EDUCATION SYSTEM DESIGN
ISSUES & CHALLENGES

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ALEXIS PRESS

CONTENTS

CHAPTER 1

AN ANALYSIS FUNCTION OF DISCIPLINE IN SCHOOLING EDUCATION AND ITS EFFECTS ON THE LEARNING PROCESS

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ABSTRACT:The purpose of controlling behavior or avoiding discipline of action is the habit of faithfully following the rules, regulations, and cultural values , and values; the ability to exercise control over oneself or others but in difficult situations. Discipline includes providing assistance, direction, and direction in regulating behavior, as well as changing appropriate conduct and inappropriate behavior. This means setting boundaries, outlining duties, responsibilities, and understanding, and establishing a stable, scheduled existence. In the classroom, abuse can be defined as failing to follow rules, bullying, boasting, attempting to discontinue studies, participating in culpability, abusing alcohol or drugs, assaulting or humiliating another participant, sexual harassment Defined as, embezzlement, rioting, striking, and taking. Orders the school to be set on fire, strangling student teachers and other anti-social behaviors. If this is allowed to happen again then such indiscipline is visible later in life. Conversely, establishing regulation from an early age in providing structure to the various elements of a person's life; all you have to do is take a look at our security or military forces. Future professors and students who are interested in completing their studies on this topic will benefit from a platform for this publication. In addition, this essay will create new enthusiasm for education in the minds of learners.

KEYWORDS: Academic Knowledge, Classroom, Children, Discipline, Education.

1. INTRODUCTION

Schools and classrooms that appear to be friendly, stimulating, and safe should be accessible to all children. All students should be given the best chance of success to meet academic, social, psychological, behavioral, and emotional problems, and schools should have the resources to help students interact with any behavior that might otherwise jeopardize their knowledge acquisition, the education of so many others, or the safety of the school[1]. Secondly, it emphasizes avoidance and getting rid of bias in the way students are disciplined. The Department respects and values all school managers, teachers, and other professionals who seek to provide a welcoming, supportive and non-discriminatory learning environment for all students, teachers, and other school personnel[2]. The department dedicates itself to safeguarding the welfare of its students, and we know that a good foundation in fostering positive interpersonal communication is essential for students to flourish. Providing schools with information and their responsibilities to relevant corporate with federal civil rights laws that prevent discrimination by states, local educational stakeholders, and schools receiving federal funding is an important part of helping schools[3]. Your department has taken action to meet the basic needs of schools, by providing critical resources to assist educators in the difficult task of putting all children on the road to success and meeting their academic, disciplinary, and mental health needs[4]. This website provides tools, knowledge, and resources that administrators, academics, parents, grandparents, and other concerned parties can use to:

- Provide for the mental, behavioral, and social needs of pupils;

- Assisting schools in understanding and adhering to federal regulations, such as those that prohibit discrimination based on racial, ethnic, or national origin, sex, or handicap; and
- Look for knowledge and tools to support developing hospitable and secure schools.

The secret to success is discipline and his belief shows that this is true for all ages and demographics. But it benefits the students a lot. Many temptations in the present world can lead a youth to shy away from his major goal in life[5]. Professionalism is a way of life that involves working very hard, being dependable, and following the laws, norms, and ethical principles firmly. Dedicated learners learn to handle the world the right way. It is a decorative element of something like the educational process and then student life. To be consistently successful, students must accept the regulatory elements of every achievement. As shown in Figure 1, discipline has a great impact on the lives of students in the following ways.
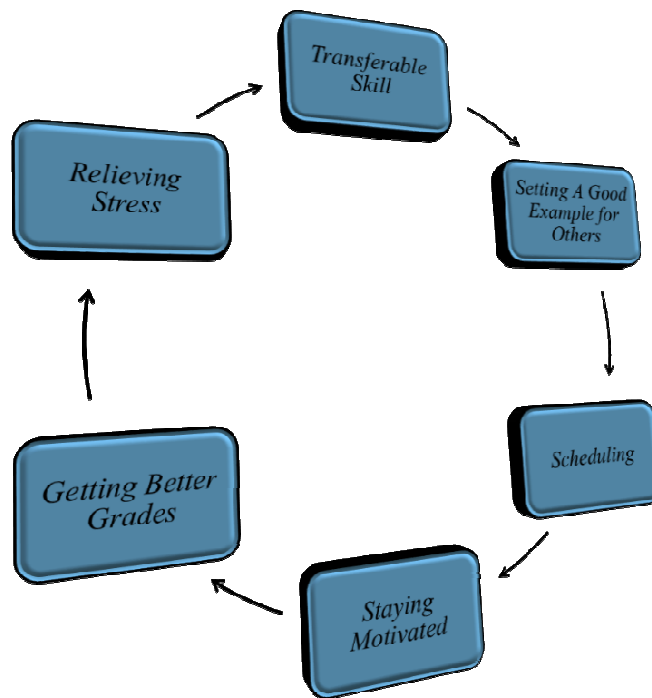
Figure 1: Illustrated the Strongest Pillar of the Education System.

i. *Staying-Motivated:*

If someone lacks discipline, it is challenging to maintain interest in their schoolwork as well. It's important to constantly remind yourself about their goals and motivation. You can achieve overall life goals by narrowing down your study objectives. This is a great way to keep yourself motivated and to assess how close you are to effectively achieve all your ambitions[6].

ii. *Scheduling:*

Everyone is aware that the essential component in the educational system is the key to completing all your written assignments. If you exceed one deadline it will be more difficult to

meet later deadlines as things can start to build up. Therefore, you must maintain discipline from the very beginning of your studies to be able to manage your activities later[7].

iii. Setting A Good Example for Others:

Students can inspire other students to be disciplined somehow by modeling discipline in their existence. When others see the beneficial consequences it has on their academic performance and their personal lives, they are incredibly motivated to do [8].

iv. Transferable-Skill:

You get an extremely effective talent that you could utilize later in life by developing concentration when you are a student. After you graduate from university, discipline will be essential in both your career and personal life. You may use this ability if you intend to improve a situation sometimes in a manner[9].

v. Relieving-Stress:

It is simpler to establish discipline in both your personal life as well as your schoolwork when you put forth an effort to maintain order. This implies that by maintaining your professionalism, your time in school and even at university may be considerably less stressful. Once you have enough time for work, you can also spend it on yourself friends, your family, and yourself.

vi. Getting Better Grades:

It naturally follows that disciplined schools frequently achieve much significantly greater academic requirements than non-disciplined high school seniors. It seems that learners who are focused on their education and have good discipline tend to receive more from their lessons. Receiving high marks will also encourage you to have a very interesting career. A strong CV may help you stand over to companies when seeking employment[10].

1.1. The Value of Discipline in Homes and Educational Facilities:

Discipline impacts learning, as well as fostering a stress-free environment where time can be made available for various activities, by enhancing preparatory work through reflection and maintenance of a prescribed daily regimen, to the learner protagonist. By shaping and raising their enthusiasm, enabling the setting of good examples, and encouraging positive higher grades[11]. When making about academic achievement, characteristics such as exam anxiety, background, motivation, and emotions should be taken into account. Several studies have demonstrated a significant correlation between students' level of professionalism and their academic success, with the latter increasing the level of mental toughness. Even though educational institutions should follow rules or codes of behavior governing student behavior, parents have an additional responsibility when it comes to ensuring uniformity. Basic mods, hairstyles, and fashion codes all start at home. Parents and teachers, especially the presidents of institutions, are two fundamental principles that have a major impact on the upbringing of students[11].

The lack of discipline can make it difficult to provide a good education to the learners that engage them fully because they are focused and self-driven, disciplined learners at all levels are more likely to find necessary skills and information appropriate. Parents should spend time with their children to talk about various topics including discipline despite their busy schedules today[12]. There is also an increasing need for increased guidance and support in schools, for graduate individuals in maintaining predetermined principles. A child or young person has a

higher chance of academic success, provided they have solid psychological and spiritual disciplines. The most important rule is self-discipline, which the learner must develop by setting objectives and finding out what they are capable of in the face of many adversities[13].

1.2. *Punishment and Children's Learning and Development:*

Punishment is a mechanism to teach discipline and the result can be pleasant or unpleasant. Canning, strenuous work that includes mowing lawns or maintaining school gardens, kneeling or traveling on your knees, and push-ups are all forms of corporal or corporal punishment[14]. Several countries officially outlawed corporal punishment in entire schools as part of upholding the Convention on the Rights of Children, although the prohibited technique is still widespread in some institutions. Affirmative punishment is advocated by those who oppose corporal punishment because it makes undesirable behavior less likely to happen again in the future. Constructive feedback often referred to as a full refund of compensation, is a tactic that was being used to prevent a repeat of bad conduct[15]. The third view is that social interactions improve children's cognitive development, which in turn will affect cognitive learning and willingness to learn. This includes establishing positive interactions between children and coaches, as well as an affinity for caregivers, friendship, and cooperative learning among classmates. In such a situation, interactive techniques of discipline, such as justification and reasoning, are probably more likely to stimulate cognitive functioning than the use of corporal punishment, which may hurt cognitive function. The timing of punishment has a serious impact on its efficacy later[16]. The most effective punishment is likely to be the one that is given immediately after the response; however, the larger the difference between the ability to respond and the punishment, the more likely the sanctions will be associated with other possible changes. After the punishment is applied, the change requires both positive and negative reinforcement.

1.3. *The Effect of Punishment on Student Performance and Alternative Measures:*

It is necessary to understand the latter, which is a measure of how well a learner, teacher, or institution has met desired short-term or long-term instructional objectives, to analyze the link between overall learner performance. This is often assessed by tests that confirm the completion of educational milestones such as diplomas and bachelor's degrees, or through ongoing evaluations that result in some sort of grade point aggregation[17]. One of the six elements of academic success is learner motivation and commitment, the others are instructional design quality, accuracy, and alignment, data form and quality, overall literacy, and depth of knowledge). The idea is to support students in developing intrinsic motivation through self-effort in understanding educational material. In a 21st-century classroom, a motivated student with no digital experience and minimal resources can perform far better than someone who lacks motivation. Positive discipline encourages students to learn and achieve in school by encouraging individuals through teaching rather than punishment[18]. Positive discipline enables children to make better decisions as adults as well as learn and adapt their behavior in line with expectations in the classroom. Options include pausing to think carefully about yourself and life to become established in a position. It allows seeing the positive side of difficult or difficult situations, recognizing and embrace the broader picture, and keeping trying when all is lost with great humility. When one is disciplined, adult behaviors are different. Contrary to what officials claim, disciplined adults in the continuing COVID-19 pandemic are not going to see friends or attend huge gatherings, including at amusement parks.

1.4. *To Sustain a Learning Environment in Schools and Discipline is Crucial.*

Without discipline, a teenager will never be good enough to accomplish his goals in reality, which will certainly cost him a lot. In a school where there is no discipline, the children will be free to attend whatever they want. Everyone will leave the class. Therefore, no one would like to study in the classroom. Similarly, students may not be completing any homework. Students will not be ready to understand anything in the end. Therefore, maintaining cleanliness is important to promote a strong learning environment within the classroom.

i.   *It Develops the Students into Strong Individuals:*

Children who are raised like children are better prepared to differentiate between right and wrong. The character of the students is developed as little more than the result, and they become responsible and independent. Children's analytical skills also need to be developed with determination. As when result, as children develop, they can employ their knowledge to meet issues in the present.

ii.   *It Gives them a Teaching of a Lifetime:*

Children can be affected in any way while they are still in their formative years. If they start practicing it now they will be disciplined their whole life. A child who learns discipline in preschool develops this quality permanently. Individuals who understand the importance of discipline follow it in the classroom and eventually develop the habit of following it.

iii.   *It Leads to the Social Development of a Child:*

Discipline promotes the establishment of strong relationships between children, between students and teachers, between students and teachers, etc., while also respecting the standards of each interaction. For example, the youth is aware of his relationship with his coach and even the limits within which he must act when communicating with the teacher.

Undoubtedly, having a good fellowship is one of the most admirable characteristics to be more successful, and school is the best setting for students to learn, practice, and develop good management. A student can appreciate his duty to instill discipline in all other children in the school. Along with academic knowledge, the school places a high load on ethical principles and life skills, which ranks us among the best boarding schools in India. Both the school and the hostel have a discipline policy. Every school has a curriculum for every youth that teaches them discipline and resource management. Additionally, it encourages children to participate in many activities that build their teamwork and personality abilities.

1.5.   *Ways to Manage Classroom Discipline*

i.   *Create-Stability:*

A systematic approach to discipline will elicit a favorable response from students of all ages. Your trainees should understand what is expected of them. Your expectations for student behavior should be made clear from the start. Most difficulties with casual behavior should be resolved by making sure students are aware of the guidelines and why they are. Students have become less willing to act irresponsibly in the first place if they are aware of the implications of their choices.

ii.   *Make Sure Punishment and Rewards are Clear:*

Incorporating your aspirations into the classroom community can also involve classmates in building rules or codes of behavior, such as the creation of a poster or the creation of a reward

system for performance. The classroom code of behavior should be presented in your classroom. Make sure there are incentives for appropriate consequences as well as sanctions for negative behavior. For elementary school students, rewards such as picking up the first book or spreading out worksheets are often enough to motivate appropriate behavior. End-of-term pizza or a Thursday afternoon movie can be a good incentive for older kids.

iii.   *Don't Reward Disruption with Attention:*

Most of the time, students behave inappropriately because of boredom, disinterest, or attention-seeking. No matter how unpleasant it may be, try not to pay too much attention to the perpetrators. According to the class guidelines for conduct, deal with the violator accordingly. Bad flips Avoid letting the classroom dominate the lesson; deal with the incident and return to the educational activities exactly once.

iv.   *Keep Things Exciting:*

Lessons that pique your students' interests go hand in hand with excellent classroom discipline. Learn about your classmate's hobbies and temperaments so that you can make your classes as interesting as possible for them. These mine-craft-based tasks are amazing and both were created with distance learning in mind. Have your students have lights on when they're out, some great excursions for older students. Planning compelling courses that incorporate exercise can reduce the likelihood of behavior problems, even if it's not always achievable, especially if you can burn off some level of energy in class.

v.   *Wipe the Slate Clean:*

There is no purpose in lingering on negative behaviors after a student has experienced the repercussions of their conduct. No kid is fundamentally "bad," therefore your children must arrive at school each day with a positive attitude. Make it plain to your students that every day is a new day and that everyone has an opportunity to succeed.

1.6.   *Factors that Discipline Learners by the School:*

To maintain a secure and acceptable learning experience for students, instructors and parents need to keep the following elements should be considered while enforcing reinforcement and punishment:

- Does the youngster experience a feeling of connection as a result of the action?
- Is the behavior cordial and firm at the same time, as well as courteous and motivating toward one another?
- Is the activity intended to have an impact on the kid long-term? Does it take into account what the youngster is considering about themselves and the outside world?
- Does the activity provide crucial social and life skills like consideration for others, problem-solving, teamwork, and the ability to contribute to one's family, society, or workplace?
- Does the activity help the kid realize their capacity for making good use of their autonomy and power?

The card system seems to be another tool that can also be used in schools and colleges as a demonstration of constructive supervision. Following this method, an educator would provide reasonable notice to a misbehaving student by assigning them a yellow card. They are removed

from their companions and given a new card if the problem remains. If necessary, the kid is escorted to the principal after collecting a "red card" and the issue must have worsened.

2. LITERATURE REVIEW

J. Babb et al. illustrated that the information systems profession may be the least vulnerable to these disruptions as disruptive advances continue to alter learning paths. As a result, students are given greater opportunities to acquire the computer knowledge and expertise often deemed necessary for graduates of knowledge management degrees to qualify for entry-level career roles. Furthermore, the organizational and business environments are changing as a result of the same progress that is constraining education, thus it is pertinent to consider the character and make-up of the sector as a whole and predict whether the past will predict the present. After considering this disruptive landscape of skill and knowledge enhancement, the author considers the inclusion of the IS domain in the larger umbrella of design, equally supported by an emphasis on technical excellence, professional experience, and leadership. Although higher education programs have lost ground in the development of sophisticated skills aimed at entry-level employment, the authors explore the principles of a design-centered philosophy for knowledge management education in the belief that we can make learning count by embracing design. You can get your place in the epistemological, epistemological, and classroom practice levels[19].

B. Norlin embellishesthe research now presented and analyzes John's views on religious education, individual schools, and educational organization. This is explored in light of his understanding of education as a sociological phenomenon, the goals of various disciplines for the development of the individual, and the importance of pedagogy in child-rearing. Essentially, this study builds on the concepts of regulating cognition and discipline, along with the regional theories of earlier authors. This essay proposes that the author, who communicated the method of disciplinary jurisdiction in pedagogy through prescriptive forms, may be seen as an important contributor to the early modern movement of institutional and administrative strategy for school government. This research advances our ability to understand the discipline as a theory, as well as as a methodological basis for disciplined practice, in the context of early modernity education in other countries[20].

R. J. Skiba stated that the Individuals with Disabilities Academic Act amendments brought together for the first time all disciplinary terms and conditions to guarantee a free and compulsory elementary education (FAPE) for students in special education while providing a strong teaching and learning environment tried several times. For students with learning disabilities. However, there is still debate about how to punish juveniles with special education. According to commentators, these laws establish several mechanisms that restrict the options available to school administrators to deal with disciplinary actions. According to a study conducted, there is no evidence that suspensions and expulsions help prevent unrest or violence, and there is some evidence that they are unfairly targeting certain groups of people. FAPE will be even more likely to protect and ensure that all children attend a safe and civil university if action is taken to integrate the complaints process and adopt responsible and efficient disciplinary measures[21].

3. DISCUSSION

The systematic action or lack thereof to control the behavior is known as discipline. It is the technique of faithfully and honestly following laws, regulations, social practices, and values; It is the ability to maintain control over oneself or other people even in challenging situations. Discipline involves handling behavior by providing help, direction, and guidance while establishing appropriate behavior and removing unwanted ones. It involves establishing dependencies, order, and stability in one's life along with norms, frameworks duties, obligations, and understandings. In line with the adage "available choices have consequences," failing to maintain or practice discipline requires some form of treatment. There are instances when, sadly, such an "improvement" is the result of a serious trigger with dire consequences. As an example, consider the worldwide pandemic caused by the global coronavirus, also known as COVID-19, which has killed many people and caused unimaginable pain in less than four months is made. The rapid spread of the pandemic is due to a lack of self-restraint, which includes following basic rules such as washing thoroughly with soap, and maintaining a social distance of one to two meters when entering the 14-day self-quarantine. Indiscipline can take many different forms in the classroom, including defiance of the rules, bullying, sluggishness, lethargy, cultism, drug and alcohol abuse, insulting or assaulting others, sexual assault, theft, rioting, striking, setting fire to the school, "gassing" the students. , and other antisocial demerits. This kind of indiscipline presents itself later in life if it is allowed to continue. Conversely, instilling discipline from an early age helps to organize many aspects of one's life. Just take a look at our security or military forces.

