BSc students. 29.48% of BA and 17.56% of BSc students felt that they were fair in this aspect, and 18.91% of BSc students rated themselves as poor in participating in tasks as compared to 3.84% of BA students.



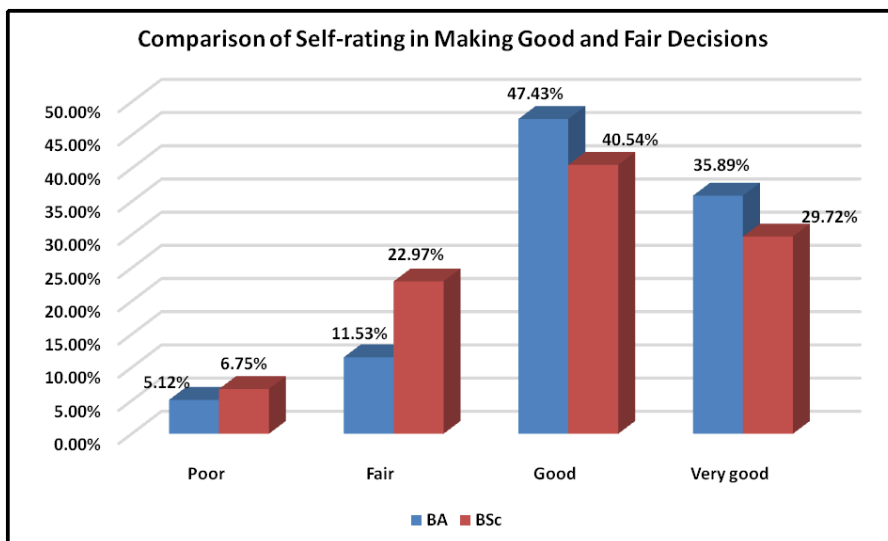
Almost half of both sample groups rated themselves as good in completing tasks – 53.84% BA and 50% BSc – and as very good by 29.72% of BSc students in comparison with 19.23% of BA students. 20.51% of BA and 13.51% of BSc students felt that they were fair in completing tasks, and almost similar numbers from both groups – 6.41% BA and 6.75% BSc – rated themselves as poor in this.



With regard to listening, 60.81% of BSc students felt that they were very good at it as compared to 33.33% of BA students. Only 22.97% of BSc students felt that they were good at listening as compared to 53.84% of BA students; 10.25% of BA and only 2.70% of BSc students rated themselves as fair in this and 2.56% of BA students felt that they were poor at listening as compared to 13.51% of BSc students.



In the aspect of cooperating, 66.21% of BSc students rated themselves as very good as compared to 42.30% of BA students; half the sample group of BA students felt that they were good at it in comparison with 21.62% of BSc students, 9.45% of BSc and 5.12% of BA students rated themselves as fair in cooperating, and only 2.56% of BA and 2.70% of BSc students felt that they were poor at it.



As far as making good and fair decisions was concerned, 47.43% of BA students rated themselves as good as compared to 40.54% of BSc students; 35.89% of BA and 29.72% of BSc students felt that they were very good at it; 29.97% of BSc and 11.53% of BA students rated themselves as fair at it, and only 5.12% and 6.75% of BSc students reported that they were poor at it.

Conclusion :

Both groups did not vary too much in their reading and learning experiences, though some differences were observed in their preferred reading and writing as well as their learning behaviour.

Limitations of the survey :

The sample for the study was not large. The difficulty was not only in procuring lists of students and their email id's but also in not getting a response from quite a number of students who were contacted despite repeated reminders. Since the entire survey exercise was done online it proved to be quite challenging and hence the scope of the study was limited. Also, no statistical analysis of the comparisons between the BA and BSc students were done.



*Students of 3 Colleges presented the following papers at the
Inter-College Departmental student's Webinar, 25th June 2021*

TRANSFORMATION OF TRIBAL COMMUNITY : VULNERABILITY, VISIBILITY AND IDENTITY

Pragnya Roy

Semester 5, Department of Education, Loreto College, 2020-21

To know a country and her culture, we need to know her people. India cannot boast about its diversity and richness without mentioning its tribal communities who reflect a very unique and colourful part of the Indian culture mosaic.

Some facts about them –

- India is home to over 500 tribal communities who comprise about 8.6% of the total population of the country, stretching from remote villages tucked in the Indian Himalayan region to southernmost tip of India and from the farthest corner of North East India to the dunes of Rajasthan....everywhere we would find a one or more tribal communities having distinct cultures....
- The state of Madhya Pradesh is home to the largest number of tribes in India which comprises about 20.27% (12.23 million).
- Mizoram has the highest proportion of tribes i.e. about 94.5%
- The Gond comprises the largest tribal group of India with a population exceeding 12 million.
- Our own state West Bengal is also home to a variety of tribes with Santhals as the majority followed by Oraon, Munda, Bhumij, Kora, Lodha etc.

Colloquially we use the term 'Adivasi' for them derived from the Hindi word 'adi' which means of the earliest times or 'from the beginning' and 'vasi' meaning 'inhabitant' or 'resident'....thus meaning original inhabitants.

Over the centuries, they have come in contact with other human groups and cultures and naturally this has led to various types of inter-actions, co-operation and conflict, leading to a high degree of acculturation or total assimilation with groups possessing more dominant cultures. The history of tribes in India is abundant with stories of uprising against the exploiters as and when such occasion arose. Before independence, these revolts were primarily against alien rulers and most of them had their origins in religious upheavals.

In the early years of colonisation, no other community and even rulers of so many dynasties in India could put forward such heroic resistance to British rule and faced tragic consequences as did by the numerous tribal communities of present Jharkhand, Chhattisgarh, Orissa and Bengal. Extinction of two important resources of the tribes namely land and forest were at the helm of many of these movements which, some argue began with the coming of the British.

Post-independence, the Constitution of India grouped these ethnic groups together 'as targets for social and economic development.' Since that time the Adivasi of India has been known officially as Scheduled Tribes under Article 342 of the Indian Constitution.

This is a legal and constitutional term; however the terms of inclusion differ from state to state.

The Government of India have also identified about 75 tribal communities who are particularly vulnerable with very low development indices – spread over 18 states and 1 union territory. They have been grouped together as Particularly Vulnerable Tribal Groups (PVTGs) renamed from Primitive Tribal Groups (PTVs) which was the term given under the Dhebar Commission in 1973. The highest number is found in Odisha (13), followed by Andhra Pradesh (12). The features of such a group include a pre-agricultural system of existence that is practice of hunting and gathering, zero or negative population growth, extremely low level of literacy in comparison with other tribal groups.

Far from the contemporary trend of globalization and economic development, they have their own personal identity by having their own language, religion, festivals, music, dance, cuisine along with many unique social customs and practices. With such an enigmatic culture and distinct identities, they also significantly hold a contrasting society, not only patriarchal but even in some cases, matriarchal, majority of them found in north eastern regions. Their habitat and culture not only provides them with a sense of freedom, self-identity and respect, it also empowers them to stand united against any kind of exploitation, oppression and harassment they have faced from outsiders like kings, zamindars, British etc. and still are facing from modern society. Most of them have successfully retained their identities over the centuries.

We as a society have historically viewed them as primitive, superstitious, backward and underdeveloped because of the absence of so called 'city culture' and differences in language and traditions from mainstream Indian society. They have often been blamed for their lack of technological advancement and are believed to be resistant to change or new ideas. We disregard them for their unwillingness to adopt our so-called 'modern ways'. Our systems including our education do not help in dispelling these notions which have been ingrained in the psyche of modern society and this only deepens the divide. It is often our eagerness to make them 'advanced' that cause their marginalization...

Despite the gradual rise of tribal population since independence, there hasn't been a significant rise in their participation when looked against various social parameters like education, job etc. This only corroborates the notions of their backwardness. Various Government organisations as well as NGOs through different schemes are continuously are trying to bring them to the mainstream society through education and by inculcating modern values in them. However we tend to forget their immense contribution to humankind over the ages and how they are modern and advanced in their own ways. We fail to appreciate their contributions in the fields of art and culture, traditional medicine, agriculture and principally in the field of environmental conservation.

This paper is a humble attempt to shed light on some of those significant contributions along with the silent role that these communities still continue to play in our society and what we can learn from them, if given the opportunity.

The progress and development of a Nation is judged from the socio economic status of its population especially of the weaker section of the society such as women, children, indigenous communities etc. Tribal communities have the potential to contribute for the betterment of the country with their traditional knowledge but it is up to the mainstream Indian society to give them that space. Whether it is in the realm of arts, music, dance, handicrafts, or innovation, their way of life is one which is unique. However, it is true that they chiefly remain off the radar of mainstream India. But that has not stopped them from making a mark in different fields.