4. CONCLUSION

Learners' performance is highly influenced by personality and social context. Learners are motivated by many factors in their pursuit of education. According to his view, individuals who exhibit high levels of these characteristics use a variety of learning strategies. For example, people who believe in motivational factors are more likely to employ planning and organizing techniques. Because of this and the relevance of motivation to students, instructors should focus on motivating students to improve themselves and have a strong sense of confidence in their ability to succeed. Teachers should also be well prepared, modeling it and using various teaching method strategies to successfully establish a learner's value system. Ultimately, the storyteller should portray himself as a well-prepared dish that contains various components that all work well together, without embellishing our important contributions or undermining others.

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CHAPTER 2
A STUDY ON SMART EDUCATION IN MODERN ERA AND ITS FACTORS AFFECTING FRAMEWORK

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ABSTRACT: *Rapidly evolving smart education innovations are transforming academic institutions to actively engage and empower students, administrators, and administrators. Although digital development has been used for millennia to enhance educational organizations, the methods are often widely criticized for losing substantial conceptual and technological foundations. The goal of this essay is to serve as a theoretical basis for the introduction of an introductory, superficial strategy, called the Career Development and Career Support Structure, describing the current state of education research. To accumulate the data needed to form an initial understanding of project implementation, this study conducts a comprehensive literature review. The findings made mean that smart teaching and learning is a rapidly developing field of study that encourages the use of a variety of state-of-the-art innovations. The combination of these culminates in the introduction of a creative, state-of-the-art smart classroom artifact framework as a prime example. This strategy is mostly mobile-based and helps the learners to control the duration of both their improvement and career for a brighter future. Future investigators will be able to start their research using this document because they will be spared the awareness of smart education which is so successful in the educational community.*

KEYWORDS: *Digital System, Information Technologies, Smart Education, Smart Learning, Teaching.*

1. INTRODUCTION

There are many possibilities in today's academics due to the social media revolution and ever-changing data communication technology. The development of more and more data sources, as well as their proper use and maintenance, has become a serious concern for systems engineering researchers and curriculum mapping practitioners throughout the era of scientific discovery[1]. These difficulties foster the development of innovative concepts that result in cutting-edge technological improvements, which in turn help us figure out how to provide better educational options. The authors argue that by implementing cutting-edge technological advances in the framework of smart cities, academic universities and educational institutions can have a significant impact on society[2]. In this, instructional or contextual support for customer satisfaction technology development indicated that smart instruction is the idea of explaining a brand-new educational process in this contemporary knowledge economy that can play an important role in thinking about the development of smart cities[3]. Additionally, students and individuals involved in education are using Intertie devices and other relevant intelligent machines more frequently. For example, smartphone devices are used to find a position or schedule for trams, rather than the route of their buses or trains. Through peer communication, smartphone apps are included[4]. RFID tags and electronic identification cards for access to companies, online banking, registration fees, elevators, and dormitories.

These tools simultaneously generate huge amount of data, also recognized as miscellaneous-data. The author illustrated the Big-Data is characterized by its size, speed, inconsistency, unpredictability, and responsiveness[5]. Big data collected by social media and other IoTs has

also created a huge number of possibilities to give consumers and knowledge additional insights. Fast and appropriate analysis of big data may perhaps lead to better results that can make our lives smarter and simpler. It can provide us with a new alternative avenue to conduct insightful research within the field or academia. The study's findings most urgently revolve around enhancing the current assessment landscape through intelligent pedagogical approaches and abandoning powerful, institutional arrangements. Our society has been deeply affected by the technological advances made possible by social media and the Internet. People are increasingly more effectively connected to the online world and involved in digital activities in their daily lives[6]. Technologically better learning frameworks and relevant technological technology in intelligent delivery of education potentially give better future transmission options keeping in mind the aspirations and practical needs. To promote the spread of smart education, teachers must keep in mind the technological advances in education[7]. The dynamic need for better Learning-Management-Systems (LMS) can be taken care of by a new platform, which will work well in terms of strengthening the knowledge of the students for the creation and regulation of study material offered by higher education institutions can continue. Smart education technologies and systems used and produced data primarily from the online actions of students, corporations, and instructors.

This review is expanding significantly, but studies that establish a strategy for using the literature as the basis for fresh artifact design, detail beyond creating insight on progress in the understanding of the program are still lacking[8]. To provide the foundation for creating a new improved learning application called Student-Career-Support-System, the author conducted in-depth research (SCAS). An imaginary solution architect that will help students in college education and professional development for a brighter future can be seen within the artwork as a proposed framework. Most electronic applications in education do not currently support 21st-century academic performance[9]. New technology has often been reinforcing the old education approach. Although technological innovation must be harnessed, humans believe that smart education will eventually lead to a paradigm shift from traditional methods of learning and teaching in favor of more modern ones that are more in line with the digital age[10]. Therefore, the important components of the smart education approach shown in Figure 1 are innovative or improved teaching and learning methods.
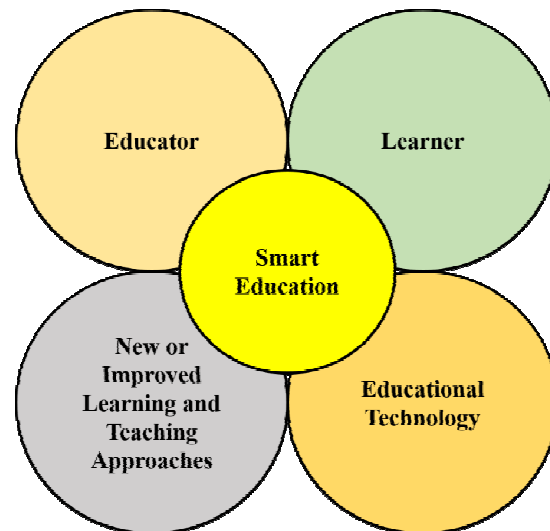

Figure 1: Illustrated the Essential Elements of Smart Education in the Modern Era.

1.1.The Progression of Smart-Learning:

Smart learning is a new paradigm in education that focuses on smart gadgets and technologies. Technology can indeed be deployed and used to support teaching and learning, as discovered and extensively investigated over the past two centuries. The authors call this technology-enhanced-learning (TEL)[11]. TEL is only used to afford learners with versatility in their erudition styles. Telecommunications can be used as a medium or resource for TEL development, representation, interaction, collaboration, and examination, as well as access to instructional information. Digital literacy has convert a main TEL paradigm as a result of the emergence of mobile, linked, and personalized technologies. Unlike the traditional static learning model, mobile learning encourages the use of mobile technology and emphasizes the learner's mobility[10]. Further changes in the learning environment have been brought about with the help of new media technologies, which have led to a shift away from teaching and learning and towards teaching and learning, which allows the flexibility of classroom instruction regardless of place, time, or promotion. Situations recent studies have begun to emphasize the value and necessity of meaningful activities that help students tackle important problems[12]. It is central to strategy an education that integrates both material and practical occupations if you want to place students in realistic learning situations. In a one-to-one TEL model, seamless learning shares some features with mobile learning and systems. It is also characterized by the ability of learners to transfer their teaching methods from one situation to another, incorporating both informal and formal instruction as well as individual and communal learning.

Additionally, additional advanced technologies that support the development of smart inclusive classrooms include wearable technology, big data, cloud computing, intelligent systems, and the Internet of Things (IoT)[13]. With these adaptive-learning advanced technology, the learning-platform needs to respond to discrete learner-data and informational resources centered on cloud software development and machine-learning, and it can take advantage of the information gathered by group learners. These three principles computing, instructional analytics, and big-data-focus on how culture data can be analyzed against cultivating teaching and learning. In addition, relevant knowledge and seamless learning are supported by IoT and wearable electronics[14]. Various connected information that is presented to learners using devices connected to their environment can be beneficial. Mobile learning may include visual reality equipment, fitness logs, participation in social media, and destination information in the educational process.

It backs up the specification of the platform, and software including suggested technology for a better learning environment. The following are claimed to be the main aspects of embedded steppingstone: Suggested architecture; and development of several software packages[15]. The basis for the integration challenges is to provide a complete set of asynchronous and synchronized seamless connectivity to the environment. The proposed solution entails a mix of feelers, intelligent watches, software, apps, and real-time-functions, as school facilities strengthen the collaborative learning environment in which learners receive high-quality information[16]. For mand-servers, cloud information management, gateway to subscription services, and virtual meeting systems, it is the preferred choice on television. The suggested gateway is considered a connection between the development stand and a diverse assortment of tools, to widespread the linkage between many of today's technologies. The key components of the smart education layout are mentioned in Figure 2 as follows.
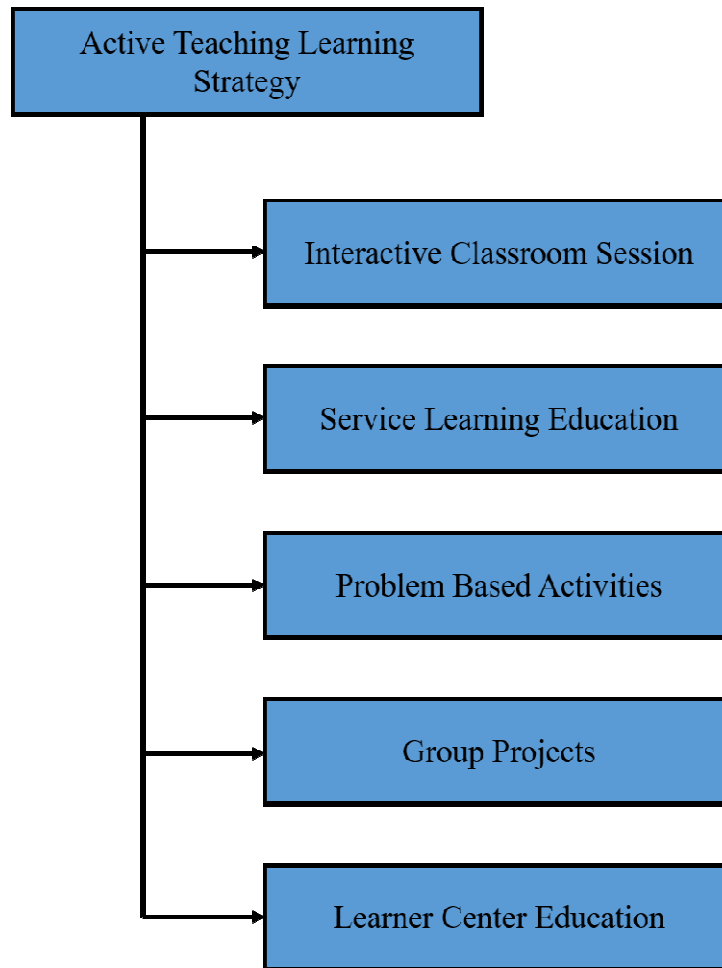
Figure 2: Illustrated the Evolution Path of Smart Education.

1.2. Important Keys For Smart Learning:

The key findings demonstrate how the impact of many contemporary technologies on the diverse development of society in colleges. Retaining students is a priority for teachers and institutions to provide an effective, efficient, and engaging learning environment. It makes possible the creation of smart schooling. Future efforts will strengthen the creation of smarter use of technology to fetch our goal closer to fulfillment[17]. The conceptual-framework shown in Figure 3 below that links smart-learning within speedily developing regions serves as the primary means of producing significant results. The transition from outmoded laboratories to smart-classrooms, where personalized learning-materials can be delivered, controlled, and calculated any-where and at any time, is strengthened by a mostly cloud-based environment [18]. Applications and LMS built on cloud support make it easy to mobile so that students can access course materials, group discussions, and activities. E-learning. This study material can be assessed efficiently and can be conducted with the mobile application. It can be controlled not only through the mobile application but also using a web-based application.
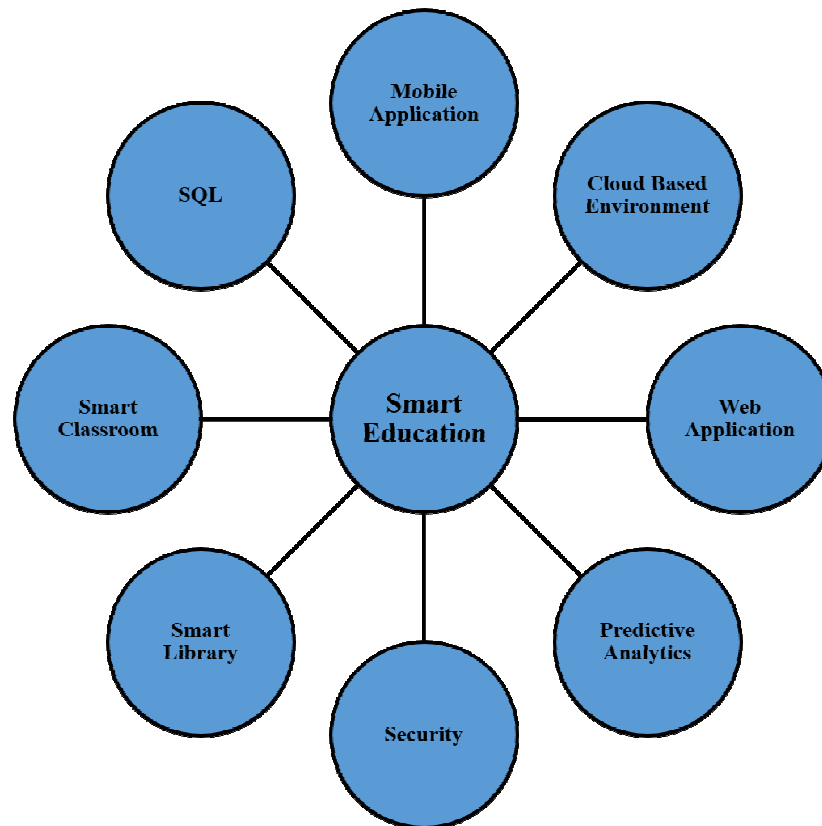
Figure 3: Illustrated Eight Major Factors based on Smart Education.

1.3.An Environment of Smart Learning:

The traditional perspective of learning has come under fire for being highly artificial, inflexible, and inconsistent with the demands of the modern world. The adoption of technology to enhance training and engage learners has emerged as a global phenomenon with technological advances and the emergence of new practices in the digital-age. Aspects of the environment, such as location, space, time, information, control, and interaction, are defined and expanded by the author. It is therefore technically and pedagogically conceivable to create new places for learning[19]. Technically speaking, ambient intelligence is an entirely new study paradigm that is expanding rapidly. Using Internet backbone intelligence and information, technologies help individuals in any of these contexts perform their routine activities and jobs smoothly and naturally. The devices are capable of autonomous communication and interaction without human management and judgment calls based on a variety of variables, such as user preferences and the presence of other individuals in the community[20]. Most of today's children are digital natives who grew up using smarts-mobile-devices and Internet possessions for communication, education, and theater. From a pedagogical perspective, using learning algorithms as a foundational technology qualifies foundations to support student's progress and offer rich, customized learning. Monitoring the educational process is the main objective of learning analytics, which then uses data analysis to forecast students' company results and detect any potential issues. Through virtualized educational dashboards and learning analytics, administrators can provide great feedback to participants. Through visualization, both students and teachers can get an overview of something such as learners' actions and how they relate to their neighbors or other participants in the learning process.
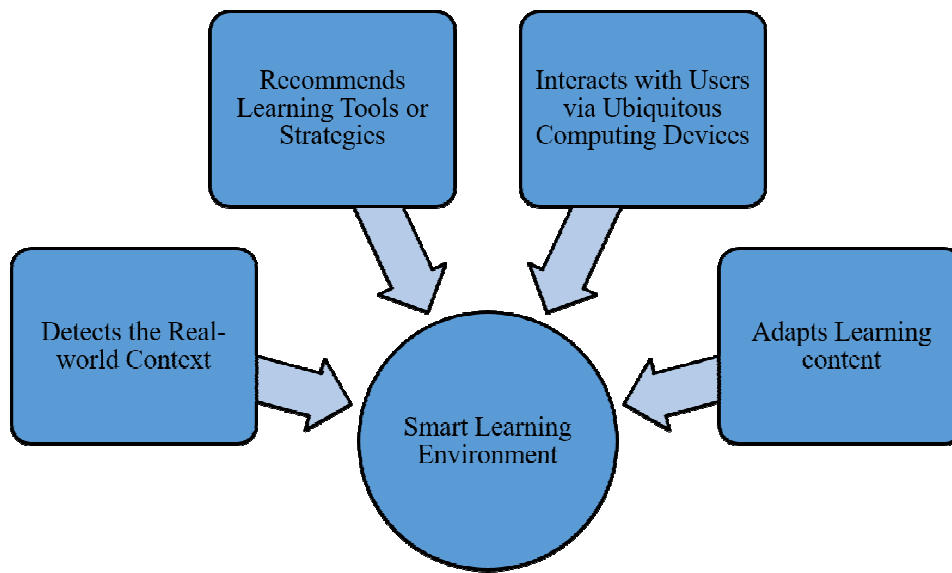
Figure 4: Illustrates that hybrid kinesthetic learning

Smart-Learning-Environments-(SLEs) are real-world atmospheres that have been supplemented with digital and context-sensitive elements (such as sensors and actuators) to promote better effective and more efficient learning. As shown in Figure 4, this enables hybrid kinesthetic learning that alternates between formative and summative assessments, solitary and group learning, variable learning times and locations, and analog and digital learning formats. The use of hybrid complementarity between the real and digital fields is made possible by these orbit positions. Smart instructional strategies also accommodate learners' needs by gathering intelligence from the surroundings, digesting it, as well as using it to initiate appropriate actions such as recommendations.

2. LITERATURE REVIEW

K. Demir discussed that the advancement of technology provides opportunities for new techniques, techniques, and tools for the training program. In addition, these tools are facilitating a paradigm shift in education. This section outlines a smart education framework within a week of researching the different types of information technologies that allow smart learning. The framework theoretically organizes information and communication technologies in a layered architecture, and it also inspired the establishment of a clever design strategy for education. In addition, the authors explain how to create a particular course or lecture architecture using the framework approach design method. The author looked to the intelligent learning systems discussed in the literature to verify the framework of smart learning. An organized literature search was conducted to address the new education systems. The results of the literature search demonstrate the potential of the SMART national curriculum to define smart learning environments. This research adds to the body of understanding by using an intelligent educational system. The future design of modern educational reforms will be guided by the smart preparation of the students [21].

H. Singh, Harpreet, and S. Miah stated that the study of educational achievement has been developed to quickly transform educational systems, while also increasing learner engagement

and teacher empowerment. While new technologies have been applied for decades to improve the education system, methods are usually at fault for missing sufficient technical and theoretical foundations. The persistence of this study is to offer an academic basis for something like the introduction of the student-career-supportsystem, the first-generation novel methodology (SCAS). The author has conducted a systematic evaluation of the literature to collect the information needed to form an initial understanding of project implementation. Meta-details were processed into significant findings using material methodological approaches. The key findings make sense because smart-education is a speedily sprouting ground of study that promotes the submissions of a plethora of cutting-edge technology. As an example, smart education is the result of mixing everything to create an entirely new, state-of-the-art structure of artifacts. This SCAS is mostly mobile-based and allows students to coordinate both their academic and occupation progress for a prosperous future[22].

E. E. Shoikova and R. Nikolov embellish that the idea of smarteducation, which has characterized education throughout the digital age, is becoming increasingly popular. Broadly speaking, smart-learning-environment refers to a new transition of educational structures that uses the union of pedagogy, practice to improve learning processes. Context-awareness in smart education systems enables the integration of the classroom context with a variety of online learning environments. Due to the advancement of new technologies, learning can now be accomplished more successfully, efficiently, flexibly, and easily. Smart devices are being used by students to contact digital-resources over a wire-less connection and engross in continuous and personalized education. To increase understanding of the design and implementation of new instructional strategies in smart education systems, this paper discusses the key features of smart-learning and smart-instructional-strategies and maintains the relevance of taking into account potential volumes of involvement during the development process[23].

3.   DISCUSSION

The research offered conclusions from an exhaustive literature analysis carried out within the newly emerging field of smart education, which served as the foundation for building a new framework for responses. Given that the data shows that the field of smart education is growing rapidly, the results suggest that more collaborative studies in this area are necessary. Given that student needs are intertwined to improve and improve the education system, the importance of developing creative solutions continues to grow. The literature review gave us a list of the modern technical advances and their impact to form a original basis for these studies. SCAS is a fresh, creative solutions framework that the author put together to help test how students perceive a welcoming learning environment. The constructivism hypothesis, which is popular in both philosophy and academia and is built on three fundamental grounds of psychological, pedagogical, and electronic tools, has been used by the author. Throughout the design of SCAS, students are encouraged to pursue functional careers, by building relationships between learning organizations and companies. In other words, corporations can provide a variety of support to students, including opportunities for the promotion of work experience, apprenticeships, and employable skill development.

The study discusses the theoretical basis for smart learning. In modern times, customers using the proliferation of information and social media technologies are faced with tremendous estimates for technology. Educational institutions create people who are willing to test, accept, consume and promote technological innovations. This population is made up of students, specialists, and staff. To improve the study proposal, several stakeholders will be asked for their

opinion and constructive input. To design a better future career, specific requirements will need to be met by students, trainers, and organizations. It will also be important for companies to get an idea of how beneficial the proposed option should be for them to grow with a desirable workforce. Academically, this study provides a demonstration of the concept for academics who wish to conduct research in areas such as hiring effective teaching methods and connected technologies. Additional study is needed regarding the privacy and security concerns associated with this learning platform. Because of the system's foundation in the classroom process, which benefits apprentices control their specialized participation, and documentation, all of these must meet the standards required to protect information against theft. In general, good subcategories for additional examination in this study include security issues including intrusion detection, entity authenticity, data integrity, information uniqueness, and security.

4. CONCLUSION

As mentioned earlier, smart-education is an educational standard in global-education. The goal of flipped learning is to strengthen the learner's capacity for continuous improvement. It emphasizes the importance of contextual, adapted, and seamless-learning, to encourage learner's growing aptitude as well as enhance their capacity for puzzles in intelligent settings. Smart learning will face many obstacles as a result of technological advances and the conditions of today's culture, including pedagogical principles, instructional technology leadership, teachers' learning leaders, educational structures, and critical pedagogy. According to our predictions for flipped learning, intelligent learning environments will reduce the cognitive burden on individuals, allowing them to focus on meaning-making and facilitate metaphysical formation. Additionally, the depth and length of the learning experience can be increased for students, benefiting their higher levels of emotional, intellectual, and physical development. The smart learning environment allows for the participation of flexible innovative learning methods, which can help students enhance their individual and group knowledge. Additionally, students may receive additional specially tailored learning aids, which will begin to raise their expectations. The need for multimedia learning based on smart cities is being advocated as both foci on the notion of smart cities. The main area of digital tutoring in smart-city is to afford adapted amenities and a streamlined educational involvement to every resident. Education can happen anytime, anywhere, and generates a ton of behavioral evidence on its participants. To afford a one-piece educational practice and tailored adapted-service to the students, the key issue for teachers is to figure out how to combine data from various special cases in smart-cities and build-data-centric smart learning. Future studies will focus on integrated and interoperable learning services and the interaction between smart city systems and smart educational establishments.

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CHAPTER 3

AN ANALYSIS OF CLASSROOM MANAGEMENT AGAINST BULLYING AND HARASSMENT

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ABSTRACT: Bullying refers to one or more perpetrators who speak and act excessively against their recipients in violent or verbal means and have a higher physical or social status than them. . Bullying in schools can take many different forms, such as physical, emotional, rhetorical, cyberbullying, sexual and college education. Even though school bullying has arisen to gain courtesy, little is documented about the rapport between classroom-instruction and cyberbullying in the classroom. An analysis of research and literature around classroom bullying, classroom participation, teaching practice, and adolescent conduct will be a component of the process for exploring this interrelationship. According to research across multiple disciplines, a variety of factors intersect to promote situations where cyberbullying is more likely to occur. These include harsh and punitive techniques of punishment, low-grade education, disorganized classroom, and school environments, and school social structures filled with antisocial behavior. Possible solutions point to the need for classroom management strategies and in-service training on bullying among adolescents. Future studies should perhaps look at the relationship between classroom management techniques and student bullying, in addition to continuing to investigate bullying by pitting both students and teachers against each other.*

KEYWORDS: Bullying, Classroom, Management, School, Student.*

1. INTRODUCTION

Instructing both experienced and inexperienced trainers can seem a daunting task. This is a professional who needs the ability to adapt to new requirements and fluctuating needs. In recent decades, high-stakes testing promoted by educational change under the guise of improved academic achievement has bolstered the list of sensitive developmental issues[1]. However, many other issues need to be addressed, such as bullying. Bullying does not represent a new issue, although it did not receive as much attention as the Columbine High School shooting. In recent years, studies have linked targeted mass shootings across the country to bullying, harassment, especially taunts[2]. According to statistics, bullying is a part of the larger issue of school bullying. Classroom management is a separate, perchance associated subject that has usual less kindness but still worries teachers. Over the former few-decades, research has constantly shown that young teachers feel vulnerable when it emanates to classroom-management abilities and are less likely to participate effectively in today's class-rooms concerning administrative tasks, teaching materials, and managing behavioral issues[3]. They are often not fully prepared for this. It is also abundantly clear that student non-compliance contributes to teacher dissatisfaction and rookie professional decisions to quit their jobs. But although school reform has emphasized student achievement and academic testing, it appears that the need for good classroom management abilities may not have increased. This study aims to investigate the interrelationships between classroom abusive behavior, classroom

management, and instructional methods through an examination of the research literature on bullying in the whole school environment.

1.1.Management of Classroom:

Measures that administrators take to promote and maintain an environment that supports students' academic performance as well as their emotional, emotional, and moral improvement are called classroom instruction. In other words, the object of classroom instruction is the system for the benefit of education, not discipline for the sake of the system[4]. Figure 1 lists six key variables influencing successful classroom instruction.
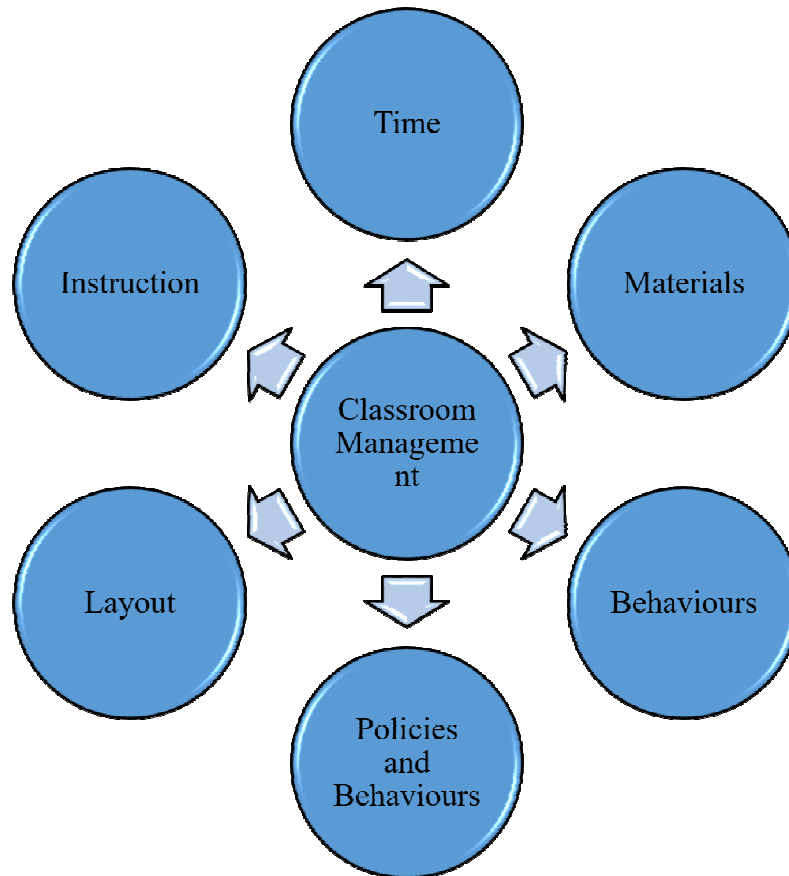
Figure 1: Illustrate the Major Facts to Create Classroom Management

Effective classroom administration requires careful planning, but it also requires the ability to change gears and deviate from the plan when necessary; it also calls for complete control but also the ability to exercise that control to seize the teaching incentive, and it demands leadership but also requires empathy and awareness of your students[5]. Commitment to the organization, thorough organization of your resources, practicing using technology, and gaining an understanding of how to organize and transfer lectures are all essential to effective classroom instruction, but the planning doesn't end there[6]. Think about the following principles as you build your instructional management approach:

1.1.Create a Productive Environment from the First Day of Class.:
- Consider carefully how your first class will fare as it will set the tone for the rest of the semester.

- Identify yourself. Indicate how you want to be addressed.
- You might consider providing an icebreaker to help students relax and promote conversation.
- Give a lesson and then start engaging the students in the material.
- Review the syllabus and highlight key points during class. By making sure it clearly states the learning objectives, class structure, and expected conduct, you can use the curriculum to increase engagement with students even before they meet. Students value an instructor who gives a concise and clear overview of the curriculum during the initial few busy add/drop weeks.
- Consider setting community rules with children; they will enjoy the democratic process. Examples include rules about phones, computers, chatting, sleeping, eating, being late, and leaving early.
- Start learning names directly from students; Anonymity lowers interest. You can attach a face to a name using props such as name cards, photographs, index cards, recording attendance, and returning papers and assignments.

A narrower approach to classroom management focuses on managing student misconduct and maintaining punishment. However, student academic conduct is only one aspect of effective education [7]. According to the study, the definition of classroom management has moved from defining behavioral interventions to a more complete description of teachers' efforts to create welcoming environments and develop communities, including approaches to punishment. Educational management is a very important component in the three-pronged mix of effective learning strategies that already have real substance, powerful learning strategies, and an organizational structure to support the acquisition of new knowledge, he said today[8]. Most teachers approach. Management is the process of creating and maintaining an effective learning environment. The approaches used by effective administrators for creating norms and protocols, structuring groups, monitoring as well as classifying incidents and misbehavior seem intuitive, if not noticeable. There is still a general opinion that classroom management is exclusively about discipline, even though it is a compound set of abilities that contains greatly further than just being-able to influence and monitor student comportment[9].

1.2.Discipline and Classroom Management:

The idea of drawing children in line is still the most prominent explanation of discipline today. How instructors do this is regularly influenced by their misconceptions about how children are learning, growing, and developing[10]. The strategies proposed in texts on effective classroom management are often built into models that represent philosophical perspectives that are consistent with these speculations. The belief that people are intrinsically evil and require extensive discipline is found on the behaviorist end of the spectrum, while the belief that people inevitably look good and require guidance is on the psychosocial end. Somewhere along the border, teachers have ideas and unfounded assumptions about children, and in the end, these philosophical presumptions were likely to have an impact on the disciplinary model or management techniques that a teacher also decided to use[11]. Takes. Participatory approaches, which view abuse as an opportunity to learn, are on the human end of the spectrum. Punishment, persuasion, and reward-based techniques fall into the behaviorist category. As a result, a teacher's beliefs about youth, the models shown in Figure 2, and the strategies they use depend on how well they control student performance.

This study uses both self and peer assessments of bullying and victimization in addition to extensive study and a combination of perceived student and instructional moderators, who have received little attention through research on anti-bullying initiatives. Even though they have not often been linked through single research, both self and peer reports have some disadvantages and advantages and may contain useful information[12]. If the relationship with both types of reports is confirmed, it would be possible to identify important regulators of bullying and harassment independent of the educational resource.
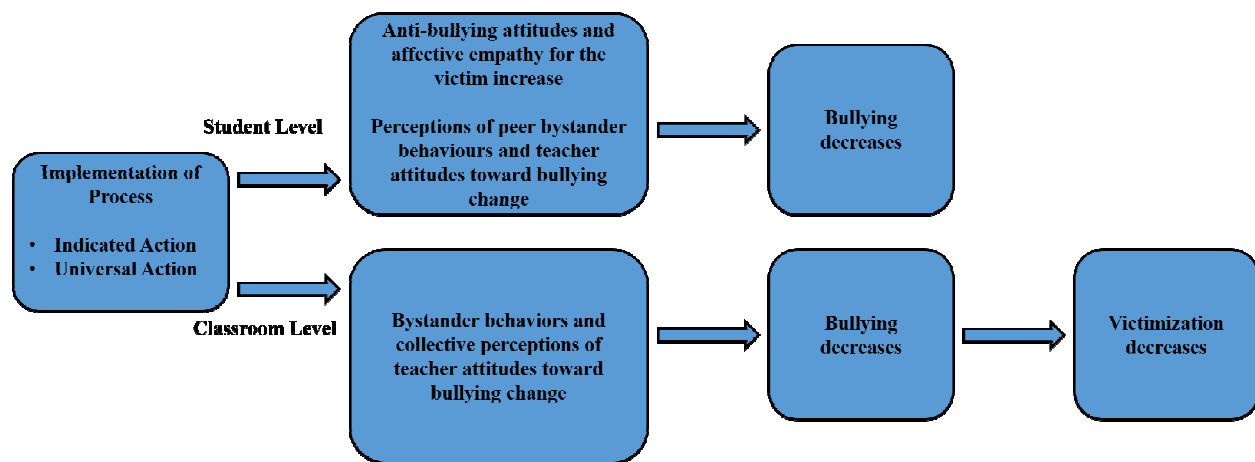
Figure 2: Illustrates the Theoretical Model of the Effects of the Effective Program.

1.3.The Link Between Classroom-Management and Bullying:

   i.   Parenting-Styles and Teaching-Styles:

The author has made a significant contribution to our knowledge of parenting practices and how they affect children's advancement. According to this research, children who have witnessed authoritative parenting will be less likely to engage in bullying or harassment. Victims and perpetrators are more likely to come from communities where authoritarian parenting is either passive or domineering[13]. Make connections between teaching methods in the classroom and the learning environment and definitions of passive, authoritative, and coercive parenting styles. An examination of research on effective teaching methods and methodological approaches finds a consensus in favor of coming up with the idea. The effective teacher encourages each student to nurture their individuality and self-determination within realistic limits while being in charge of the learning environment and having a clear goal and purpose. Authors believe a bullying culture may have emerged in the classroom that is run differently from an authoritative one[14]. As a result, it asserts that there is a link between the existence or absence of bullying in the classroom and how instructors treat their children according to their classroom strategic plan. Teacher's classroom-supervision techniques underwrite to a situation or nation that both supports or opposes bullying, as much as resolving parents or deciding to develop a context and subculture that either stimulates does.

   ii.   Negative School Environments:

While all administrators want to interact with their students in an environment where they are motivated, motivated, and excited to learn, not all teachers are skilled in doing so. In contrast, a body of research explored the characteristics of the learning environment that make it very

difficult to promote a conducive learning environment as described earlier, and listed the factors that contribute to the learning environment that encourages antisocial behavior[15]. Contribute to punishment:

- Addiction is a complex over coercive measures;
- Vague rules regarding student conduct;
- Lack of government approval for employees, low employee cooperation, and inadequate levels of policy compliance;
- Proven intellectual failure;
- Students who lack important social skills, such as the ability to focus, follow directions, value, negotiate differences, and handle criticism and ridicule, which are essential for academic performance and healthy personal relationships ;
- Abuse of behavior modification strategies;
- Low student participation;
- Failure to appropriately recognize or address diverse learning styles.