Tribal societies possess an **unparalleled understanding** of some of the world's most diverse **ecosystems**, not because they've studied botany or zoology but because they have experienced and interacted with the natural world for generations. They know how to live in tune with nature and use her resources with respect, to give back as much as they take...very contrasting to the modern world's relationship with nature...where we seem to be at constant war with nature, exploiting her resources and thus ultimately causing harm to ourselves. No one has been able to look after the natural environment like them because their survival and identity depend on it. They are generally the best conservationists and they have managed their cultivable lands for many generations.

For example –

- A project I came across was by the Sanctuary Nature Foundation' 'Mud on Boots' project that is trying to understand the decline of vulture population in the Nilgiris. The scientists and environmentalists involved with the project understood the immense value of the knowledge of the local Adivasis and are thus collaborating with the Irula tribesmen of that region to understand and save the vultures.
- Very recently the only tree crab of the Western Ghats was officially identified and described. But later it was found that it was already known to the Kanis of southern Kerala and has therefore been named after them- Kani Maranjandu.
- If we look beyond India, the Amazon forest wouldn't have been alive today if it weren't for the constant fight by the tribes there to protect the lungs of OUR planet. Significant evidences show that the best barrier to deforestation in the Amazon is protecting the territories of around 100 uncontacted tribes living there as hunters and gatherers. They are uniquely in tune with their environment and have excellent botanical and zoological expertise.

Achieving **gender equality** has long been a struggle not just for India but for the world and it's a shame that basic rights like education and employment are still considered a privilege for women. However amidst all the inequality and injustice, Adivasis have been setting an example of gender equality and women empowerment for years. The concept of feminism is alien to them and yet they are its champions in many cases. They have naturally acknowledged the rights of both sexes and know that the involvement of women in various aspects of life is essential...their role being just as important as men.

- In tribes like Gaddis, Bhutias, Munda, Oraon, Santhals, Gonds etc, there is equal participation by both genders in all kinds of work- from clearing jungles, planting and harvesting crops to construction work, etc.

This is not out of fear, compassion, enlightenment, education or compulsion but a necessity that comes quite naturally to them.

- Among the Maria Gond tribe of Bastar, the consent of a girl in marriage is considered to be essential. There is a social practice that if a girl makes a decision about her marriage and pours turmeric powder over a man, it is considered to be a socially valid marriage.
- There are various tribes where women inherit the property and enjoy leadership positions. For e.g. the Khasi tribe found in Meghalaya and parts of north eastern regions where the mother and mother-in-law are the ones who inherit the property. According to The Guardian, men aren't even entitled to attend some family gatherings. What's more is that when women marry, their surname is passed down instead of their husbands.

Tribal communities around the world like Bribri of Costa Rica, Minangkabau from Indonesia, and Akan from Ghana all have distinct matriarchal societies.

There is a growing movement for **sustainability** among the modern society- to live sustainably, shop sustainably, eat sustainably.... Businesses are looking for sustainable ways to create and sell their products. Tribal societies have extraordinary expertise in this area too and have developed unique technologies to live sustainably in some of the most challenging environments on the planet.

For Example –

- The Chenchu people of south east India has mastered the art of making casts for broken limbs from honeycomb. They also say that they never collect honey during the rains because they say that bees will find it difficult to find a new home while the rocks are slippery.
- Adivasis also played an important role in the development of agricultural practices – such as rotational cropping, fertility maintenance through alternating the cultivation of grains with leaving land fallow or using it for pasture. Adivasis of Orissa were instrumental in developing a variety of strains of rice.

Before the advent of modern medications tribal people have been using natural medicine that came from their enormous experience with nature. Their intimate knowledge of various plants, their medicinal uses...remedies they've been practicing since the time of their ancestors plays an invaluable role in the development of natural medicines, the value of which is now being appreciated and often harnessed all over the world.

For Example –

- A plant known as "narinaranga" is used by the Kurichiar tribe, in a paste made to provide relief for sprains; and for the Sugali tribe of Andhra Pradesh, the garlic bulb is a remedy for fever. There are thousands of such natural remedies within these communities.
- In a recent study, the All India Coordinated Research Project credits Adivasi communities with the knowledge of 9000 plant species – 7500 used for human healing and veterinary health care.
- Dental care products like datun, roots and condiments like turmeric used in cooking and ointments are also Adivasi discoveries, as are many fruit trees and vines. Ayurvedic cures for arthritis and night blindness owe their origin to Adivasi knowledge.

This has now become a part of their livelihood, with many tribes cultivating plants as part of subsistence agriculture.

Of course we can't forget the hundreds of **folk dances and music** that have originated from the tribes of India, and the list is exhaustive! For India's tribal communities, it has become an aspect which defines their culture.

For Example –

The Bagurumba is a dance which is said to represent the Bodo tribe's strong connection to nature, while the women of the Kamar tribe perform a dance known as Tertali. This is an intricate dance where the performers sit on the floor and have several cymbals attached to their body, and a pot balanced on their head, and a sword between their teeth.

Whether it is to express joy, entertain, or celebrate, the hundreds of folk dances that India's tribes have given to the country have definitely added to India's cultural repertoire and have gained world recognition.

Adivasi musical instruments such as the bansuri (flute) and dhol (drum) along with their folk-tales, dances and seasonal celebrations have also become an integral part of the Indian tradition, as did their art and metallurgical skills.

Tribal handicrafts are coveted around the world, for the precision, and effort with which each piece is created and has become a significant source of income. Their age-old traditions have cultivated a generation of artisans who contribute not only to the domestic market but India's exports as well.

For Example –

- The Bhil and Bhilala tribes are known for their ragged dolls.
- The tribes of the Kalahandi district in Orissa craft good quality products out of wood, which have been exported to other countries, while the Dhokra Damar tribes of West Bengal and Odisha are the creators of Dhokra technique, which has been used to create metal artefacts.

These artefacts are known for their simplicity, folk touch, and form.

- If one travels to the Mayurbhanj region of Odisha, the tribes there create ropes made out of Sabai grass, which have been noted for their durability.

The Adivasis of India have created all kinds of art, including paintings, metalwork, jewellery, bamboo craft, and woodwork ! Each year, handicrafts are exported to at least 100 countries around the world.

The tribes of India are also known for their natural stamina and strength, which is a product of their lifestyle. As a result, many prominent **sports figures** hail from tribes across India.

For example – Mary Kom, a five-time world amateur boxing champion and Olympic Medal winner hails from the Kom tribe in Manipur, and Baichung Bhutia, the first Indian to play professional football in England, comes from a tribe from Tinkitam in Sikkim.

At one point in time, Dilip Tirkey, who belonged to the Oraon tribe of Odisha, was a force to be reckoned with on the hockey field and was referred to as one of the toughest defenders to beat in the entire world. These are just a few of the many people of tribal origin who have excelled in the field of sports, and have made India proud with their achievements in the domain!

Despite all these, they predominantly remain marginalised because of various social and economic reasons along our exclusive attitude.

What I've said so far is ample proof that tribal communities are in fact civilised and modern in the true sense of terms. There is nothing 'primitive' about them, they just live differently from us... a mainly gadget based society, one that is increasingly losing touch with nature. Tribal societies are extraordinarily diverse and there's a lot to learn from them. We should not have a superiority complex vis-a-vis them. They show us that the range of human ability, perception, and experience is so much broader than what exists in our modern technology driven society. Their contribution to India's culture is unforgettable. Whether it is their ability to innovate, adapt, and create, they continue to use their skills to thrive in an ever-evolving world, staying true to themselves, while also reaching new heights in novel fields! What is needed from us is not an attitude of help but of collaboration where learning can happen in both sides. Yes we must provide them with healthcare, nutrition and education but I think, as the youths of India, we also must have a role to play in dispelling these attitudes/notions that are usually attached to them.

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MARGINALIZATION THROUGH GENDER DISPARITIES

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Before we begin, have any of you ever heard of the names, Abhina Aher, Manish Arora, Vardaan Arora, Apurva Asrani, or even heard of Indra Nooyi or Richa Kar. These are some of the people who have brought recognition to the LGBTQ+ COMMUNITY and have broken stereotypes regarding women.

According to Merriam Webster, the word “Marginalization” is to relegate to an unimportant or powerless position, within a group or the society.

Subjugation and arbitrariness masquerading as cultural practices, religious edicts and gender perception continue to be the existential issues facing women.

UNESCO published its 2010 Education for All Global Monitoring Report, which offered an in-depth look at the pressing need for countries and donors to focus on reaching the Marginalized.

On global gender disparities, the report observes that :

- Gender disparities remain deeply engrained, with 28 countries across the developing world having nine or fewer girls in primary school for every ten boys.
- Girls still account for 54 percent of the children out of school and girls not in primary school are far less likely than boys ever to attend school.

The report highlights the plight of the most excluded: girls from remote areas who speak minority languages, or from tribal castes (in India) that have long been excluded from dominant institutions, such as the school system.