In conclusion, it appears that coercive, disorganized, disjointed, and reckless classroom instruction encourages or allows the presence of aggressive, antisocial, and bullying cultures in both schools and schools.

iii.   Disruptive-Behaviours:

Although disruptive abuse in schools is nothing new, the implementation of inclusive policies for children with special education and the perception that our society has become more violent and antisocial may provide teachers with other more effective strategies to control student behavior in schools. Has managed to inspire to find. Positive-behavior-support (PBS), a program that emerged from the foundations of behavioral psychology and marks a significant deviation from traditional coercive disciplinary measures, is one successful strategy [16]. Although a detailed description of the PBS is beyond the subject of this study, a review of its components as they are positive is helpful for work related to relevant legislation and successful instructional practices. In keeping with the above control techniques, PBS advises administrators to be proactive and encouraging rather than reactive and punitive. This technique takes into account the need to organize classroom environments to prevent bad behavior from occurring, and when they do so, supervisors should aim to avoid consistently using ineffectively effective approaches[17]. When a teacher's response to a student's misbehavior isn't working, instead of using discrimination tactics, they often try hardnegatives. The authors advise administrators to try a variety of strategies, including "redirection, contact management, encouraging conflicting behaviors, changing classroom tasks, and offering additional cues or cues" if they find themselves in this situation. . Repeating failed behavior modification techniques can, eventually, exacerbate behavioral problems, which can result in intimidation for either the teacher or the student.

1.4.Ways to Prevent Bullying in Your Classroom:

Everyone in the classroom, including teachers, must establish a safe, friendly environment that protects all teens from bullying. It asks you to create an atmosphere of respect and dignity in the classroom in addition to detecting and responding to bullying regularly. Aggression can have a long-lasting effect on a classroom setting, leading to anything from fights to rumors and gossip. As a response, teachers need to stop bullying in school. Here are four strategies for maintaining a safe and exciting classroom for all students.

      i.   Discuss-Bullying:

Inform your children about the impact bullying has on communities. Do your best to develop emotional strength and empathy. Make sure your children recognize the consequences of bullying others in the classroom. They should understand why bullying is forbidden and it will be dealt with strictly. It can be beneficial to combine the anti-bullying measures already in place in any school with broad guidelines that highlight kindness and compassion [18].

      ii.   Maintain Visibility During the Day:

Wherever bullying may occur, such as in the restroom, classroom, or even the lunchroom, make sure your children notice you. If possible, you can also reach near school buses during the afternoon and recess. Make sure each school has adequate security in any areas where threats are a problem. Abused children are opportunists, remember this. Most of the time, they are informed where the trainers are, so they will wait until they are free to target another child. Make sure students are less likely to mistreat others [19].

      iii.   Encourage Student Bystanders:

Try giving more authority to the supervisors of your class and encourage them to speak up against the bullying or to tell you or another professional about it. According to studies, remind them that bullying stops when a person speaks up. Then provide secure and confidential channels where they can report incidents of bullying.

      iv.   Keep the lines of Communication Open:

Try to develop a relationship with each person and learn as much about who they are as individuals. Always give them a warm welcome as well as ask about their improvement. Watch for any signs that they may be being bullied. Do your best to become familiar with their preferences and areas of competence and if they run into difficulties, assist or redirect them to learning programs that meet their expectations.

2.   LITERATURE REVIEW

S. Wulan and L. Fridani illustrated that a child's physical and mental health will be affected as a result of bullying behavior. Teachers of young children have a difficult time when it comes to bullying in the workplace. Children of this age face social difficulties outside the home in preschoolers while being busy without their peers. Child-friendly classes are the first step in youth-friendly school programs and major government regulations to prevent the establishment of bullying behavior in children. This research seeks to determine the need, to produce a model of child-friendly effective learning that can predict bullying behavior. The three phases of the technique are modified to approach this type of study and development and use interviews, questionnaires, and structured observations to collect the data. Child-friendly teaching is not implemented effectively in institutions, as shown by various research related to effective teaching and teachers' impressions of child-friendly classrooms, bullying behavior still occurs in young childhood in institutions[20].

P. Landsbergis et al. illustrated that teachers working in secondary or primary education face a variety of occupational concerns, and current trends within the United States are adding to these growing pressures. Integration of students with superior needs into regular classrooms, teacher appraisal arrangements grounded on standardized tests, compulsory curriculum without adequate teacher preparation, low education costs and layoffs, large class-sizes, and spells on supremacy

or contract, and are just a few trends. These developments can increase the highly demanding workload of teachers while reducing employee support, decision-making abilities, professional autonomy, and job security. Physical violence, threats, extortion, or the practice of bullying are additional and significant causes of stress for teachers. Teachers who have experienced violence are more likely to feel stressed at work and think about leaving. However, there are relatively few studies on the cardiovascular risk of teachers. More study is needed into the effects of these programs on teachers' health, particularly heart health. The effects of collective agreements and legislative changes on work organization, pressure at work, and central venous pressure on school staff require further investigation. These are some of the phenomena of natural experiments that need to be evaluated [21].

M. Ahmed et al. stated that bullying in schools is believed to be the most disgusting antisocial activity for teens. The overall frequency and consequences of harassment among school students are poorly defined. Therefore, the ongoing study sought to look at the frequency and type of bullying occurring among school children. Using the English version of the Multidimensional Assault Victimization Scale, 556 students were randomly selected for the survey. During the past year, bullying victims made up about half the participants. According to the author's analysis of the data, pushing and pushing, making fun of someone, and spreading rumors were the most frequently encountered types of harassment. Bullying victimization rates were significantly higher among schoolboys who were male, attending public-schools, and living in metropolitan extents. The discoveries of this training will be useful for legislators and other backers to change anti-bullying rules and hire good teachers to ensure good conduct and abolish bullying [22].

3. DISCUSSION

Factors other than those included in the analysis may have a systematic effect on estimates of bullying at the class level. Two important factors that can affect variation in schools at the class level are school size and geography. If that were the case, our analysis at the classroom level would have gone awry. As you may recall, the systematic association of bullying with educational level or location has not been proven. Similarly, the number of students may influence estimates of bullying at the classroom level and may affect our analysis. However, consistent with other studies, there was an essentially significant association between our estimates of bullying at the class level as well as on class size. When the homes of adolescents were being taken into account, class-level variation was observed for this variable, which is indeed associated with class-level assessments of the other schoolchildren in the sample. No apparent effect of family on hurting others was found, directly or indirectly, when the path analysis considered home as an explanatory variable that shared information and structure. As our findings show, bullying and indeed the way instructors conduct their classes, as well as the political hierarchy of the class, are significantly linked. This is true even when the study takes into account the living conditions of the children at home. Philosophical arguments support the idea that these relationships are also sometimes persuasive, meaning that management has an indirect and direct effect on bullying through the political hierarchy of class. These findings, from the reader's perspective, are important because they suggest that the normative and prevailing paradigm of personality bullying in domestic situations, as it relates to variables affecting the bully and the victim, have been oversimplified. . Furthermore, it is important either from a practical standpoint whether professor management style influences the social dynamics of the curriculum and, therefore, the amount of bullying.

4. CONCLUSION

Briefly, the current observational study includes a preliminary analysis of bullying on playgrounds and in the classroom. When used in conjunction with the teacher and student reports, observations can also provide valuable context to the hidden mechanisms that have already developed in bullying. Knowing the processes behind the initiation, maintenance, and intensity of bullying is essential to formulating effective solutions. Future research using other self-report and observational methods will clarify these processes as well as the concomitant conditions for bullying and harassment. Research and solutions can work together to provide a strong foundation so that children have a safe and encouraging environment to enhance both social and intellectual progress. It is central to note the limitations of the training and first, since issues of bullying may very well be linked to the school environment and/or the classroom environment, the fact that participants are now only seen in one school hinders generalization. Since there was no evidence of the school environment, it would have been impossible to determine how much of the bullying problems in the current research were influenced by the school environment. Second, since both aggressive and non-bullying children were included in the study sample, it is impossible to generalize about the proportion of bullying observed. Non-confrontational children's engagement in bullying in the schoolyard implies that the environment dramas an imperative person in triggering the acquisition of social knowledge of anxiety. A random sampling of children for observation would result in reduced bullying rates.

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CHAPTER 4

ANALYSIS ON THE ADVANCEMENT OF TECHNOLOGY IN EDUCATION SECTOR AND MODERN TIMES

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ABSTRACT: When we think about education, the first image that comes to mind is receiving a formal education while sitting in a classroom with other students and instructors who are passing out notes on various subjects. Today, however, we prefer to take our lectures online while sitting by ourselves in our rooms with screens in front of us. The most current and up-to-date kind of education offered in 21st-century classrooms and educational institutions is known as modern education. This study focused on the development of technology in education, also discusses the traditional and modern technology, role of education technology and so on. The utilization of a variety of educational materials and an integrated system of knowledge and science focused on human learning constitute education technology. Although technology has a positive impact on education, there may also be negative effects. This should be used positively by educators and learners to eliminate barriers that keep many students and institutions from succeeding.

KEYWORDS:Classroom, education, Modern technology, Teaching, Student.

1. INTRODUCTION

Technology's widespread use has a favorable impact on several facets of society, especially education. Learners now have access to computers for academic support, the internet for study and research, while professors use technology to enhance their teaching. Although contemporary technology has advanced rapidly in recent years, it has also permeated every aspect of our daily lives, including education. Education has undergone a significant technological revolution, and this is significant. The education industry is becoming more and more reliant on contemporary technology, which has led to constant communication with students and the availability of several forums for educational support. There will undoubtedly be an increase in several apps to assist kids in growth and learning, as we have already seen the growing power of tech during the worldwide catastrophe of the coronavirus epidemic[1]–[4].

Modern technology has been acknowledged by educators as a useful tool for facilitating lessons and improving the entire learning process. Learning has changed from being passive and reactive to being active and participatory since technology has entered the scene, or rather, the classroom. Compared to a standard classroom setting, visual presentation of any subject matter makes it more engaging and encourages student engagement. Technology advancements have made a variety of pedagogical resources available for teachers to assist pupils understand subjects easily, from PowerPoint presentations to simulation and 3D visualisation tools. The artificial gap between theory and practise has also been addressed by modern technology, which encourages student participation and working on real-world problems rather of memorization and rote learning.

As of the most recent studies on how exactly contemporary students choose to utilise today's technology and how online learning influences their learning, employing current tools and equipment enhances students' learning and engagement. They consider it to be much more interesting and full of interesting locations when technology is utilised to aid. Transmission of knowledge becomes tremendously simple, useful, and effective. This shows that modern technology makes it easier for our brains to work more swiftly in many spheres of life, including learning. These times, it's impossible to escape the dependence and reliance on such an innovation that merely makes life an effortless, smooth journey, even at institutions, universities, especially colleges [3], [5]–[7].

1.1.   *These are Some Ways that Students may Utilize Technology Today:*

1.1.1.   *Continuous Connectivity as well as Internet Access:*

The importance of the internet has considerably increased during the last 10 years. It's possible to exaggerate its importance in the area of education at this moment. Despite the dangers of fraud and other problems, the internet is a blessing for students. Just about everything we use now has elements of the internet, almost everywhere has access to the internet, Students that use the internet can find it to be very convenient as well as a wealth of lectures, study aids, and other tools that may help them learn and achieve academic success.

1.1.2.   *Using Projectors and Images:*

Compared to words, visual pictures always have a stronger attraction. Another excellent technical use is using projectors and images to enhance learning. To keep the learning dynamic and engaging, top universities throughout the globe today depend on the utilisation of fantastic PowerPoint presentations and projections. Projectors are one piece of technology that may be used in schools and colleges to increase engagement, interest, and motivation. Students prefer engaging graphics and content that encourages them to think for themselves as opposed to merely reading text. With regard to technology, the learning process also becomes rather effective.

1.1.3.   *Online Education by Utilizing Technology:*

"Online Education" are presently a pretty frequent phenomenon. People are interested in enrolling in online courses for learning and certification. Excellent online programmes are offered by top institutions via the use of the internet and a range of instruments. This concept will acquire more traction as it becomes more widely accepted and recognised. Compared to other student groups globally, students who are employed and also want flexible study alternatives are more used to the online degree environment [8].

1.2.   *Types of Evaluation:*

1.2.1.   *Product Evaluation:*

This section describes the advantages and disadvantages of educational technology. Through product assessment, it is possible to determine if educational technology has been effective in achieving desired results or not, to what degree it has been effective in this direction, and what constraints exist for its products. For instance, if you employ OHP in your instruction, you may evaluate your product to see how it affected the students' accomplishment in terms of final learning outcomes.

1.2.2.   *Process Evaluation:*

This step determines if programme "implementation" adheres to the right pathways or veers off of them. Monitoring a program's daily activities and maintaining records may provide a lot of data that can be used to pinpoint the methods it has implemented that are both strong and poor.It assists us in making quick judgments on the programmes, making appropriate changes to the plan, etc. For instance, if you wish to evaluate how lectures affect students' learning results, you evaluate lectures' methods. You may assess the lecture technique at each step of the procedure to make sure it is going in the proper direction.

1.2.3.   *Summative Evaluation:*

Summative Evaluation refers to the evaluation of an edtech product at the conclusion of its use. A project's value for educational technology evaluation may be based on a number of factors.

1.2.4.   *Formative Evaluation:*

It refers to periodic evaluations of the effectiveness of educational technology. The assessment might be ongoing in nature. The technique to be used for subsequent units may be improved with the aid of performance evaluation at the conclusion of a unit. For instance, you teach science students using the inquiry approach. The effectiveness of the inquiry approach may sometimes be assessed.

1.2.5.   *Objective-based Evaluation:*

The value of educational technology is assessed objectively using pre-determined criteria. The anticipated result of educational technology is already known. The review shows if educational technology was successful or unsuccessful in achieving its goals.The developers may identify what the aims of the Educational Technology programme should be by evaluating the objectives. The primary responsibility of the evaluator is to ascertain how well the programme meets the goals when appropriate objectives have been chosen.

1.2.6.   *Goal Free Assessment:*

It suggests that the evaluation should not be carried out in comparison to the pre-established objectives. The programme aims shouldn't be disclosed to the evaluators beforehand. The evaluator should instead determine the program's real impacts when it is in operation. It is done to prevent the evaluator's bias from focusing solely on pre-specific outcomes and ignoring other programme impacts, particularly negative side effects.

1.3.   *Categories of Educational Technology:*

There really are three categories of digital learning: collaborative learning, synchronous and asynchronous learning, and linear learning. To better comprehend different forms of instructional technologies, let's have a detailed discussion, as shown in Figure 1.

1.4.   *The Development of Current Teaching Methods:*

Increased student-teacher interaction numerous tools are made available by technology to encourage in-person interactions between teachers and students. In the past, instructors would have covered a question on an overhead projector with paper and then removed it to disclose the answer. However, contemporary educational software has updated these antiquated techniques.

For instance, the Revealer Tool in ActivInspire imitates this technique and enables instructors to conceal and expose information on the screen improved effectiveness. The days of prepping each lesson on the chalkboard ahead of time or saving lesson material on a roller blackboard are long gone. Teachers may now develop new lessons and import previously created ones using platforms like Class Flow, which can be utilised again [9], [10].

Synchronous and Asynchronous	• Synchronous and Asynchronous are the first of the educational technology types. Due to new inventions being made every day, students can learn in or out of the classroom. Learning can be self-based with the help of various resources available on the internet), synchronous Learning and Asynchronous Learning. Now students can learn online through Distance Learning Programmes, Virtual Classrooms.
Linear Learning	• Liner Learning is the second number in educational technology types. Linear Learning is all about Computer-Based Training (CBT), where the information about the Programme is sent to students' computers, tablets, or smartphones. It looks much like reading an online manual or book. It is frequently used in teaching static processes, like using software or completing mathematical equations.
Collaborative Learning	• Collaborative means 'to work with another person or group to achieve or do something, so Collaborative Learning is how learning is done in groups by working together. Problem-solving, learning new concepts or completing tasks are, provided in groups of two or more to work together.

Figure 1: Illustrating the Different Categories of Educational Technology.

more enlightening education In the past, students studied from textbooks. However, multi-sensory, immersive learning experiences are increasingly being produced using 3D printers, augmented reality, gamification, and virtual reality. lessened load of evaluation. With ClassFlow, instructors can quickly and simply develop assessments, administer them, and export the results. They also have the option to mark and compile student answers in real-time as they are being learned. maximised the time for studying. Teachers have always utilised homework to help students learn as much as possible. However, some institutions are reversing the process, allowing students to attend lectures outside of the classroom using technology and complete related assignments during class time with professors there to answer any questions.

2. DISCUSSION

It is included into the curriculum, employed as a delivery strategy for education, a means of bolstering instruction, and as a tool to enhance learning all around. Education has changed from being passive and reactive to becoming interactive and aggressive thanks to technology. Education is important in both academic and industrial settings. In the former, workers get assistance from education or training to help them modify their prior behaviour. The latter's training aims to stimulate students' attention. In any case, using technology may help pupils retain and comprehend the material. Educational technology in education is essential because it allows contemporary educators to include new technologies and tools in their classes [11]–[13].

Teachers may improve the learner-centeredness of the classroom. It enables instructors to have interesting, unique, and fair interactions with students (Figure 2).The world of technology is evolving and changing quickly, so keeping up with that pace is absolutely essential. This generation is digital aware, and technology is becoming an essential component of their daily existence. So why not alter how this tech-savvy generation learns and is taught using technology? The latest trend in education is the utilisation of technology.

Figure 2: Illustrating the benefits of using Technology in "Education System".

Because this generation is used to all the devices and can use them easily, learning using technology is enjoyable for them. They are conversant with a variety of technology, including tablets, computers, and smartphones. Incorporating this technology into instruction is what education technology thus does. The way things have been taught up until now is slowly disappearing, and new teaching strategies are being thought about. Giving pupils technology to use for learning, developing engaging educational applications, and a lot more fall under this broad category. Students will undoubtedly find it intriguing given their familiarity with modern technologies.

2.1. Role of Modern technology in Education:

According to the most recent perspectives on how modern students today choose to use technology and how using technology affects their learning, it has been found that as a result of the usage of modern hardware and software, student learning and interaction are growing. When backed by technology, they typically find it to be much more fun and full of interesting topics. Information transfer happens quickly, simply, and very simply. [14], [15]. This shows that, when new technology is applied, our brains tend to work more efficiently in any aspect of life, including education. These days, it is hard to avoid becoming reliant on inventions like these that make life simpler and more comfortable, even at schools, universities, and colleges. The following are some ways that students of today will exploit technology: constant communication and internet access the significance of the internet has risen within the previous decade. Its

relevance in the domain of education cannot be questioned at this moment. When you take into consideration the dangers of fraud and the downsides, utilising the internet is like delivering a gift to students. Today, nearly everything we use has connection to the internet. Nearly all of our gadgets, including our phones, game consoles, and TVs, have connectivity to the internet. Students who employ the internet may enjoy tremendous comfort, as well as a range of tutorials, support materials, and other resources that may be utilised to enhance and improve their academic learning.

How and where to maximise learning and teaching and at home is a challenge that many educational information providers often face. Flexible & idea execution have a key role in technological developments. Their capacity for observation, cognition, as well as learning is evolving along with the generation's use of technology. It's becoming more visual and electronic. Therefore, the educational providers must make the necessary changes to their knowledge-sharing strategy. Technology is being used in educational institutions for teaching, learning, and administrative reasons. For successful teaching and learning environments, the education ecosystem is increasingly reliant on cutting-edge technology. In order to improve student learning outcomes, teachers are acquiring new technological skills. Students who actively engage in class might benefit from technology. Online courses may have the opposite impact on certain students than speaking in front of their peers, who may find it scary. They may find it easier to express themselves in writing if they participate in conversations on the message boards provided by online courses. Not to mention how engaging and involved the courses are for the pupils. It could also improve inter-student communication. While some people find it unpleasant to approach their coworkers for advice on certain topics, they may find that chatting online is less embarrassing.

2.2. Technological Advancementin Improving Education:

2.2.1. Digital Materials:

The advent of digital material has been the most significant change to the educational system. Digital learning revolutionised the educational system. In comparison to the conventional whiteboard technique, learning via videos, photographs, texts, graphics, tales, short films, prose, infographics, and even games offers a deeper grasp of subjects. Tutors have begun utilising mobile and online apps in several nations to convey knowledge, which is quite beneficial for the pupils.

2.2.2. Automation:

One of the most popular automation systems in the world right now is this one the automation of the whole college/school automation of every process. Operations include everything from choosing a school location to submitting an application. There are several stages in between, including admission, notes, assignment and research paper submission, attendance control, home learning, exams, evaluations, result publishing, notices, meetings, cultural events, and campus placement. One message may eliminate all the effort. Just picture receiving all of them on your smartphone through a mobile app.

2.2.3. Mobile Education:

Classroom instruction is being gradually replaced by digital development. The popularity and reach of mobile learning are both quite high. Mobile users may travel while using their gadgets

to study. Learning materials and notes are available to students at all times and from any location. The use of video learning and similar specialised software is growing. The barrier of distance between the educator and the student has undoubtedly diminished due to mobility. Distances may be crossed and education can be delivered right to the student's door thanks to technology.

2.2.4. Outstanding Content:

Access to high-quality information is now simpler than it always was. The amount of information currently accessible online is enormous and individualized. After using artificial intelligence and machine learning, material from books, case studies, newsletters, business journals, statistics, etc. is extracted in order to create tailored content. For mobile devices, the material is better structured and interactive. This is being adapted by educational institutions, who now let students to access material for the purpose of improving their knowledge.

2.2.5. It Is more Practical:

Universities are putting more of an emphasis on giving their students practical training. They use technology to provide their pupils access to all of the online case studies, puzzles, study resources, and information. Instead of focusing on increasing their soft skills, they are aiming to raise their IQ and managerial abilities, which will enable them to create their own portfolio and advance in their professional careers.

2.2.6. Affordable Education:

Many nations think that implementing technology in any industry is expensive. It is a myth, however. There will be very little setup expense. You won't be charged for any eBooks, applications, or video lectures. When compared to the quality it will provide the system, even the related cost is very low. There is no need to increase infrastructure spending. Spend far less on bolstering IT infrastructure. You will have complete power at your fingertips for a one-time investment. There won't be any actual barriers preventing information exchange.

2.2.7. Greater Efficiency:

Educational institutions must efficiently manage all of their daily activities, including but not limited to students, teaching staff, laboratories, and exams, while also keeping related costs in check. Projectors and other IT lab equipment need to be updated and maintained. All assets will be monitored by real-time visibility, which will alert when necessary. so that teachers may devote more of their time to worthwhile activities.

2.3. Technology Use in Education:

In the educational setting, educational technology has a significant role to play. Several tools known as educational technology are used in their usage and use in education. A variety of instructional tools and equipment, including computers and televisions, are included in educational technology.Self-learning and group education are only two examples of the educational methodologies that are employed in the use of this technology in education. Other tools and technologies used in the application of education technology include:

- Open Education Resources are a collection of contemporary tools for assisting students in learning by lowering the price of conventional topics and increasing their dependence on online learning resources.
- A teaching method that makes use of video records, in-person observations of pupils in the classroom, and mobile devices.
- Exam supervision is done using monitoring technologies, which are more advanced than the traditional method of watching pupils take tests. Performance Centers that bring students together to submit tests and facilitate their travel from place to place or across countries to submit exams are monitoring tools; their domicile was distant from the exam venue. A type of evaluation employed by a teacher or teachers in a school or university is known as formative assessment. Students may get perspective via this evaluation.
- A discussion forum is a learning environment focused on the creation and organisation of a council to debate certain topics. It has numerous benefits, including improving student involvement and energising collaborative learning, whether done online or off.

2.4.   *Drawbacks to using technology in the classroom:*

The following list of negative aspects of educational technology includes some pitfalls of employing technology in the classroom as shown in Figure 3:
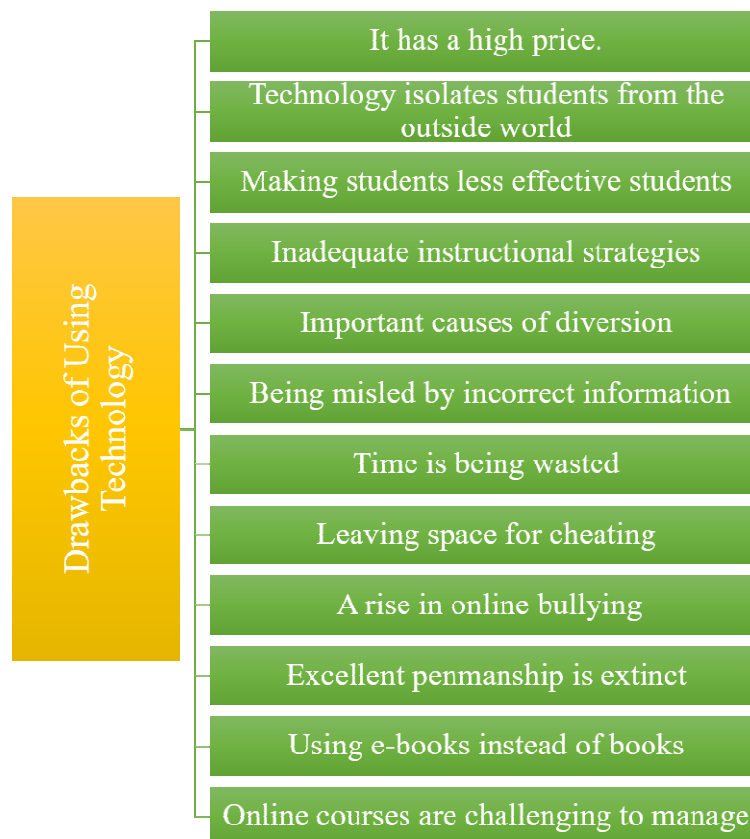

Figure 3: Illustrating the Various Drawbacks of using technology in Education.

2.5.   *Modern and Traditional Education:*

The usage of educational technology has subsequently become essential for today's pupils since it allows kids to learn at a much faster pace than they could otherwise. typical educational pursuits: Education in the traditional sense is also known as general education. The transmission of the values, morals, and social skills that the future generation will need to live is one of the main reasons for conventional education. The student gains knowledge about the traditions and customs of the society in which he or she lives via traditional education. Students get this kind of teaching mostly via vocal repeating.The most current and up-to-date kind of instruction offered in 21st-century classrooms and educational institutions is known as modern education. Along with emphasising top-notch courses in business, science, and the arts, it also strives to help students develop their analytical, decision-making, and life skills. Online education also makes use of cutting-edge technology to educate students and make the learning process interesting and engaging.

However, both conventional and contemporary teaching strategies are efficient and helpful in online learning. Modern teaching techniques are crucial and have a significant impact on how children learn and acquire information. Modern education uses a range of teaching and learning techniques, such as the well-liked spatial learning approach, which pushes pupils to transition between tasks rapidly. Education for kids gets more exciting, simple, and interesting with the use of science and technology in teaching techniques.With a stronger focus on science and technology, modern education is now extensively used in schools and varies greatly from conventional approaches. Modern education makes lessons more engaging and participatory for students by using a range of computer technology, the Internet, and projection presentations. Modern education lowers the constraints of the conventional system to learning by trial and experience, as opposed to traditional textbooks and theoretical learning. In conventional education, students were given the information and knowledge they needed, but at the same time, critical thinking and problem-solving techniques were imparted so they could do their own research and advance in their online education.

3. CONCLUSION

Although technology has a positive impact on education, there may also be negative effects. In order to overcome the barriers that many kids as well as schools face on their journey to success, teachers and students should utilise this in a constructive manner. Consequently, in the future, every country must have a more technologically sophisticated education sector. Technology has a positive influence on education, but it also has potential drawbacks. The advantages should be removed for many kids and schools to achieve greatness, and teachers and students should take advantage of this in a constructive way. Therefore, it is now necessary for every nation to create an education system that is better equipped technologically in the future. Technology is pervasive in schools today and is set to displace many traditional methods. Technology has an influence on student success in both good and bad ways. There are a variety of options that might either increase or decrease a student's desire to participate in class work. Different forms of technology may improve student learning, but they can also act as a crutch that prevents students from understanding their fundamental abilities. Making all pupils master learners and fostering a love of learning are the major goals of the educational system. Students were usually introduced to the lesson using pencils, rulers, and graph paper. Today, it's crucial to be able to not just utilize technology but also pick up new skills in the field. I now have the knowledge and abilities to more effectively incorporate technology into my classroom. This helps the students and me as a teacher, as well as the kids.

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CHAPTER 5

COMPREHENSIVE STUDY ON THE IMPORTANCE OF DIGITAL LITERACY IN RECENT TIME AND FACTORS THAT IMPROVES DIGITAL LITERACY AMONG CHILDREN

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ABSTRACT: Digital literacy is the ability to find, evaluate, and convey information using writing and other media on various digital platforms. We need a few key digital literacy abilities to accomplish our objectives and go about our daily lives, especially in the linked, online world we now live in. Growing in importance in schooling from a young age is digital literacy. Additionally, today's students are expected to produce, collaborate on, and distribute digital information ethically. For these reasons, educators must recognise the value of students' digital literacy abilities and the necessity to teach digital literacy in the classroom. This research focuses on digital literacy, which is crucial nowadays. Digital literacy will continue to be an important problem for librarians and other stakeholders concerned with providing fair access to electronic information. There are numerous advantages to going digital with your study at home or in the classroom. While core skills linked to basic reading and the capacity to properly analyses and utilize information will continue to be crucial for full participation in the global information economy, new technological devices, apps, and services will require new proficiencies.

KEYWORDS:Classroom, Digital Literacy, Learning, Student, Technology.

1. INTRODUCTION

Simply define, having the knowledge and skills necessary to effectively use computers as well as other "Information and Communications Technology" (ICT) is known as computer literacy. It covers anything from more complex computer programming to utilizing a computer's hardware and software to do simple tasks. Knowing the definitions of important computing words is another aspect of computer skills. Digital literacy is distinct from computer literacy. Digital literacy is the ability to communicate or obtain information through digital platforms, such as putting up an online social network profile or reading emails on a phone. Contrarily, computer literacy describes a person's capacity to utilize a computer and their practical understanding of how they operate[1]–[3].

Computer literacy begins with learning how to use devices like the keyboard, mouse, and track pad as well as how to turn on and off the computer properly and run apps. Additionally, users should be familiar with fundamental operations like copying and pasting, going to click and double-clicking on a mouse or track pad, as well as typing using a keyboard. Because many employers require their employees to be using basic office software, computing is seen as a vocational subject. One of the very first skills that younger students will learn is word processor trying to type. Their initial exposure to the undo and redo tools, as well as text styling with bold, italic, and underline, will likely be via word processing. Learning how to utilise the "save" feature will be necessary for creating documents.

Digital literacy is the capacity to use internet resources, such as social media, websites, and videos, to discover, assess, use, share, and create material. By giving students a firm basis to connect with online materials and use digital technologies successfully throughout the learning process, digital literacy fosters student learning. Many students have access to a personal or educational device of some kind, such as a phone, tablet, or computer, which enables them to search the internet for information. Teachers and parents need to assist children in interacting and navigating the digital world successfully as a result of the rising usage of digital resources in the curriculum.Students that possess digital literacy abilities may go beyond a technological comprehension that is process-focused and creatively use digital resources in their own work. These skills empower students to use critical thinking skills and go beyond the idea of traditional literacy [4]–[7].

In the classroom, having the knowledge and skills to utilise a wide range of digital resources, such as smartphones, tablets, and computers for a variety of educational purposes, is referred to as digital literacy. Students may utilise these technologies in the classroom to study information for various subject areas, engage with other students about academic issues, and produce original digital content that is linked to the curriculum they are learning. The capacity to utilise digital technology successfully and fluently for business, play, or academic reasons is known as digital literacy. This encompasses the capacity to locate, assess, make use of, and produce digital material. As they will be necessary for their future employment, school pupils need to build their digital literacy abilities. Strong digital literacy skills are now a requirement for many employment, and people without them may find it challenging to compete for positions [8], [9].

2. DISCUSSION

People today need to understand how to utilise anything digital since the technological world has grown so quickly. When we first started using computers, all we had to worry about was learning how to operate the few included applications. We now have a vast array of digital gadgets, all of which need a basic grasp of technology. The goal of our extracurricular computer courses is to educate kids how to be digitally literate since we think it will open up a lot of career options for them in the future.The capacity to locate, assess, and utilise online information securely and ethically is referred to as digital literacy in education. Children should be taught concepts like copyright, plagiarism, and how to use resources for instance. Students are equipped with these abilities to critically examine any subject[10]–[13].

Digital literacy includes the use of smartphones, laptops, tablets, and other internet-enabled devices. The benefits of teaching digital literacy skills in the classroom are being emphasised more and more by school administrators, media specialists, and instructors due to the fact that today's youth significantly depend on the Internet as a source of information. Students that are digitally literate know where to find and how to employ digital resources. They are skilled at creating, sharing, and communicating digital content.

Students who are improving their digital literacy skills are aware of the principles of Internet safety, such as creating secure passwords, understanding and employing privacy settings, and knowing what to post or not post on social media. They are aware of the dangers of cyberbullying and work to stop present bullies as well as deter others from becoming bullies, as shown in Figure 1.

Giving students the abilities to successfully and ethically locate, assess, discuss, and share online material is crucial for their futures since practically each employment in today's digital world loads some kind of digital communications at some time. However, the advantages of giving your pupils instruction in digital literacy start right away in the classroom.
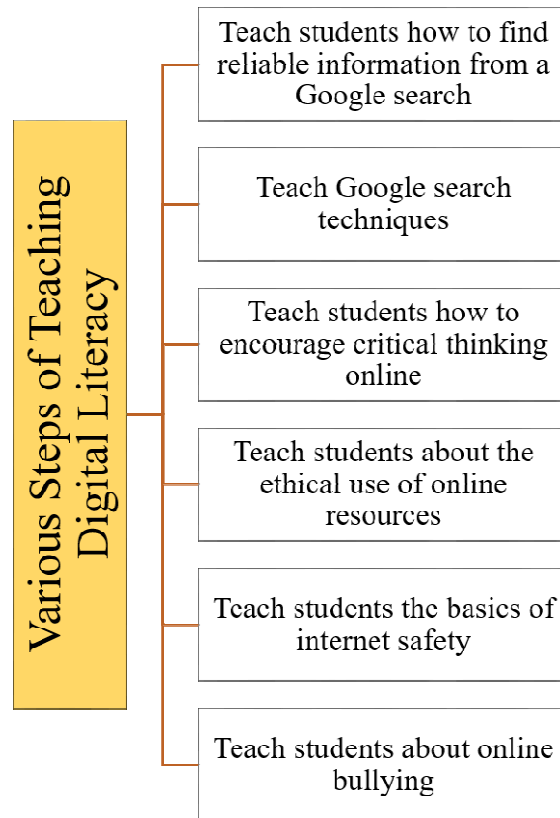
Figure 1: Illustrating the Different Phase of Teaching Digital Literacy.

2.1. Using technology in the classroom:

Digital literacy in the classroom refers to a student's capacity to identify reliable sources, comprehend authorship guidelines, and assess the reliability of online information in relation to a task or assignment[14], [15]. Lessons on how to communicate online and utilise digital tools responsibly may include:

- Find relevant pictures and videos
- Recognize how language might imply prejudice.
- Take part in online forums
- Verify research's facts
- Review internet sources
- Cite sources and other legally protected content
- Separate "genuine news" from "false news"

Students may analyse their participation, behaviour, as well as interactions on digital learning platforms, across the internet by joining digital literacy into the class room. When consumption quartiles are analysed for digital literacy, it is found that the bottom quartile has the lowest

proportion of households with digital literacy, at 17 percentage, as opposed to the top quartile's 77.00 percentage. In comparison to rural regions, urban areas have a nearly 17–25.00 percentage higher proportion of digitally literate families across all quartiles. When comparing the consumption quartiles of digital literacy within rural regions, it can be noted that the lowest quartile behind the top quartile by a significant margin of 44.00 percentage (Figure 2).