Discrimination triumphs over equality, the much-touted sustaining element of our social fabric. Frequent use of the language of discrimination for perpetuating gender inequity produces a trail of exclusions stretching to multiple spheres of life. Gender-based brutality transcends the boundaries of severe material deprivation and social isolation.

The concept of womanhood abetted by overt patriarchal customs gives enforced denial and a skewed discourse wrapped in trustworthy vocabulary effaces the possibilities of empowerment of women belonging to marginalized communities. Marginalization results in confinement, seclusion and displacement and other crippling disadvantages, and brings forth various layers of social closure.

Social closure is the process of subordination, in which one group usurps all opportunities by bringing another group to its knees. To quote Raymond Murphy : “Social closure is a process of subordination whereby one group monopolises advantages by closing off opportunities to another

group of outsiders beneath it which it defines as inferior and ineligible.” Max Weber used the term social closure to discuss how power is derived from the process of exclusion to restrict access of marginalised women to resources and opportunities.

Marginalization results in confinement, seclusion and displacement and other crippling disadvantages, and brings forth various layers of social closure. Social closure is the process of subordination, in which one group usurps all opportunities by bringing another group to its knees.

Four important areas to look into are Education, Economic, Political and Gender Based Marginalization. Much is said about the inhuman attitude towards women but no attempt is made to evaluate it dispassionately and place it in proper perspective.

First we will be dealing the Gender Based aspect which has often involved religion as well.

Among the suppressed and exploited female groups, which include slum dwellers, tribal communities, the differently-abled, and women belonging to nomadic communities such as the Gadia Lohar of Rajasthan and the Namasudra caste of the north-eastern region, the most marginalised are the Muslim women, who are subaltern within subaltern groups. They endure physical punishments and experience heightened suspicion and apathy. The prevalent economic and social indicators cannot ascertain their invisibility. Their deep-rooted privation on several counts in apparent and complex contexts manifests an ever-widening rupture in the social bond.

Victims of gender-based violence irrespective of religious identity, marginalised women are forced to fend for themselves, and their redemption through equal rights and active participation in the democratic process sounds quixotic.

In the area of Academics belonging to various disciplines such as social medicine, sociology, political science, education, humanities, english, media studies, geography, and gender studies, through their perceptive research studies have tried to locate the suppressed women's exploitation preventing vulnerable women from joining the mainstream education. Women make up more than two-thirds of the world's 796 million illiterate people. According to global statistics, just 39 percent of rural girls attend secondary school. This is far fewer than rural boys (45 percent), urban girls (59 percent) and urban boys (60 percent). The mainstream thought process tells us that subjects like Computer, Mathematics and several others need to be provided for men, as they (men) are smart enough to handle these subjects, the stereotype also goes on to say that women are not supposed to be brought up even close to these subjects although everything has changed with time or is still in the process of change, some individuals still think that women are not made or supposed to study STEM subjects.

In the area of Economics we often see that men are more likely to be appointed for a job in the IT Department, Women are often doubted with their skills in the same field. Men are most likely to be appointed for administrative jobs than women, because of the stereotype that women are not fit to be doing administrative jobs in the first place. Women are often subject to sexist comments at work place; words like 'women are supposed to be in the kitchen rather than the office' are used quite often as well. Even while appointing women for a job, they have almost always been considered as the

second option, rather than the first because of their Gender. The survey revealed that the median gross hourly salary for men in India in 2018 was 242 Rupees, while 196 Rupees for women, meaning men earned 46 Rupees more than women. IT services showed a sharp pay gap of 26% in favour of men, while in the manufacturing sector, men earn 24% more than women.

Politics : Women have made strides when it comes to politics; 25 per cent of all national parliamentarians are women, up from 11 per cent in 1995. Some notable personalities are women like Mrs Sushma Swaraj and Mrs Kamala Harris, the seven times Member of Parliament and three times Member of the Legislative Assembly. Sushma Swaraj, the BJP leader, was the Union Minister Of External Affairs of India. She is the second woman to hold this position after Indira Gandhi, and Kamala D. Harris is the Vice President of the United States of America. She was elected Vice President after a lifetime of public service, having been elected District Attorney of San Francisco, California Attorney General, and United States Senator. Although there is representation right now, that doesn't mean it was always there, women had to fight for years, for the right to vote, or even stand for election, the progress made now is solely because of the women in the past. However , women are a subject to hate and negative remarks as well, when they are in a position of power. Just because women are in a position of power that doesn't mean that they deserve the hate that they receive; over here we see the duplicity of the society.

Eminent historian Professor Shirin Moosvi points out that woman believe and nurture stereotypes propagated by the patriarchy. It is often seen, as with processes like 'Sanskritisation' for hindus and and 'ashrafisation' for muslims that as backward classes go up in the social scale, women of those communities become subject to new repressive practices, e.g., prohibition of widow remarriage, increased seclusion among Muslims, like the 'purdah' and denial of the ability to work outside the home and earn income on their own.

Feminist theorists deliberate upon ways to combat inter-sectional discrimination that looms large, no matter whether a woman opts for matrilineal or patrilineal way of living. The domination of women under the patriarchal caste structure has resulted in women situated in various pockets of social exclusion created by the intersection of caste, class ethnicity and gender, experiencing discrimination of varying degrees across numerous aspects such as access to resources, social goods and services, political rights and power'.

Women have always been a subject of marginalization, maybe it is because of the constant disapproval by society, or maybe it is because patriarchy doesn't condone equality, either way it doesn't change the fact that women are a subject to marginalization because of their gender.

Society often has the need to showcase their prized possessions; over here it is people who are born as men, to be particular, straight men. If people are born as anyone other than this, they are subject to marginalization; but to get to the point, women and their needs and struggles have always gone unnoticed because as society says that they called it upon themselves, 'they call upon this suffering by going to work, so they can deal with it.' It has always been guided by the principle that women shouldn't go to work in the first place, hence when she does receive any social recognition and economic success it goes unnoticed. With several aspects taken into consideration, we also

need to see the aspect of how society uses virginity as a weapon against women and women only, somehow a woman's worth is classified if she has her virginity or not, people have often even used women losing their virginity as another reason to pass sexist comments. If we are to look at both sides of the paradigm we need to see whether men go through this oppression and the same amount of backlash because of their Gender Preference. Through this entire process we really see the society and their constant need of social hypocrisy to one gender the society seems to be biased towards and the others will remain just like that, we become the side characters, we become the side pieces we become the others in our own story because of the game that society plays.

It might seem like a universal answer but, truly one thing can solve almost every issue that is faced by every marginalized community today, and that one thing is education. Education alone can stop the discrimination of each group in society, and accept them for who they really are and not just pawns in Patriarchy's chessboard.

Although this research doesn't include the people who identity as non binary or are transgendered – we simply didn't have enough information on them to include in the presentation – by no way do we want to disregard their journey or even invalidate their experiences.



DIFFERENCE IN COMMUNICATION IN NORMAL AND PANDEMIC TIMES RELATED TO EDUCATION AND INFORMATION

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Communication is a natural phenomenon in the world where individuals transmit meaningful messages. Animals produce unique sounds to communicate whereas human beings use verbal and non-verbal language to express their feelings and emotions. Communication is a process in which a person exchanges his knowledge, gesture, poses, body language and ideas. These ideas and gestures or attitudes and behaviour serve as messages and truly help in understanding and conveying the same ideas and attitudes to others.

According to Anderson – “Communication is a dynamic process in which a person influences the equipment and resources in terms of consciousness, unconsciousness and signs of cognitive structure of others such as gestures etc.”

COMMUNICATION RELATED TO EDUCATION IN NORMAL TIMES

In normal/pre-pandemic times communication was mostly conducted verbally. Face-to-face interaction and frequent use of speaking, writing and listening skills was an important aspect in communication related to Education during these times. In normal times, often we see, any important notices or information related to education are being physically viewed on the notice - board. In this period , not only classroom teaching was effective but also direct communication was possible almost daily. In spite of all these, sometimes, related to education, communication was also performed through some of the ICT learning platforms. Such as :

1. E-Learning
2. World-Wide-Web
3. Distance education programmes

For example, use of computers and access to the Internet helped students and teachers to get extra valuable information related to education.

COMMUNICATION RELATED TO EDUCATION IN PANDEMIC TIMES

In the pandemic times not only the modes but also the environment of communication related to education has totally changed. A proper classroom including black/white-board, textbooks, notebooks were used for communication but now Google-classrooms are being used for classroom teaching. In this time period face-to-face interaction are been done through the use of websites such as Zoom, Google-meet, Teamlink, and Webex for communication. Important notices or announcements nowadays are been mailed via Gmail or are posted on the particular website of the

institution. Nowadays every educational materials are been given through online mode. Along with that various ICT platforms are also being used. Such as :

1. E-learning
2. Web-based learning
3. Mobile learning
4. Group Discussion etc.

During these pandemic times , the use of ICT i.e. Information and Communication Technology in Teaching - Learning Programmes have effectively increased the quality of teaching-learning. Through the use of ICT, communication between teachers and students is not only faster and speedy but also time is saved. It also makes the teaching-learning process enjoyable.