Figure 2. Illustrating the Digital Literacy Levels in India, Based on Consumption Quartiles[16]**.**

Figure 3. Illustrating the Digital literacy levels in India, based on Qualification Status.
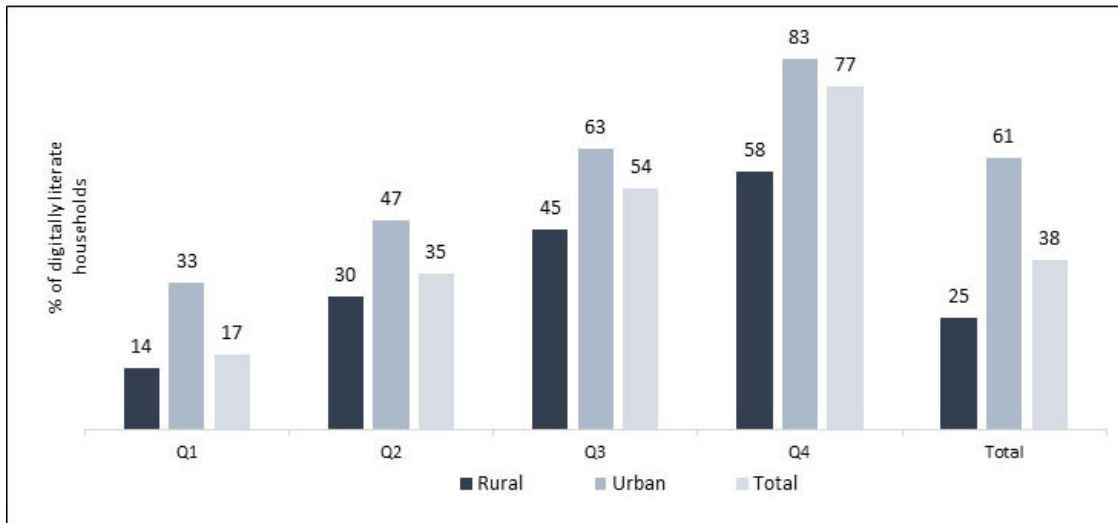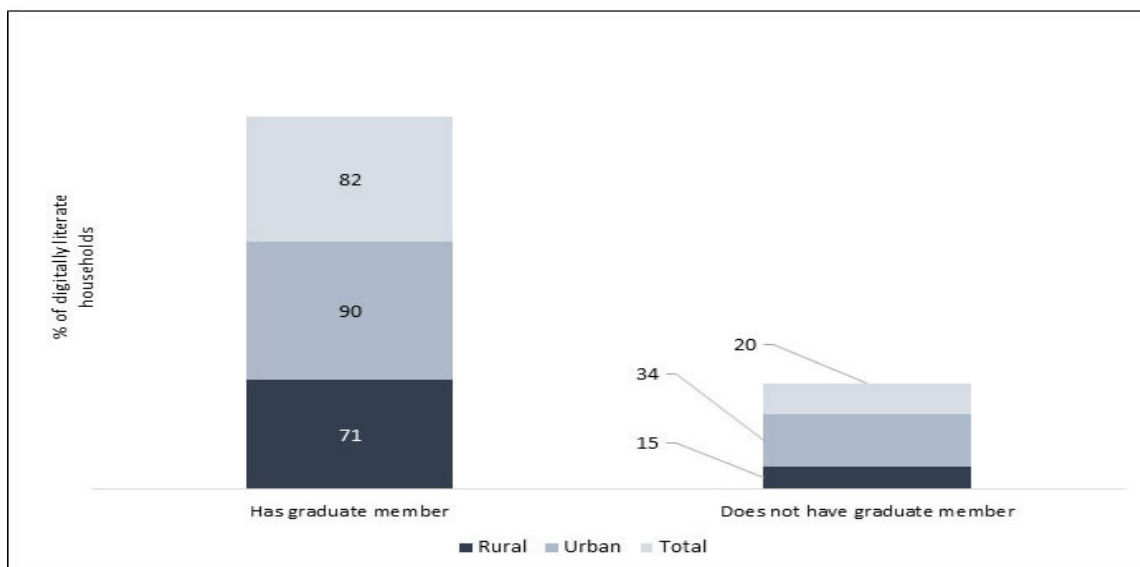
In terms of education, there is a 71.00 percentage likelihood that the family is digitally literate in rural regions and a 90percentage chance in urban areas if one member of the household has a doctorate degree (Figure 3) [16].

In rural India as shown in Figure 4, the families with the largest number of digitally literate households are those who reported receiving regular wages/salaries from non-agricultural employment, at roughly 53%. However, with a level of 13percentage, casual employees in the agricultural sector have the lowest degree of digital literacy. In urban India, permanent wage/salaried employees have the greatest rate of digital literacy 73percentage, while temporary workers have the lowest rate (30percentage).
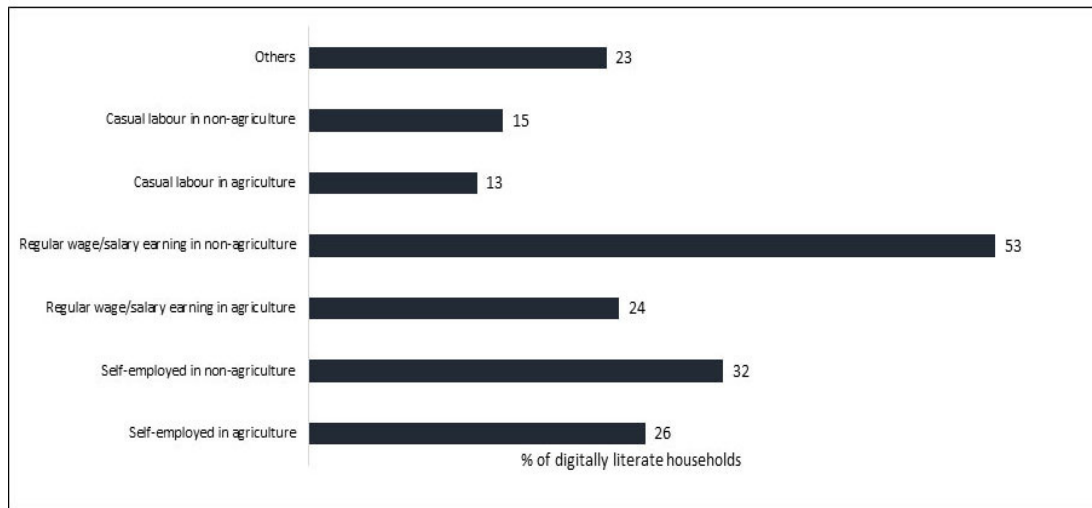
Figure 4. Illustrating the Digital Literacy Levels in Rural India, based on Occupation.

2.2. *Digital Literacy Empowers Students:*

Students today have greater access than ever to an online education. The greatest people to guide kids in safe online behaviour and efficient use of digital resources are educators. Our world is evolving quickly thanks to technology, and digital literacy may help kids stay up both inside and outside of the classroom. Thanks to the advancement of technology throughout time, we now live in a world where computers and gadgets both improve and burden our lives. The dominance of technology in daily life emphasises the significance of digital literacy for both adults and children. The digital world is full with advantages and benefits for everyone, but it can also be overwhelming and even hazardous if technology is not used and understood properly.Digital literacy education for children is crucial. In order for children to utilise technology safely and efficiently, they must be able to comprehend it. Knowing how to update your Facebook status or snap a picture is not the only aspect of digital literacy. Digital literacy is the ability to use technology effectively.

Traditional literacy is a term we are all familiar with. Reading and writing are both components of literacy. But being literate is no longer sufficient in the modern digital environment. It's crucial that kids learn digital literacy as well. Digital literacy includes both utilising and comprehending technology. It relates to the ability to find, utilise, and create information online in a constructive and beneficial way. Digital literacy also entails being aware of the limits of technology as well as the risks and safety measures associated with its usage. It's not the same as having computer literacy. Undoubtedly, using a computer is a component of it. However, digital literacy encompasses more than just using a computer.Digital literacy may be easy or difficult.

Digital literacy, in its most basic form, refers to skills like being able to utilise social media, navigate a website, and send emails. Digital literacy, however, also refers to a better comprehension of the technology that permeates our lives. It may also be used to describe technical software abilities like building an app, a website, or a blog. Understanding how to use Instagram or SnapChat is just one aspect of digital literacy.

2.3.   Benefits of Digital Literacy for children:

The advantages of having a strong understanding of digital literacy for kids are enormous. In today's increasingly connected society, children begin acquiring digital skills at an early age. Many of these technology skills are required in the industry and in the classroom. When young people begin their careers, almost every position will need some level of computer knowledge [17]–[19]. Since the majority of schools today demand projects and assignments to be submitted online, children must also exhibit essential skills including the capacity to write a paper, do research using a search engine, send an email, as well as the ability to use the internet safely. A digital literacy programme is necessary more than ever. The employment of technology without a clear grasp of its purpose is where we get into problems. Children who use social media should be aware of its functionality, its audience, and the digital traces they are leaving behind. The following are three of the biggest benefits of using computers in early childhood education:

- Improved Critical Thinking Capabilities

Problem-solving and critical thinking abilities are necessary for using computers. The need to diagnose specific problems, install and configure programmes or apps, and stay current with updates constantly exists as technology develops. Understanding how computers and programmes operate is essential for keeping up with the constantly evolving world of technology since these problems often need to be resolved with little to no advice.

- It Gives Children Power

Children that are computer literate also know how to hunt for intriguing material that is useful. This implies that kids may broaden their knowledge beyond what they learn in school and include subjects that interest them. As it encourages individuality and inquiry, this is really powerful.When your kid isn't in a formal learning setting, it's crucial to make sure they only have access to age-appropriate content or that they are properly supervised.

- Additional Career Possibilities

Almost all jobs now call for some amount of digital literacy. Jobs in the technology sector might be among the best paid. As a result, when a child's digital literacy is fostered from an early but suitable age, their work options are greatly expanded.

2.4.   Role of Digital Literacy for Students:

Students now have another method for learning knowledge in the classroom thanks to digital literacy. Even outside of the classroom, students may apply their digital literacy abilities, and many of them will carry over into adulthood. The advantages of digital literacy for pupils in a classroom include the following:

2.4.1.   Using Digital Technologies for Education:

Online resources such as digital tools help people complete jobs more quickly. Both students and instructors may use a variety of digital technologies. Students may access the internet, use email, social media, blogs, networking, and discussion forums using the majority of digital devices. Teachers have the opportunity to show children how to take use of these technologies by teaching them digital literacy. Additionally, it provides pupils with a learning environment where they may practise using them in a classroom.

2.4.2. Searches for content that work:

When doing research for a forthcoming report or seeking up instructions for a scientific experiment, students may utilise the internet to find a variety of information. The use of digital literacy in the classroom teaches pupils how to discover reliable sources of information. Teachers should assist students in recognising when websites include biassed or inaccurate information so they can steer clear of it and locate trustworthy materials from relevant sources.

2.4.3. Correct Citations:

Teachers may teach students how to credit their sources and how to make online citations by using efficient teaching techniques. Students may utilise online plagiarism checkers to make sure they've accurately referenced their sources thanks to digital literacy. Students have the chance to learn about the significance of providing credit when they utilise someone else's published work in their own writing by using digital literacy in this way.

2.5. The Four Bases of Digital Literacy:

Understanding the four major concepts of digital literacy is crucial, which are:

- Comprehension:

The first principle, comprehension, relates to a reader's capacity to comprehend the information included in digital media.

- Interdependence:

The world is now interdependent in some way. Consuming digital media has become a regular aspect of our life. The concept of "digital interdependence" describes the relationships between various media types. It is now simpler to absorb material from many channels because to the growth of digital gadgets.

- Social Aspects

How messages are understood in the online setting may depend on a broad variety of social factors in the social media arena. Understanding these social factors is necessary to appreciate the appeal of certain media.

- Curation:

The idea of digital curation is familiar to anybody who has saved a pin to a Pinterest board. Finding, compiling, and storing digital content in a manner that facilitates future access and usage is known as curation.

2.6. Important of Digital Literacy:

The abilities needed to utilise technology safely, effectively, and ethically are included in digital literacy. Learning digital literacy skills is becoming more important as technology continues to permeate every aspect of everyday life. The following five factors make digital literacy crucial.

2.6.1. *Encourage Educational Advancement:*

The growing use of technology in education is one of the primary reasons digital literacy is crucial. In the last 15 years, the use of technology as a learning aid has increased, with platforms like computers, tablets, and the internet becoming more common in K–12 classrooms and colleges.

Students who are proficient in digital literacy will feel more at ease and confident using these platforms for learning, while students who are not proficient in this area may find it difficult or unnerving to use the relevant technology, which might hinder their development. Additionally, since the majority of standardised state exams are now conducted online, it's critical that students have the confidence to focus on the material at hand rather than being slowed down or distracted by using technology for the exam. Online Assessments" is a blog article we wrote: Helping Students Think about Answers, Not their Fingers" has additional information on this subject.

2.6.2. *Boost Online Security:*

Online hazards are intricate and dynamic, with malicious people or organisations always coming up with new schemes to exploit others. While digital literacy cannot guarantee that children won't encounter online safety issues, it can provide them with critical information, resources, procedures, and tools to assist safeguard their safety and privacy as much as possible.

2.6.3. *Acknowledge Digital Responsibilities:*

Digital literacy emphasises the value of digital responsibility, or the capacity to interact and consume information online in an ethical manner, in addition to online safety. Students who use technology more often have difficulties with copyright and plagiarism, cyberbullying, vetting informative sites, and social responsibility. Students who possess strong digital literacy abilities are better able to comprehend and deal with these difficulties, which helps them become more responsible online citizens.

2.6.4. *Increase Online Equity:*

The fact that it aids in closing the digital gap is another factor in the significance of digital literacy. Even with the widespread use of technology in homes and schools, there are still disproportionately many minority employees who lack basic digital literacy abilities. Institutions may boost digital literacy among underrepresented groups and upskill these students so they may have more professional possibilities in the future by making digital literacy a priority in K–12 education.

2.6.5. *Encourages Lifelong Learning:*

Digital literacy foundations provide pupils the fundamental information and abilities they need to use a variety of technologies today and in the future, despite the fact that technology is always evolving. Learning fundamental ideas like input/output, application functioning, identifying hardware components and how to utilise them, etc., for instance, may provide one basic transferrable knowledge that they can apply with new and upcoming technologies.

2.7. Traditional and Digital Literacy have Different Characteristics.

Reading and writing are the two aspects of classical literacy that spring to mind. Learning to read literature after learning to read sight words and phonics. For kids to flourish in elementary school, high school, and further education today, they need more than just the written word. Digital literacy broadens traditional literacy. To enhance students' thinking and learning, it offers e-learning features including audio as well as video. When students integrate digital and conventional literacies, they learn to read and write while also improving their communication, language, including media skills. Through the use of visuals, figures, music, and video, they develop and interact with the environment, raising the bar for their reading and writing abilities. Additionally, they develop dynamic creativity that supports how they think, communicate, create, and interact with the environment.

Knowledge is fundamental to critical thinking and skill development and cannot be replaced by digital literacy skills alone. In my opinion, acquiring new skills entails having a solid understanding of the "what, when, where, why, and how" of the process. Without such a foundation, developing new abilities becomes absolutely pointless and useless. If people acquire skills in this manner without context or understanding, they will just turn into robots, and Paul makes a great point about this in her piece. Students will need these abilities to engage and learn as much as they can in our society, which is quickly changing as seen by the growth of social networking and media. This is merely to say that it has to be broadened to meet our current society, not that conventional literacy should be completely abolished.

2.8. Various Ways that Digital Literacy Improves Learning:

The amount of time and space available for learning in traditional classroom settings is limited. They have access to the whole universe when you give them technical tools. Anywhere, at any moment, they can learn anything. It's a means to promote lifelong learning and information sharing by extending learning outside the four walls of the classroom.

2.8.1. Always bring learning:

Your kids will be able to apply this ability anywhere after they understand how to use digital media. The use of technology is pervasive. For instance, they most likely have laptops, tablets, smartphones, and other smart gadgets at home. Your students may use their digital literacy abilities to study deeply outside of the classroom and carry their information with them. Their brains become more receptive to autonomous learning as the constraints of time and place disappear. They may continue on their writing and research wherever they go, which fosters their autonomous learning and natural curiosity.

2.8.2. Talk to your peers:

The ability of older students to engage in interpersonal computing is another advantage of using modern technology in the classroom. When utilising cloud settings to complete their tasks, students may communicate with one another to critique, encourage, and provide comments. Students benefit from this because it fosters teamwork and negotiating skills that they may use throughout their life in addition to motivating them to achieve better.

2.8.3. Ongoing Communication with Educators:

In web-based learning settings, instructors become even more crucial in addition to maintaining contact with their students during tasks. Since they have access to everything their students do, they can assess their learning potential, peer evaluations, and the specific projects they are working on. The collection of this analytical data aids in evaluating the abilities and performance of each pupil. With the help of the cloud, instructors can see more of their pupils' development.

2.8.4. *Reduces behavioral problems:*

At the end of the day, when your kids leave the classroom, they go home, contact their friends, post images, and quickly connect to the online world. Being in a small classroom setting might be frustrating and boring for them since they are used to these ongoing personal contacts. Many kids act out as a kind of relief.

3. CONCLUSION

In order to promote digital inclusion and empowerment, access to technology is just a portion of the answer. Digital literacy abilities for the twenty-first century are essential for academic success, employment preparation, and full civic engagement. Closing the digital skills gap requires financing and other forms of direct assistance to continue present efforts and expand digital literacy programmes.Since it may have a positive effect on the pupils and be a useful technological tool offered, several suggestions for classroom-ness are available.Another important component of digital literacy is communication. It's equally crucial to be able to communicate yourself properly, ask pertinent questions, preserve respect, and establish trust while speaking in online settings. Being literate in the digital world is crucial right today, especially for college students. When you eventually transition into the working world, it will also be quite significant. The most important thing is to preserve your digital identity and well-being since the digital world is changing quickly. By incorporating digital literacy into the classroom, teachers integrate the educational and technological systems. The capacity to locate, evaluate, and utilise information with the use of digital technologies like social media, web browsers, and online discussion forums is the emphasis of digital literacy. Because it may foster academic development and educate students how to properly utilise digital technologies in all facets of their life, digital literacy is advantageous for both students and instructors. In this essay, we define digital literacy in the classroom and explain its value to both students and teachers. Students now have another method for learning knowledge in the classroom thanks to digital literacy. Even outside of the classroom, students may apply their digital literacy abilities, and many of them will carry over into adulthood.

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CHAPTER 6

EXPLORATIVE STUDY ON THE CHALLENGES FACED BY THE EDUCATION SYSTEM IN INDIA

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ABSTRACT:In schools and universities, education refers to the process of teaching, learning, and developing human capital. These advances in knowledge lead to skill development and ultimately to the quality of human capital, the Government of India has long recognized the value of education. The problem arises in the education system of India such ashigh costs for higher education, widespread illiteracy, resource waste, a focus on general education, and a shortage of funding.The author focuses on India's education system and challenges such as poverty, bullying, student behavior and behavior, and parental involvement. In this paper,the author discussed the policies of the education system and the development of the education system through Gross Enrollment Ratio.It concludes that, since the British period, no amendments have been made to the education system. But with the new education strategy launched last year, students can now anticipate that our education system will improve.The National Policy on Education (NCP) 2020 seeks to inject India's educational system with state-of-the-art subject matter, methods of education, and pedagogy that will help institutions become internationally and globally competitive.

KEYWORDS: Education, Education System, Higher Education, Institution, Indian Education, Learning.

1. INTRODUCTION

Many Indian students want to pursue overseas education in some of the most prominent universities in the world as they hope to have a successful career across the globe [1],[2]. To participate in the global workforce, gaining practical skills is as important as gaining knowledge. Developing the ability to work at this level requires a lot of practice, determination, and pure will [3],[4]. Indian education has undoubtedly garnered much appreciation from all over the world due to its extremely rich intellectual past and other notable golden events that took place in India and have given rise to some important major subjects [5],[6]. However, compared to Indian education, the overall general basic education of western countries is given importance and is preferred when it comes to teaching skills globally. Each nation has its unique customs, understandings, and other important circumstances that differ from country to country. As a result, different countries offer different forms of education [7],[8]. Despite these disparities in their educational systems, their overall objective remains largely the same. What kind of education the human mind receives and understands depends on them [9],[10]. Students who choose to pursue higher education abroad have a different outlook and often lean towards studying practically. In India, youth are part of an educational system that gives top priority to academic achievement. These evidence-based strategies can provide them with a broader educational experience.

Many children in India drop out of school after the first grade, those who drop out of the education system often find themselves unemployed, while those who continue to show

relatively low learning outcomes. All nations should strive to provide proper education to youth, but India is having a particularly difficult time doing so. The fact that the country's federal and state governments have not provided adequate funding to educational institutions hinders their achievement. To get the best results, the government, parents, and even the students themselves are not utilizing their resources adequately. It is difficult to create an effective educational system that achieves higher-order objectives such as fostering a sense of ethics, fairness, and optimism with a positive attitude. Even if traditional educational institutions succeed in imparting reading, writing, and math skills, they may turn students away from such objectives. Additionally, non-cognitive talents are sometimes overlooked, even though they greatly enhance and complement the contributions of more traditional cognitive skills. The most prevalent non-cognitive traits are conscientiousness, openness to experience, life satisfaction, openness to new experiences, and neuroticism.

These abilities can be modified using a variety of techniques and therapies and have a great potential to predict long-term outcomes in life. Interventions in education have generally been directed at growing schools, whose effectiveness is determined by the test scores obtained by their pupils. This limited perspective neglects the importance of non-cognitive skills and how they can be improved over time, assuming that performance on achievement tests is an accurate reflection of life skills. Addressing this grave crisis at the Indian level requires several structural and individual interventions as well as involving children, which affect more than 500 million children and young adults. Even though systemic changes take time to take effect, many evidence-based therapies can be used right now to help young people develop their cognitive, cognition, and job-ready abilities. The following actions cannot replace structural changes, thus policymakers and change agents need to continue to carefully look at long-term options.

1.1. History of Education System:

A Gurukul was once an institution of schooling in India, where anyone wishing to study would visit a professor's (guru) home and request instruction. If the Guru approved him as a disciple, he could stay at the Guru's residence and help with all the household chores. Apart from improving the relationship between teachers and students, it also teaches them how and where to run the household. The Guru instructed the young disciple in Sanskrit, ancient Hindu sacred writings, mathematics, and metaphysics, among other subjects. The student continued as long as he wanted or until the instructor felt that he had finished all his subjects. Learning was not just about memorizing knowledge; everything was closely related to the natural world and daily life. Lord Thomas Babington Macaulay introduced the English language and modern education system in India in the 1830s. Modern subjects like Science and Arithmetic were included in the syllabus; Metaphysics and philosophy were seen as useless. The close contact between teacher and student, as well as the relationship with nature, all fell apart when education was confined to the classroom setting.

The Uttar Pradesh Junior High and Post-Secondary Department, which had jurisdiction over Rajasthan and Gujarat, Central India, and Gwalior, was the first board to be established in India. In 1929, the Rajputana Primary and Middle School Education Department was established. After this many states constituted boards. However, the board's charter was eventually revised in 1952, and it acquired the new moniker Central Board of Secondary Education (CBSE). The board was in charge of all the institutions in Delhi as well as other places. The board's job was to decide what should be taught in all of its affiliated schools, as well as what should be published and how tests should be administered. Today there are hundreds of schools affiliated with the board,

including India and many foreign countries including Afghanistan and Zimbabwe. According to the new leadership of the Government of India, all youth in the age group of six to fourteen years will get universal and compulsory education. This is demonstrated by the fact that it is listed as a prescriptive object in Article 45 of the Constitution. However, nearly fifty years later, that purpose is not over. However, it seems that the government has recently taken the issue seriously and made basic education a constitutionally protected right for every Indian citizen. The government's decision to take this step must have been affected by the stress of economic expansion and the acute shortage of capable and educated workers. In recent years, the Indian government has spent about 3% of its GDP on education, which is considered a relatively low percentage [1].

The present study is about the evolution of the Indian education system through various policies. This study is divided into several sections, the first of which is an introduction, followed by a review of the literature and suggestions based on previous research. The next section is the discussion and the last section is the conclusion of this paper which is declared and gives the result as well as the future scope.

2. LITERATURE REVIEW

B. Ramesh Babu [11] has explained how the coronavirus can affect teaching, learning needs, and research is mostly in educational settings. The primary goals of the University Grants Commission of India standards and the recommendations of the United Nations Educational, Scientific and Cultural Organization (UNESCO) are also listed. The potential future of Indian students studying abroad is addressed, and concerns about the impact of the coronavirus on the digital divide in education and barriers to distance learning have been identified. It is found that the coronavirus pandemic has changed the way millions of people across the world are educated. Finally, students should take advantage of the current uncertainty and use it to their advantage by studying for exams or enrolling in online classes that may benefit them in the future.

H.V. Mukesh [12] et al.have explained that most young people with untapped entrepreneurial potential drop out of college in India without the necessary basic skills. The author's primary goal of interest is how entrepreneurship education develops the entrepreneurial potential of students and motivates them to pursue an entrepreneurial career. It analyzes the entrepreneurial potential and entrepreneurship instruction of students in higher education. The data also uses the triangulation technique to see if they are aligned. As the results show that student entrepreneurship potential is above average and entrepreneurship instruction in higher education is below average. It concluded that there was an opportunity to combine both entrepreneurial ability and education and work in harmony.

Mubashir Majid Baba .has explained that leadership is an engaging discussion that encourages individuals to become comfortable with the language of personal accountability and dedication. The goal of the studies on regularly debated topics within the management discipline is leadership and the various leadership styles. How pre-service teachers in sample institutions view the transformational leadership (TL) shown by their academic leaders and examine the impact of demographic factors on TL. Gender, age, occupation, and experience were some of the demographic factors that the research took into account. Findings show that academic staff from the best schools in a sample rated the TL of relevant academic leaders above average, and are now largely satisfied. It concluded that a benchmark for service professionals in formulating

strategies to guarantee that educational leaders in higher education institutions achieve above average.

Atasi Mohanty has explained that the primarily concerned with the Sustainable Development Goals (SDGs) of the United Nations, in particular the SDGs for Excellence in Education and Opportunities for All People. The authors have supported the effort to research publications on Education for Sustainable Development (ESD), including sustainability in the classroom to assess concepts and form the basis of learning and teaching activities. The authors used Sterling's Triple Bottom Line Framework of Environmental Sustainability in an attempt to establish a conceptual framework for the Indian education system to continue with re-education. It was found that education in schools fosters a greater understanding of the complexity, diversity, and unpredictability of the outside world. Finally, using ESD as a method and mechanism will help strengthen, enhance and maintain our educational system at the school level.

The above study shows how teaching affects learning, and conducting research in most educational settings alongside leadership is a fascinating discussion for individuals with a language of personal accountability and dedication that is easy to achieve. In this study, the author discussed the types of the education system and the development of the education system through various policies.

3. DISCUSSION

Each nation's ability to further its development both domestically and globally depends on the ability of its coaches. Elements responsible for high-quality education and learner achievement include the expertise, commitment, competence, professionalism, and motivation of the instructors. The biggest problem facing governments today is how to prepare these trainers. The teacher's job has become more difficult with the continuous expansion of information due to new pedagogical and psychological theories, philosophical ideas, sociological trends, and globalization. Today, teacher education programs must be well-designed and innovative. The current teacher education paradigm needs to be examined, researched, changed, reconsidered and re-invented. The advancement of teacher education is a three-pronged task: the production of qualified and effective teachers is indeed the main challenge for every nation; To consider the economic and the questionnaire about the aims and goals of school education for the society of concern; As well as research problems related to educational problems, concerns, questionnaires, and situations. Through initial training, students acquire the knowledge and abilities needed to choose and maintain a healthy lifestyle throughout their lives.

3.1.The Evolution of the Education System through various policies:

Modern education has been brought to India by the British administration, the cornerstone of the Indian education system was established during the colonial era by several commissions, including the Sadler Committee, Woods Dispatch, the Macaulay Minute, and the Indian Education Policy of 1904. The several Indian education systems are:

3.1.1. Radhakrishnan Committee:

Under the direction of Radhakrishnan, University Education Commission was formed in 1948-1949 based on the need for an independent India, it changed the education system. The colonial masters met the Indian educational value system before independence. Indian values should replace Macaulayism. Macaulayism is the practice of systematically eliminating indigenous

culture through the intended replacement of that culture with a colonial power's foreign culture. Knowledge and knowledge were the two values stated by the commission. The social system that the youth are receiving an education is the object of the social order love for high moral standards, the independent Indian education system developed after this value structure to provide leadership development. The ideals established by the Commission are being disregarded at a time when there is a serious threat of the destruction of value systems as a result of the commercialization of education by political philosophy in pedagogy and education. The Central University of Kerala (CUK) has issued a controversial circular directing that PhD student's research subjects should adhere to national goals and study should be restricted to irrelevant subjects and privileged areas.

3.1.2. Kothari Commission:

The Kothari Commission established the framework for the value system formulated by the Radhakrishnan Committee for the Indian education system. What the commission offered: Standardization of the 10+2+3 education system. Emphasized the need to integrate job experience and community/national service into the educational process. Linking universities with many local schools. To promote equality of opportunity and national and social integration for all. A comprehensive education system without social or religious discrimination combines local public schools with primary and secondary levels of education. Establishment of Indian Education Service. To improve the condition of teachers, for instruction on the duties of teachers and staff, and for initiatives to woo talented persons into the field. By 1985, spending on education increased from 2.9% of GDP to 6% of GDP. The National Educational Policy 1968, which provided the framework and road map for the ongoing development of Indian education systems, was made possible by the recommendation of this committee.

3.1.3. National Educational Policy 1968:

St. Indira Gandhi's government established the first National Policy on Education in 1968 after receiving the findings of the Kothari Commission. To accomplish national integration, cultural development, and economic development, the central government advocated a total reorganization and intended to establish a program for equal educational opportunity. Following the Indian Constitution, all students up to the age of 14 were required to attend school, and the policy aimed to provide special education and certification to instructors. The goal of the policy was to promote the teaching of national dialects, and this required the teaching of Hindi, and English, as well as the official language of both states, in which the school was located in secondary education. Although this choice proved divisive, it was decided to make Hindi the official language of the country to promote a common language for all Indians. The goal of this policy was to promote national integration by trying to teach Hindi. The Sanskrit language, which is considered an integral part of Indian culture and tradition, was also made a part of the strategy [7]. 6 percent of the national income was spent under the above program in 1968 to achieve the desired result.

3.1.4. National Educational Policy 1985:

The policy aims to eliminate inequalities and make educational opportunities equal especially for women, members of Scheduled Castes (SC), and members of Scheduled Tribes (ST). Launch of Operation Blackboard, a nationwide initiative to enhance elementary education. It was established as Indira Gandhi National Open University (IGNOU). Implementing a rural

university architecture based on the principles of Mahatma Gandhi to advance social and economic development at the local level somewhere in rural India.

3.2. Types of the education system:

In schools and universities, education refers to the method of teaching, learning, and developing human capital. These advances in knowledge lead to skill development and ultimately to the improvement of the level of human resources. The Government of India has long recognized the value of education.

3.2.1. Primary Education:

The primary education system is divided into three phases: primary, middle, and secondary. Elementary Grade Standards I to V and Intermediate Standards VI Although VIII in India is both compulsory and free. Primary education starts at the age of 6 and ends at the age of 14 for middle/upper primary. Both public and private schools provide education, but private schools often have better infrastructure and resources than public schools. Most primary schools offer instruction in the regional language, with English as a second language often starting in grade 3.

3.2.2. Secondary and Higher Secondary Education:

The two levels of secondary education in the country are the lower secondary level, but also the higher secondary (XI to XII). Students after finishing both semesters can take the exam under the supervision of state and federal examination boards. Apart from conducting Standard X and Standard X+II (10+2) tests, it is the responsibility of the organizations to design the curriculum and award school leaving diplomas in the affiliated schools. The government-sponsored National Council of Educational Research and Training (NCERT), which oversees state education ministries as well as education departments across India through the Central Department of Education, provides academic and research support to the boards. Secondary education has an important place in the education system of the country. Primary education and higher education are linked through secondary education. While secondary education helps an individual to become a complete part of a complex society, primary education is meant to provide necessities for survival.

3.2.3. Higher Education:

In terms of total enrollment, India is the third-largest higher education market worldwide. Studying in research institutes, colleges and universities is called higher education. After completing class XII, a student often pursues further education. India has over 17,500 colleges, over 380 universities and deemed institutions, and hundreds of national and regional research organizations. Higher education institutions in India follow special rules set by local or federal governments. In addition, there are some authorized and independent organizations working in the country to control its higher education system. Post-secondary education institutions offer a variety of higher education programs. And the awarding of a degree, diploma, or higher education certificate, usually after a period of study. Institutions of higher learning include colleges, universities, and many professional courses that provide instruction in subjects including law, medicine, administration, music, and the arts. There are also community colleges, technical institutions, and schools for teachers interested in higher education. Secondary education achievement is the standard admission criterion for higher educational institutions, with the entry age often around 18 years old.

3.3. Gross Enrolment Ratio (GER):

Total primary enrollment in a particular school year, regardless of age, is shown in Figure 1 as a proportion of the registered primary school-age population. The GER is often used to indicate a base level of primary education ability and engagement. Used as a substitute for Gross Enrollment Ratio (NER) when enrollment information is not available by one year of age. Younger age and older age can be used together with the NER to assess the degree of enrollment. The general participation of the school-age population, which includes both primary and secondary schools, is beneficial to individuals interested in this ratio. It can be used to evaluate urban and rural areas in addition to two or more specific nations. It refers to the total coverage of the education system relative to the population able to qualify for the ability to participate in the system.
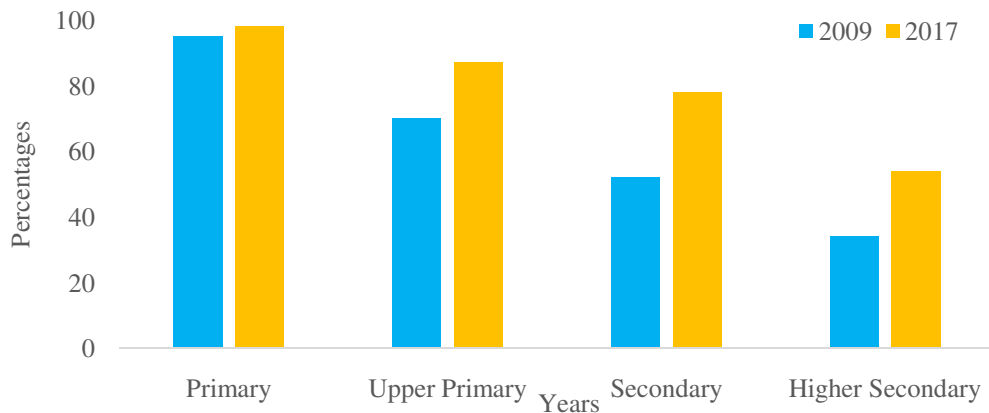
Figure 1: Illustrates the changes in gross enrolment ratio which show the percentage of the eligible official primary school-age population in a given school year [13]**.**

GER for Primary School = Enrolment in Primary Level*100/ Population of Official age-group for Primary Level.

GER for Secondary School = Enrolment in Secondary Level*100/ Population of Official age-group for Secondary Level.

3.4. Challenges in the Indian education system:

Every education system has advantages and disadvantages, no matter how developed a nation is in terms of learning resources, technology, or education capability, there will certainly be some constraints. However, India cannot be expected either. Where the public and private sectors of education are divided into two parts. Both of these give students some advantages and disadvantages that they should consider. They are undoubtedly aware of the challenges involved in keeping the capacity and effectiveness of Indian higher education institutions at a high level. All this is also linked to the local economy.The challenges that the education system of India is facing are in Figure 2.

Figure 2: Illustrates the Major Challenges in the Indian Education System which is Faced by the Students.

3.4.1. *Lack of Resources:*

The economic condition of a nation is one of the major factors influencing the operation and development of educational systems. There is still a severe shortage of resources related to the educational sector, even though the Indian economy is now ranked sixth in terms of nominal GDP worldwide. With ov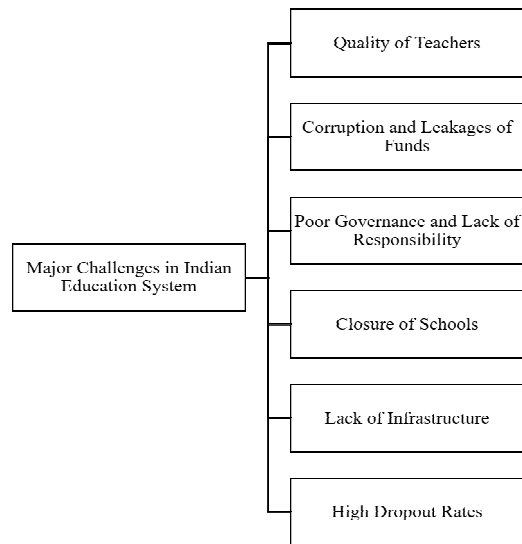er a billion people, India appears to be the second-largest nation on the planet, allowing users to understand how challenging it can be to organize all the essentials. When education takes precedence over any other factor, children suffer the most. Resource constraints are expected to some extent for the school system, which must be met by hundreds of departments. The biggest problem in this country is a depressing economy, which leaves students lacking in necessities. Because of this, schools often lack the latest technology for scientific projects, public schools are often absent, and pupils often lack appropriate teaching materials.