Lastly, I would like to conclude by saying that the most distressing part of online communication is not meeting physically with friends which provides all of us not only with academic information but also lessens worries and provides happiness. Face-to-face interaction with teachers also makes students feel that there is a big support behind us. This emotional content is missing today in Pandemic Times.

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MASS MEDIA AND COMMUNICATION DURING PANDEMIC TIMES

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Mass media played a very important role in creating awareness among the general public and in the dissemination of the Government orders/guidelines to the health workers, sanitation workers, including the police at grassroots levels. Mass media includes TV news, internet/social media (Facebook, WhatsApp, Instagram, Twitter, YouTube, etc.), radio, and newspapers. Media also promoted handwashing, personal hygiene, social distancing norms, and reporting the COVID cases around the world. The purpose of this study is to understand the type of existing media, its role, and impact on the general public and to understand public perception about the trustworthiness of mass media during the COVID crisis in India.

On analysis of the data, it has been found that the use of internet/social media was highest during and before lockdown, followed by TV news. The use of TV and internet/ social media increased during the lockdown while the use of newspapers, radio, and magazines declined significantly.

To see the impact of media on the general public, the options, including fear, panic, stress, anxiety, and none, were included in the questionnaire. The data show that most of the population felt stress after hearing about COVID-19 [Table 1] through mass media. The anxiety was felt highest (27.3%) in 40-49 age group and lowest (14.19%) in 20-29 age group. The stress was highest (27.3%)

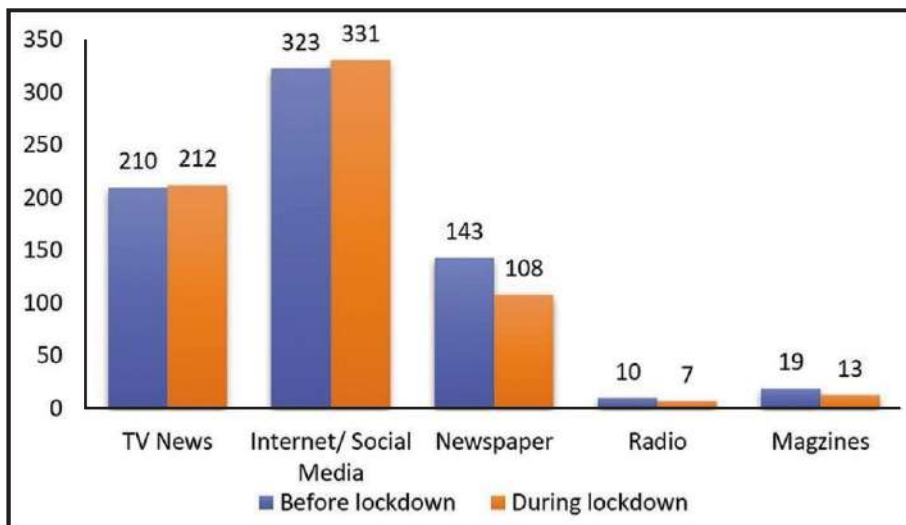


Figure 2:: The preference of the use of mass media by the public before and during lockdown (imposed to contain coronavirus disease 2019 pandemic) in North India.

in the 40-49 age group and lowest (15.9%) in 30-39 age groups. The fear was highest (43.18%) in 30-39 age group and lowest (7.69%) in the +60 age group. The panic was highest (30.76%) in +60 age group and no stress was reported in 40-49 age group.

Table 1:: The impact of mass media on the public during lockdown imposed to contain the spread of COVID-19 on various age groups in North India.

Impact (%)	Age group (years)					
	10-19	20-29	30-39	40-49	50-59	60 and above
Anxiety	14.45	14.19	18.18	27.3	22.2	15.38
Stress	16.86	20.32	15.9	27.3	16.67	15.38
Fear	24.09	25.16	43.18	27.3	33.33	7.69

Impact (%)	Age group (years)					
	10-19	20-29	30-39	40-49	50-59	60 and above
Panic	19.27	18.38	18.18	0	27.78	30.76
None	25.30	21.93	4.5	18.18	0	0

It has also been found that 20-29 age group is the biggest user of social media followed by 10-19 year age group and +60 age group is the lowest user of social media. The data shows that people of 10-19 and 20-29 age groups mostly use YouTube, WhatsApp, and Instagram. The people above the age of 30 mostly prefer Facebook and WhatsApp [Table 2].

Table 2 :: The preference of platform of social media used by different age groups during COVID-19 pandemic in North India.

Preferences of type of media (%)	Age group (years)					
	10-19	20-29	30-39	40-49	50-59	60 and above
Facebook	5	68	22	5	6	4
WhatsApp	35	162	25	6	12	4
Instagram	37	173	6	0	1	1
Twitter	2	21	0	0	0	0
YouTube	33					

Mass media has played a very important role in the dissemination of the COVID-related information to the general public and to follow safe practices. Individuals who rarely read, watch, or listen to the news regularly before COVID-19 are now using it in routine. The frontline workers are working diligently, as well as the government agencies are more active due to the information and directions being circulated through mass media.

Without prevailing mass media, people have limited access to objective sources of information. During the earlier H1N1 influenza pandemic, it has been seen that more news reports resulted in fewer hospital visits and vice versa. The mass media is a powerful tool to halt the spread of disease during pandemic, and it has a great impact on people's behavior.

During COVID-19 pandemic, newspaper supply has declined due to the doubts about COVID that it can be transmitted through the newspaper also. A survey conducted through telephonic interview determined the lockdown impact on newspaper reading pattern and time spent by the public. It found that readers who spent over an hour reading before lockdown declined by 22 % after lockdown due to the doubt of the spread of infection through newspapers, and many people shifted from print media to digital media.

Mass media is also a potent force not only for educating the public regarding Pandemic issues but it has become a necessity in formal education. All circulars and regulations related to the educational world are being broadcasted through mass media. Mobile phones, tabs, laptops, computers have become absolutely necessary for online education. Educational institutions are totally dependent on the internet for reaching education and knowledge to their students.

Social distancing is the norm today. Therefore, what other arrangements can be best for educating students other than mass media. Examinations are being held online throughout the world depending on mass circulation of question papers, methods of answering, mailing the answer scripts to teachers, online invigilation of students during exams. Thus virtual dependence has become the order of the day and it is being fulfilled by mass media.

We had never imagined a day would come when we will have to depend on mass media for our education. We could never imagine giving exams online. We never imagined that to meet we have to use media to talk with our friends. This has all been possible because of the advancement of mass media.

Though there are many limitations of learning through media there is no other option. Physical classes were enjoyable and provided us with enjoyment of interacting but here the feeling of loneliness through media learning cannot be denied. Feelings of depression are common among students also.

However statistical studies are showing today that media learning is the only successful way of imparting education.

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EFFECT OF THE PANDEMIC ON THE EDUCATIONAL INSTITUTIONS

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The COVID-19 pandemic has affected educational systems worldwide, leading to the near-total closure of schools, Early Childhood Education and Care (ECEC) services, universities and colleges. Most governments decided to temporarily close educational institutions in an attempt to reduce the spread of COVID-19.

As of 12th January 2021, approximately 825 million learners are currently affected due to school closures in response to the pandemic. According to UNICEF monitoring, 23 countries are currently implementing nationwide closures and 40 are implementing local closures, impacting about 47 percent of the world's student population. In 112 countries, schools are currently open. Early Childhood Education and Care (ECEC) as well as school closures impact not only students, teachers, and families, but have far-reaching economic and societal consequences. School closures in response to the pandemic have shed light on various social and economic issues, including student debt, digital learning limits, food insecurity, homelessness as well as limited access to childcare, household care, housing, internet, and disability services. The impact has been more severe for disadvantaged children and their families, causing interrupted learning, compromised nutrition, childcare problems and consequent economic burden and cost to families who could not work.

In response to school closures, UNESCO recommended the use of distance learning programmes and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education.

How can we bring the educational system back to normal :

In the familiar nursery rhyme, Humpty Dumpty fell off a great wall and could not be put back together again. After being broken apart by COVID19, will public education be like Humpty, or can it be put back just as it was? The latter possibility seems simple enough: Wait until the pandemic is over and then, after a year of coping, bring all the students and teachers back into schools as if the shutdown had never happened.

But it will not be so simple. The shutdown has caused new conflicts among and between parents, teachers, employers, and district leaders, as all negotiate the details of remote learning and ponder on whether schools should begin to offer in-person instruction.

We think a return to the pre-coronavirus status quo will prove impossible. Yes, there are strong pressures for a complete return to the pre-pandemic normal. But there are serious barriers to putting everything back just as it was. The pre- COVID-19 school system was a product of years of small deals, governing everything from curriculum textbook contents to district budgets to the choice of holidays. These deals reflect the politics of days gone by. Today's politics are very different.

No longer are School District Boards and Teachers' Unions the only arbiters of instruction. Left without safe supervision and effective teaching, advantaged families are turning to private schools, home schooling, and pandemic pods to fill the gaps. Families, long relegated to the outside of education, are by necessity playing a central role in shaping their children's education. School leaders and teachers have adapted to the demands of remote learning by identifying new strategies to engage parents and students. Long-standing assumptions about when, where, and how instruction must occur are shifting in ways that make it impossible to simply return to "normal." The problem is more acute in disadvantaged families which cannot provide access to internet and cannot cope with technological costs involved in online learning.

Advantages of Online learning during the pandemic :

Online learning is not a new concept by any means. However, with the ongoing lockdown, this teaching & learning platform has got a new lease of life.

As students cannot venture outside the house and physically attend school as they used to, schools have found a way of bringing the classroom on to the screens of computers and smartphone / mobile phones. The advantages of online learning can be enumerated as –

1. Flexibility :

In times like these, when self-isolation, social distancing and self quarantine are essential protection measures, online education offers students of schools with flexibility in terms of being virtually but not physically present in a classroom.

Pupils have to simply sign in at the scheduled time slot and enter the virtual class via a cell phone or personal computer and viola – the classroom session comes on.

2. All relevant information in one place :

With remote classrooms, educators can share useful information over the internet and keep it securely preserved in an electronic archive. This covers items such as live explanation videos, textbooks and even correspondences between the school, teacher and students. Doing so, ensures that if something needs further explanations, the learner can easily view these records and resolve doubts instantly.

3. Interactivity gets a boost :

While there are niggling network connectivity issues causing interruptions during a live class or increased screen time challenges, by and large, online learning offers students with the best opportunity to virtually interact with their peers and teachers.

4. Computer-savvy skill sets :

The growing transition to online learning and interactive classrooms has also made vast improvements in the resourcefulness of students. With the advent of new learning technologies, students gain more computing capabilities and develop aptitudes in the usage of technology for reasons other than just gaming and entertainment.

Some of the bad effects of online learning during pandemic :

1. Inability To Focus on Screens :

For many students, one of the biggest challenges of online learning is the struggle with focusing on the screen for long periods of time. With online learning, there is also a greater chance for students to be easily distracted by social media or other sites.

Therefore, it is imperative for the teachers to keep their online classes crisp, engaging, and interactive to help students stay focused on the lesson.

2. Technology Issues :

Another key challenge of online classes is internet connectivity. While internet penetration has grown in leaps and bounds over the past few years, in smaller cities and towns, a consistent connection with decent speed is a problem.

Without a consistent internet connection for students or teachers, there can be a lack of continuity in learning for the child. This is detrimental to the education process.

3. Sense of Isolation :

Students can learn a lot from being in the company of their peers. However, in an online class, there are minimal physical interactions between students and teachers.

This often results in a sense of isolation for the students. In this situation, it is imperative that the school allow for other forms of communication between the students, peers, and teachers. This can include online messages, emails and video conferencing that will allow for face-to-face interaction and reduce the sense of isolation.

4. Manage Screen Time :

Parents are concerned about the health hazards of having their children spend so many hours staring at a screen.

This increase in screen time is one of the biggest concerns and disadvantages of online learning. Sometimes students also develop bad posture and other physical problems due to staying hunched in front of a screen.

A good solution to this would be to give the students plenty of breaks from the screen to refresh their mind and their body.

5. Teacher Training :

Online learning requires teachers to have a basic understanding of using digital forms of learning. However, this is not the case always. Very often, teachers have a very basic understanding of technology. Sometimes, they do not even have the necessary resources and tools to conduct online classes.

To combat this, it is important for schools to invest in training teachers with the latest technology updates so that they can conduct their online classes seamlessly.

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ACCESSIBILITY TO LEARNING IN THE INDIAN CONTEXT : A CHANGED NARRATIVE

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Accessible Education is the process of designing courses and developing a teaching style to meet the needs of people from a variety of backgrounds, abilities and learning styles. Just as there is no single way to teach, people learn in a variety of ways; using different instructional methods will help meet the needs of the greatest number of learners.

Overview of challenges in education in India :

India has made great strides in improving access to quality education, increasing elementary school enrolment and reducing the number of out-of-school children.

These achievements have been bolstered by key laws, policies and programmes such as the Right of Children to Free and Compulsory Education (RTE) Act (2009), the National Early Childhood Care and Education (ECCE) Policy (2013). However, challenges do remain.

An estimated 6.1 million children out of school in 2014 reduced from 13.46 million in 2006. Out of 100 students, 29 per cent of girls and boys drop out of school before completing the full cycle of elementary education, and often they are the most marginalised children. (Source: SRI-IMRB Surveys, 2009 and 2014)

Around 50 per cent of adolescents do not complete secondary education, while approximately 20 million children not attending pre-school. (Source Rapid Survey of Children 2013-2014 MWCD)

Half of primary school-going children – which constitutes nearly 50 million children – not achieving grade appropriate learning levels. (Source: National Achievement Survey, NCERT 2017)

Furthermore, children's school readiness at age 5 has been far below expected levels. Over the first half of the Country Programme, there have been various changes in the operating environment that have impacted upon how the UNICEF India Education Programme will operate moving forward.

UNICEF India Education Programme :

Girls and boys including the most marginalised will enjoy sustained and equitable benefit from quality education with learning outcomes focusing on foundational learning and life skills. This is the vision of the UNICEF Education Programme. UNICEF is working closely with the Government of India, state governments in 17 states, civil society, academic institutions and private sector. While primary engagement will be with the Ministry of Education and the Ministry of Women and Child Development, more involvement with ministries of Tribal, Minority and Social Justice Departments, Disaster Management Authorities will be essential especially in terms of ensuring the delivery of quality education to the most marginalized children which forms the centre of our work.

To achieve the outcome - Girls and boys, particularly the most disadvantaged, participate in quality education with learning outcomes at grade appropriate levels by 2022. The following intermediate outcomes have been identified:

- Number of out-of-school children reduced in nine high concentration states
- Increased enrolment of children in early childhood education programmes
- Improved enabling environment for learning in selected states

Impact of Covid-19 Pandemic on education in India :

Literature suggests that for countries with already low learning outcomes, high dropout rates, low resilience to shock and inadequate infrastructure to build back better the impact on education will be felt even more deeply.

A total of 320 million learners in India have been adversely affected by the COVID-19 pandemic and have transitioned to e-learning. With huge regional and household disparities in access to the internet and technology, this transition has not been possible for all students and educators. The rapid shift to e-learning prompted by the pandemic has resurfaced long-standing issues of inequality and a digital divide in India that must be addressed by future economic, education and digitalization policies.

A survey report on e-learning experience in engaging students inside the class-room – “whether they are happy with online platform ?” shows that 34% agreed, 6% strongly agreed, 7% neither agreed nor disagreed, 40% disagreed and 13% strongly disagreed.

The education system in India is facing a new crisis thanks to COVID-19. Besides the effect on short-term learning outcomes, extended school closures will result in a loss in human capital and diminished economic opportunities in the long run.

The UNESCO report last updated on 2nd March, 2021 and the Enrolment figures based on the latest available UNESCO Institute for Statistics data (Accessed on 23 Feb 2021) prepared by the Education team of the Data and Analytics Section, Division of Data, Analytics, Planning and Monitoring, UNICEF on specific data on the number of days by school closure status and number of student population affected indicates that during the period from 11th March, 2020 to 2nd February, 2021 the educational institutions remained fully closed for 146 days, partially closed for 89 days but with online classes going on with participation of students of Pre-primary (100,04,418), Primary (1432,27,247), Lower Secondary (654,48,214) and Upper Secondary (676,96,157)

The pandemic has prompted a shift to online education and this is likely to further impact these trends. The ASER 2020 report revealed that 5.3 percent of rural children aged 6-10 years have not enrolled in school this year, compared to 1.8 percent in 2018. In order to better understand and contextualise the consequences of the lockdown on school education in India, it is worth analysing the situation prior to the pandemic.

To this effect, The Central Square Foundation, in 2020, undertook research that looked at what government data has to tell us about the state of school education in India, from 2013 to 2018. Here are some of the key findings :

1. There has been a steady decline in enrolment rates at the primary level

2. Dropout rates in secondary education have been consistently high
3. More girls are enrolled in schools across grades
4. Enrolment in private schools has increased since 2013-14
5. Eighty-five percent of schools in India are located in rural areas
6. Eleven lakh schools are government schools
7. Seventy-five percent of all teachers are based in rural locations

Making a continuous effort to provide customised teaching-learning material suitable for online classes is another way of facilitating the schooling of children. The Central government has recently launched the PM e-VIDYA platform, with 12 new DTH channels, one for each class to reach out to all strata of society. These efforts have proved beneficial to a sizable chunk of the school-going population. Since the COVID -19 pandemic has disrupted the normal lifestyle of people across the globe, the virtual world has come to the rescue. Amongst many institutions schools have also shifted their base to virtual platforms to conduct classes online. Consequently, catering to the needs of all stages of education from pre-primary to university level, online education has emerged as an alternative to ordinary face to face classes.

Reality of online education in India :

However, this alternative medium has also brought to the fore some stark persistent realities of Indian society characterised by social inequalities in terms of availability of resources, essential to access these online classes/platforms. These digital initiatives are perpetuating the hegemony of elite schools over the education system, resulting in the digital divide between rural and urban and rich and poor. This digital divide is also affecting the work and role of the government as well as non-government organisations across states as they are facing challenges due to the recent migration of millions of labourers to their native places. Both the central as well as state governments will have to make a road map not only for labourers' employment but for the education of their children too. Given the great difference in the infrastructure across states in terms of internet and allied facilities it appears to be a huge task. In addition, the non-government organisations that support the marginalised sections of the society in terms of health, education and livelihood and also collaborate with governments are facing financial crunch as most of the funds are being diverted to tackle the pandemic.

Students and teachers also have their own struggles while accessing these online platforms. Due to financial constraints, students are not able to access the internet, and are devoid of electronic gadgets and laptop, phone or computer or even radio and TV. Those students who have facilities to attend to online classes face barriers in terms of unavailability of physical space, which is equally applicable to teachers who are supposed to conduct online classes from their home. There are also social barriers such as discrimination against girls as they are expected to do household chores instead of attending online classes in the mornings. In rural areas, boys are often expected to work on the family farmlands. In homes where TV and radio are available, the question of who has control over these gadgets is important. Most of the time, girls are not allowed to watch educational programmes. Only 10% women in rural areas and 30% women in urban areas have access to internet as per report of India's statistics ministry.

Conclusion:

It should be noted here that missing from all the narratives of online education is the question of equity and equality, the cornerstone of the Constitution of India. However, all the efforts of the government to facilitate education processes during the pandemic draws attention to the fact that the milieu of public/government education system, and low fee private school or affordable private schools, are out of the purview of government initiatives of online education. Even people from disadvantaged communities- be it, teachers, students or parents-have been left to fend for themselves while Government is making provisions for online learning or planning to resume offline on-campus school post-COVID. Alarming is the fact that the government is oblivious to the stark realities of social inequalities which are proving to be the greatest barrier to access online education. Our democracy and public education system have, as usual, left the neediest in the lurch and are providing bad education to those who matter.

Problems are aplenty but we should look towards the brighter side of e learning also. Introvert students who could not participate in classroom discussions, are now coming forward to express their views through online platform. A huge advantage of online education is that it allows students to attend classes from any location of their choice. It also allows schools to reach out to a more extensive network of students, instead of being restricted by geographical boundaries. By extending the lesson plan beyond traditional textbooks to include online resources, teachers are also able to become more efficient educators. Overall we may say that we are able to develop innovative methods of online learning process with the help of current technology to continue our educational system in the prevailing pandemic situation.

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This survey was carried out by students of Semester 4, Dept. of Education, 2020-21

SURVEY ON EFFECTIVENESS OF ONLINE TEACHING-LEARNING DURING THE COVID-19 PANDEMIC – STUDENTS' PERSPECTIVE : A REPORT

Presented by – Sidra Ali

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Introduction :

The Covid-19 pandemic that has devastated large parts of the world has changed the way we deal with many aspects of our lives. One area which has been profoundly affected is education. The dynamics of teaching-learning has shifted to the online mode with all its advantages and drawbacks. As online learning seems to have become the face of education, it was thought that a survey on a small scale to determine its effectiveness could be carried out. Hence, the students of Education Honours Semester 4 of Shri Shikshayatan College carried out a survey on the same among the semester 4 students of the college. The report of the same is given below :

Objectives of the survey :

To determine the following –

- Satisfaction of students with equipment and facilities available for participating in online classes
- The ease of using online tools
- Satisfaction with online teaching methods and material
- Lack of interest in learning while being locked down
- Effectiveness of online classes as compared to traditional classes
- Satisfaction at communication with lecturers
- Level of motivation in participating in online classes
- Satisfaction with student-teacher interaction during online learning
- Suitability of home environment for participating in online classes
- Willingness to participate in online classes along with traditional classes after the pandemic is over

Tool :

A 5-point scale questionnaire on effectiveness of online learning was prepared by the IIndyr (Semester 4) students of the Education Department after extensive consultation with the faculty of the department. This questionnaire was used to carry out the survey.

Procedure :

A list of BA/BSc IIndyr (Semester 4) students and their email id's was prepared with the help of the faculty and Class Representatives of various departments. The questionnaire to be used was

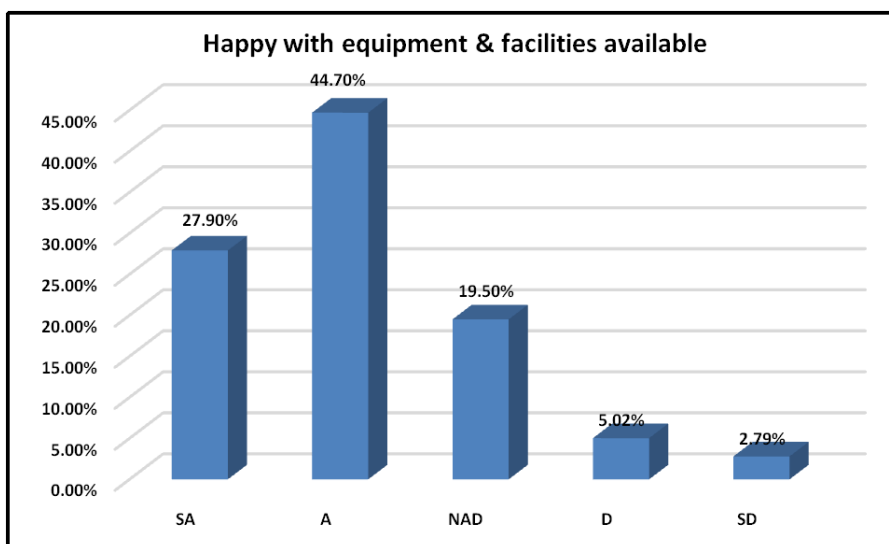
uploaded in an online survey site – SurveyMonkey – by some students of the Education dept. who then mailed it through the site to the target group. After the responses were obtained, again through the site, the tabulation was done and results analysed.

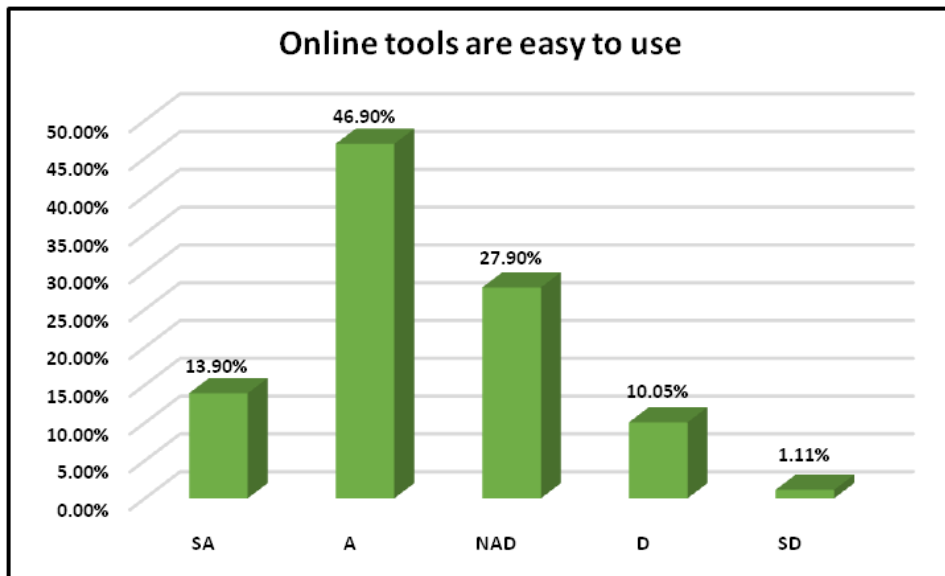
Sample :

Department	No. of students
English	25
Journalism & Mass Communication	17
History	16
Education39	
Sociology13	
Economics	12
Geography	40
Botany	17
TOTAL	179

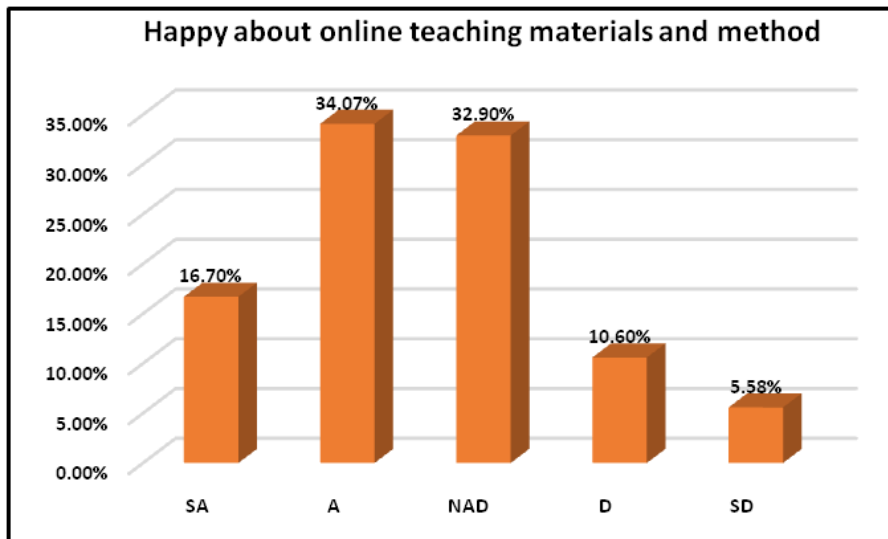
Findings of the survey

44.7% of the students surveyed agreed that they were happy with the facilities and equipment (laptop, PC, phone, internet connection) available to them for participating in online learning. 27.9% strongly agreed to the same, 19.5% neither agreed nor disagreed. 5.02% disagreed, and only 2.79% strongly disagreed.



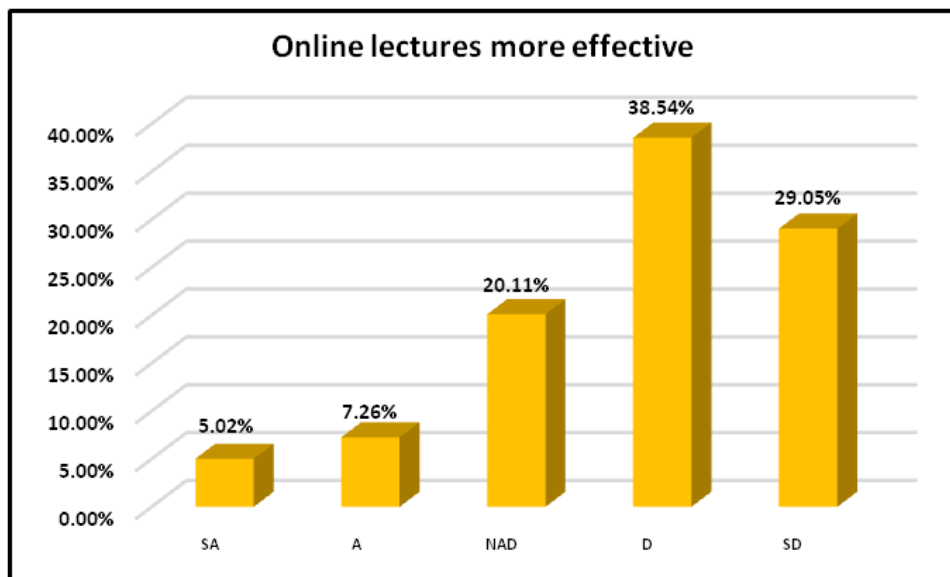
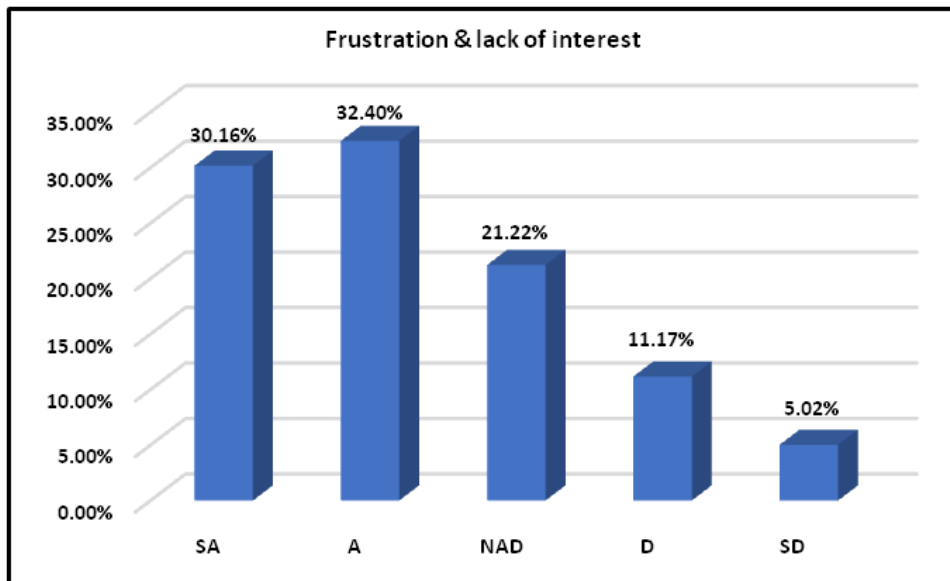


As many as 46.9% of students surveyed agreed that online tools are easy to use. 10.05% disagreed, and 27.9% neither agreed nor disagreed.



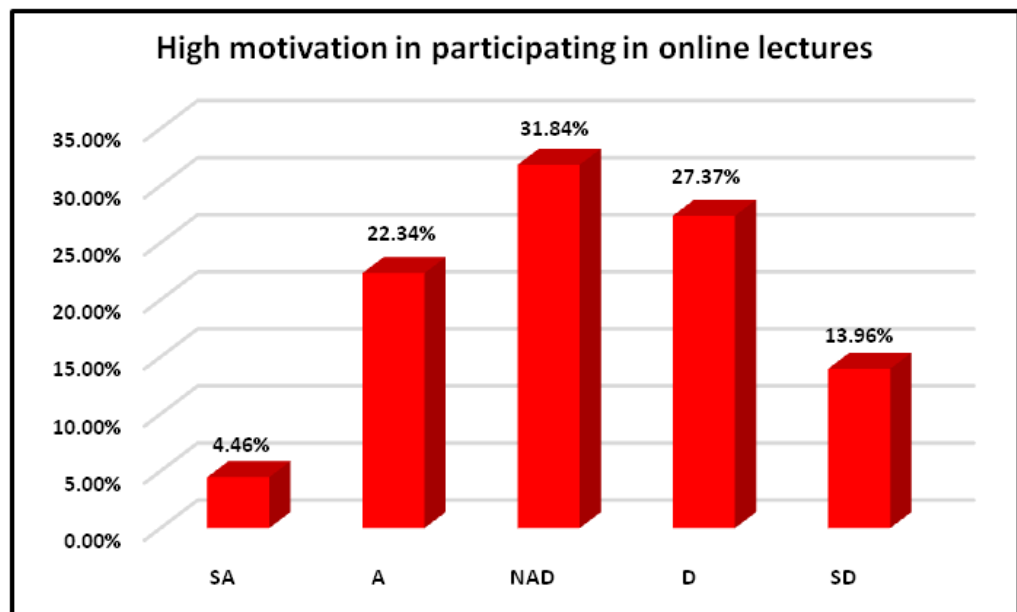
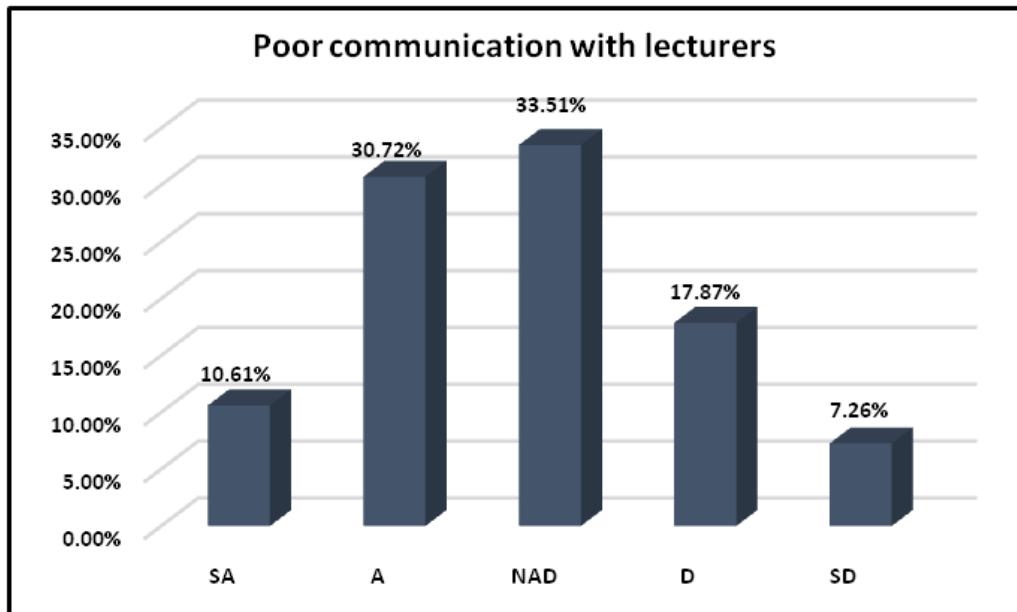
16.7% of students surveyed strongly agreed that they are happy with online teaching material and method, whereas 5.58% strongly disagreed. 34.07% agreed and 32.9% neither agreed nor disagreed.

32.4% of students surveyed agreed that the lockdown and the enforced isolation has led to frustration and a lack of interest in learning, 30.16% strongly agreed, and 11.17% disagreed.

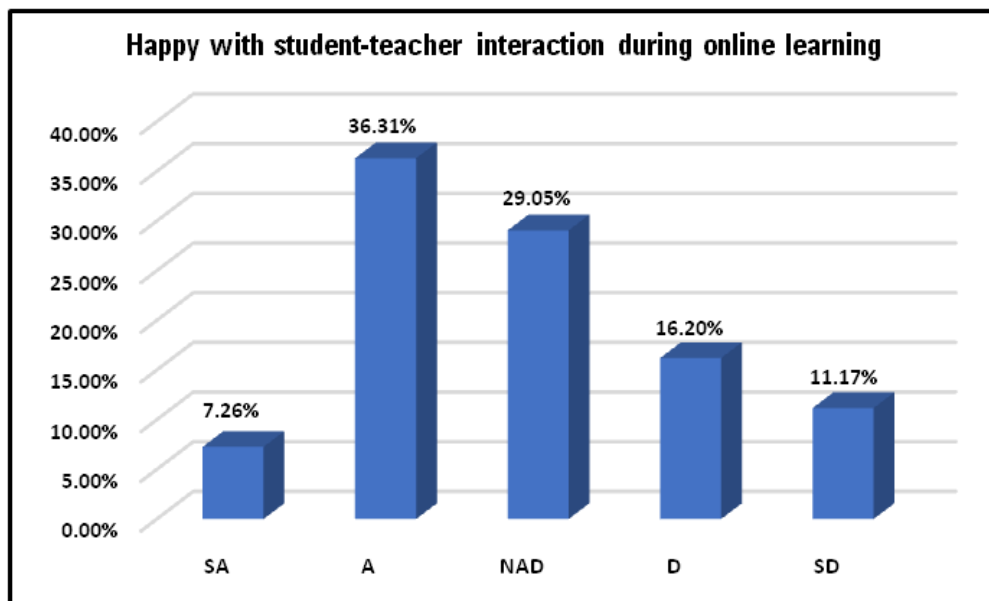


As for whether online lectures are more effective than traditional lectures, 38.54% reported that they disagreed and 29.05% strongly disagreed. 20.11% were neutral and 7.26% agreed that online lectures were more effective.

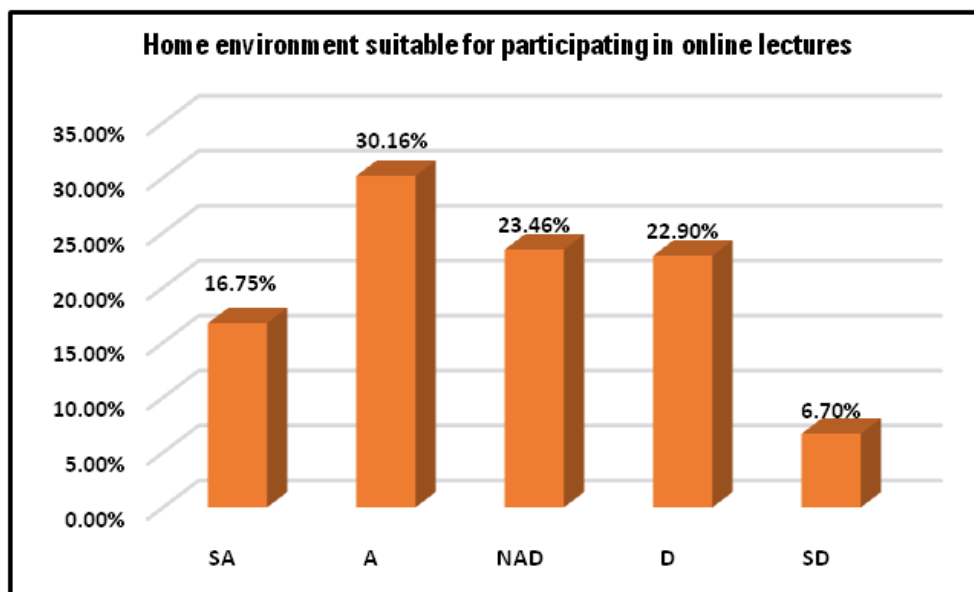
With regard to the quality of contact and communication with lecturers, 30.72% agreed that this communication was inconsistent and poor. 33.51% neither agreed nor disagreed and 17.87% disagreed.



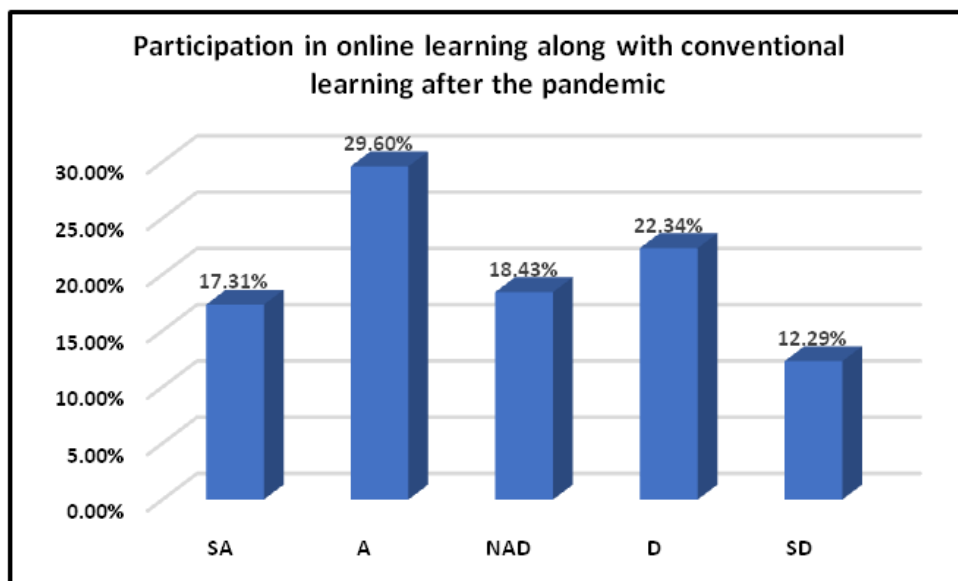
27.37% of students surveyed disagreed that they had high motivation for participating in online lectures while 22.34% agreed to the same. 31.84% neither agreed nor disagreed, and 13.96% strongly disagreed.



As for whether they were happy with the student-teacher interaction during online learning, 36.31% agreed to it whereas 16.2% disagreed. 11.17% strongly disagreed to the same.



30.16% of students surveyed agreed that their home environment was suitable for participating in online classes, while 22.9% disagreed. 16.75% strongly agreed and 23.46% were neutral.



To the question of whether they would like to participate in online learning along with conventional learning after the pandemic, 29.60% agreed that they would and 17.31% strongly agreed to the same. 22.34% disagreed that they would like to participate, and 12.29% strongly disagreed with it.

Conclusion :

Most of the students surveyed reported that they were satisfied with online learning facilities available to them as well as with online methods and materials and communication with teachers; at the same time , more students also reported a neutral attitude towards high motivation in participating in online learning. A lack of interest in learning and a feeling of frustration was also seen in many. Majority of the students did not agree that online lectures are more effective than traditional classes; however, more students were happy with student-teacher interaction during online learning. Home environment was also reported as being suitable for online classes by many students. The students surveyed were almost evenly divided in their opinion as to whether they would like to continue to participate in online learning along with conventional learning after the pandemic is over. These findings indicate a mixed response to the effectiveness of online learning in the target group.

Limitations of the survey :

The sample for the study was not large. The difficulty was not only in procuring lists of students and their email id's but also in not getting a response from quite a number of students who were contacted despite repeated reminders. Since the entire survey exercise was done online it proved to be quite challenging and hence the scope of the study was limited.