3.4.2. *Bigger Focus is on the English Language:*

The languages students often use to learn are another important issue in the Indian education system. Even though English is not the native language, it is the major focus. And finally, it leads to low reading and arithmetic abilities in Indian students. Additionally, because essays are often written in English rather than Indian, this causes students to stop participating in other academic activities. This is an obstacle that is difficult for many students to overcome. This list will be helpful when you are interested in something but the education system prevents you from pursuing it.

3.4.3. *Neglecting of the Practice:*

The neglect of practical experience is a characteristic of educational institutions in India. Most studies are devoted to providing students with theoretical knowledge, which has an impact on their ability to apply the knowledge they have learned appropriately. Reading ratings from websites that provide writing services or online that provide good written and oral communication services is one of the unusual things they can do to learn more practical advice on how to use their abilities. . Huh. In India, a student's exam scores are extremely important for both the parent and the instructor. They often overlook the right amount of information they have

learned from all their education. What is even more worrying is that people immediately after passing the exam forget what was in the books and scripts. This is a national issue that harms the entire Indian education system.

3.4.4. Educators Put Students under a Lot of Pressure:

It cannot be denied that both the learning process and the academic year as a whole can be difficult at times. It can benefit students to gain unnecessary experience and develop coping mechanisms. However, Indian trainers often violate their limits and put excessive pressure on them. The concern is diluting the benefits of the Indian education system. Students often experience anxiety and distress as they try in vain to perform better and score higher every day. Academic anxiety and ongoing issues faced by Indian students hinder their educational development. Additionally, it contributes to real tragedies such as suicide and mental health problems. According to statistics, more than 10,000 students committed suicide in 2018 as a result of mental health problems, many of which were brought on by excessive demands by their institutions. Such astonishing numbers speak loudly about the losses Indian undergraduates face in the supposedly meaningless daily lives of their achievements, affirmations, and jobs. This information is quite frightening and shows how serious the matter has become.

3.4.5. Questionable Quality of Teachers:

Quality instructors are a co-requisite for the exponential progress of the students, if so, students will have knowledgeable tutors who will assist them in accomplishing their objectives and guide them throughout their academic careers. Unfortunately, this is not something that can be seen in India. Teachers, on the other hand, usually lack the necessary skills to guide students properly. Another problem that the Indian education system mostly addresses is the lack of qualified and talented teachers. At the same time, they are also concerned with a non-academic duty that distracts them from learning. Because of this, according to a study by the National Institute of EducationPlanning and Administration, teachers spend about 19% of their time instructing, while most of their remaining work is spent on authoritarian tasks that don't show up often.

4. CONCLUSION

There are types of education, a logical set of categories used to classify educational programs according to the information, skills, and competencies they use to communicate. Most educational policies and initiatives, both in India and abroad, place a high focus on quality assurance in education. Efforts are being made all over the world to improve the standard of education. The quality of education is a relative consideration rather than an absolute one. Therefore, the concept of types of education is based on the assumption that educational initiatives can be ordered into a hierarchy of categories. In terms of the level of educational content, these categories represent the major stages of educational development. The amount of education increases with the level of sophistication of the program. The biggest contributor to giving children more opportunities to learn, engage in physical activity and lead an active lifestyle throughout life is their teachers. However, it is the various educational policies that have been mapped out since independence that have contributed to the historical development of the Indian education system. Every education level in India is believed to have a problem with quality and relevance. It is a difficult time for India to meet the needs of a modern, growing workforce. The education system of India has certain requirements for a suitable curriculum, financial aid and suitable facilities for skilled teachers and students. Additional challenges arise from multiple languages, and the inability to meet the social, regional and municipal educational

needs of such a vast nation. Due to recent advances in Indian management, this is an especially ideal time for firms to invest in the development of India's schooling institutions.

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CHAPTER 7

AN ANALYSIS OF IMPOTENCE OF SEX EDUCATION ON SCHOOL AND COLLEGES

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ABSTRACT: Parental rights, including body image, sexual orientation, sexual pleasure, values, decision-making, communication, sexual anatomy, asexuality, intercourse, reproductive health, meaningful relationships, and family planning, are all components of sex education. Dating, relationships, gender-transitions and how to prevent them, and birth control procedures are all covered under teaching. The purpose of this research is to determine how people feel about school-based sex education and to evaluate how both teachers and students feel about it. Reading beautiful books, listening to hot radio shows, and watching period dramas all have an impact on the way students feel about early sex education. It is a requirement for all study participants to begin their sex education while in school. All research participants agreed that the focus of sex education in schools is lifestyle changes in early primary school and abstinence in later age secondary school plus. Sex education in schools must meet all the needs of parents, administrators, and students. The early development of this document will demonstrate the importance of sex education to students and provide the best available guidance on the subject.

KEYWORDS:College, Classroom, School Education, Sex Education, Student.

1. INTRODUCTION

Sex education is defined as gender identity, sexual reproduction, intercourse, reproductive health, emotional relationships, child-bearing rights and obligations, abstinence, contraception, family planning, body image, sexual orientation, sexual pleasure, values, and orders in decision-making. is defined in. Conversation, dating, and methods of emergency contraception. The abstinence-only education program encourages sex abstinence, values counseling, personality development, and denial skills; This reduces the likelihood that many teens will start friendships, does not cover condom and contraceptive use, and stays away from topics such as abortion, STDs, and HIV/AIDS. Abstinence-plus education programs, on the other hand, are mindful of the fact that many teens will begin to make friends, educate about condom and safety use, and communicate about abortion, STDs, and HIV/AIDS. More than 65% of Ethiopia's population appears to be under the age of 25, making it a young country with significant needs in the field of reproductive health. Discrimination against women, sexual coercion, early marriage, polygamy, female genital amputation, unwanted pregnancy, close pregnancies, abortion, STIs, and HIV/AIDS are some of the sexual and reproductive health issues that affect Ethiopia's health. Teenagers must deal with this. As a result, youth reproductive rights are a major problem in Ethiopia[1]–[3].

HIV/AIDS and other sexually transmitted diseases (STDs) are quite common among Ethiopian youth. Institutions provide an excellent location for sex education, as there is a large number of adolescents that can be reached. Unsafe abortion accounts for 55% of all perinatal mortality and is the second leading cause of mortality for women of reproductive age. However, sex education instructors often emphasize passive knowledge acquisition over skill-based learning exercises. Others view sexuality within a broader sustainable development framework that includes respect

for others, goal-setting, and self-worth. There are conflicting priorities among teachers, parents, and adolescents in addressing sex education in school. For example, teachers in Nepal often impart biological knowledge, but parents are more concerned about moral education. But students can learn more about sex education that focuses on life skills. Therefore, it is important to take those same interests into account and develop teacher training that moves away from materialistic organic coverage in favor of a more inclusive program. Additionally, differences of this nature among students, teachers, and parents concerning sex education in education can make it challenging to reduce student rates of HIV/AIDS, unintended pregnancy, and school dropouts. Conflicting goals among instructors, parents, and students surrounding sex education in school did not exist in Ethiopia. Additionally, there was no confirmation that the sex education being imparted was consistent with what children are learning about sexuality. Similar discrepancies have existed since the time sex education should begin to address issues related to sexuality and mental health. The goals of this study were to study parental perceptions about school-based sex education and to find out how both teachers and students felt about it.

1.1. Importance of Sex Education:

Figure 1 outlines the 11 primary justifications for why everyone must undergo sex education. Because understanding how your body and reproductive system function might help you build good connections with other people in the future, parents should educate their children on this information[4]–[7].

i. Sex Education Discourages Abstinence:

By thoroughly outlining such issues, sex education just serves to undermine abstinence-education. Teenagers will avoid making rash judgments if they are aware of the intercourse process and will only engage in it after they are an adult since they will be aware of all the hazards involved. The report claims that it has been repeatedly shown that dietary education alone has little effect on teenage sexual behavior. When picking a love companion, adolescents might benefit from having this understanding.

ii. Sex Education Helps You Understand What's Normal:

Puberty is a difficult time for adolescents. They often misunderstand some items by mistaking them for strange objects. You must acknowledge that your body is experiencing similar physical or biological changes. The young may be educated and made more aware via sex education. Sex education may help you obtain a sense of what's normal and when you should truly visit your doctor, however, their ignorance may make them furious with their body or compare themselves to others in the same age range. Do not be concerned about seeing.

iii. Sex Education Highlights Hygiene Issues:

Take good care of your body because it is your temple. As you get older, maintaining a clean body becomes even more important. Sex education gives people important information about maintaining cleanliness. Not all parents can show these attitudes to their children. These conversations with teens can be abusive. However, sometimes parents are unaware of any special safety measures that should be followed while instructing their children about cleaning. Schools have access to knowledgeable instructors. Teachers with the necessary training can help students learn more and understand their bodies.

iv. Sex Education Can Help Aware About Infections:

Every child has to be warned against diseases that can also be spread through sex. The less risk you take that could put you or others at risk, the more you know about it. Health Without any restrictions, everyone should know about sexually transmitted diseases (STDs). Students who are unsure about any of the above topics are encouraged to speak again and ask questions in sex education classes.

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Importance of Sex Education
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- Sex Education Discourages Abstinence
- Sex Education Highlights Hygiene Issues
- Sex Education Can Help Aware About Infections
- Sex Education Can Shape One's Behavior
- Sex Education Teachers Responsible Etiquette
- Sex Education Helps Avoid Unplanned Pregnancy
- Sex Education Help Create Long-Lasting Relationships
- Sex Education Provides Information About Consent
- Sex Education Forbids Risky Behaviors
- Sex Education Creates Safety For Everyone
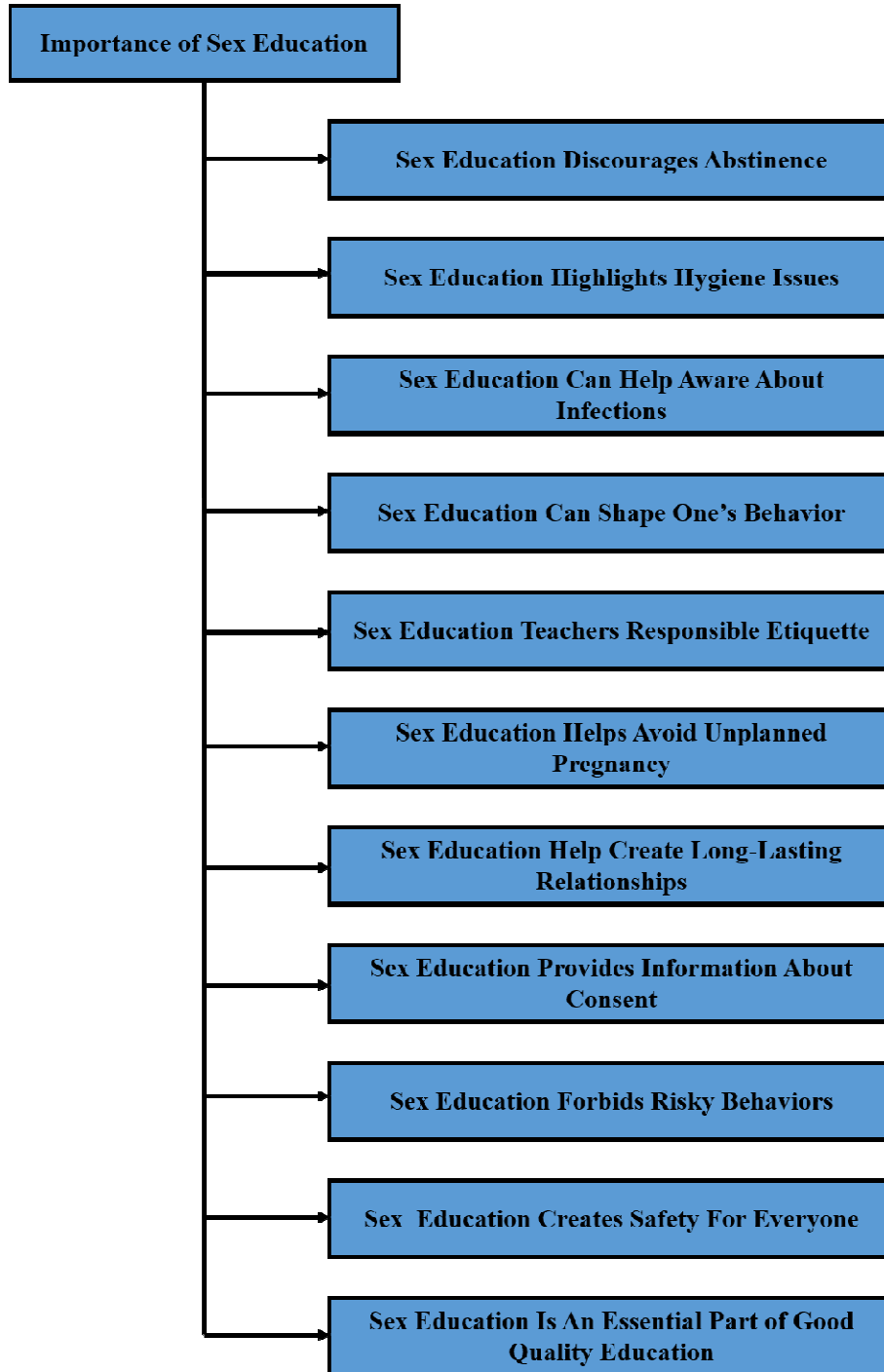- Sex Education Is An Essential Part of Good Quality Education

Figure 1: Illustrated the main Reasons why Everyone needs to Receive Sex Education.

    v.   *Sex Education Can Shape One's Behavior:*

Still don't like talking to your grandparents about sex-related topics. But it is important to note because ultimately it will affect one's conduct. Children are greatly inspired by the morals and actions of their parents. Teachers should encourage students to feel comfortable speaking or answering questions about these topics. Today's students face many problems as a result of a lack of parental supervision. It should be considered when nothing extraordinary happens. Teens become aware of how their testosterone and mood swings develop over time thanks to sex education. It also provides useful habits for effective energy extraction. Along with highlighting the need to take things slowly, as well as getting to know someone before they make any compromises, it also helps children make better decisions.

vi.   Sex Education Helps Raise Kids Who Know How To Treat Others:

In addition to sex education training, children will learn expected behavior around others, regardless of their sexual orientation or age. They will be prepared for strange scenarios and will know what to do. Concepts are presented in a style that seems easy for children to understand. Gain a detailed understanding of who they are and responsible behavior. When children reach this stage of life, sexeducation enables them to appreciate it better and make the best choices possible.

vii.   Sex Education Teaches Responsible Etiquette:

Students are taught manners of willingness to take responsibility in sex education classes, including dealing with friends and family. Moreover, it gives them the maturity to effectively manage sensitive personal matters without feeling embarrassed. Children can learn expected behavior for all situations so that they can avoid exceptional situations that can be very embarrassing for them or another person. It also creates space for communication between parents, children, and household members. This can help you decide how to respond to their reason for worrying about personal matters.

viii.   Sex Education Helps Avoid Unplanned Pregnancy:

Unintended pregnancies often occur in adolescents who participate in sexual activity without adequate education. Extensive sexual instruction builds students' confidence, enhances their conduct and judgment, and reduces risk. In addition to increasing protection against infections and sexually transmitted diseases, it reduces the number of unintended pregnancies.

ix.   Sex Education Help Create Long-Lasting Relationships:

Sex education is essential to guide children into building lasting, trusting partnerships. This encourages children to develop good relationships with others while reducing the likelihood that they will fall into unstable or harmful partnerships. Adolescents who have more data on sexuality are better able to choose a relationship. Additionally, it encourages children to seek reliable resources and community members who can educate students about sex in a non-hazardous environment.

x.   Sex Education Provides Information About Consent:

Consent in a romantic encounter refers to the permission of both partners to engage in a certain practice. This makes it easier for teens to stop participating in activities they no longer enjoy. When you understand sex better and how it affects your body, you will feel better about yourself. When children are presented with sexual situations that become inappropriate for their maturity, it helps them make the right decisions.

xi.   Sex Education Forbids Risky Behaviors:

Students are prohibited from participating in dangerous activities, such as needles and syringes or unprotected sex, which can result in fatal diseases. The Youth Risk Behavioral Surveillance Survey conducted in 2015 indicated that 41% of high school students engaged in sexual activity. One-fifth of middle school students who were sexually active used drugs or alcohol before their most recent sexual encounter. Sexuality education provides knowledge that acts as a shield against the dangers of unprotected sex. Likewise, it teaches students how or when to face social pressure and to avoid situations where they may be influenced to take risks with personal health.

1.2. Pros and Cons of Teaching Boys and Girls Together:

Here are some pros and cons of teaching boys and girls together:

i.   Pros:

- By discussing the subject openly with both boys and girls, the stigma and mystery surrounding it may be removed.

- Boys and girls get to learn about one another's lives and any shared struggles.

- Boys and girls learn how to talk to each other about delicate subjects and get a lot of knowledge about one another that will be useful if and when they decide to start having personal relationships in the future.

- Teaching them jointly fosters a welcoming environment for all genders.

- When topics are addressed in class with other students, both boys and girls may learn from many views.

ii.   Cons:

- Parents may find it awkward to send their girls to sex education classes alongside guys.

- When boys and girls are taught together, it becomes difficult for professionals to differentiate the curriculum to fulfill their specific requirements.

- Unless there is an open inquiry box, both boys and girls could be hesitant to raise inquiries concerning menstruation or nocturnal emission.

- The school administration must address the concerns of the parents who oppose teaching their children about coed sex.

1.3. Need to Give Sex Education by the Parents:

Already, sex is being taught badly online and kids are observant, and they learn about sex before their parents even start thinking about it. As a result, adults must be proactive in instructing their children. Sex education will start early and will be extended as the child grows up. It builds trust between the young and the caregivers. The ability to freely and honestly communicate sexual matters with their relatives may encourage children to do the same about anxiety, worry, drug and alcohol use, as well as other teen difficulties, including sexual problems. Is. Parents also

shouldn't rely on what schools can teach their kids about sex depending on where they live because education isn't promoted or just about Talking is forbidden. Children should be provided with proper data by their parents. Perhaps it is risky for parents to keep quiet about sex education because their children will eventually learn from them through their friends and/or the Internet. The primary caregiver for something like a child as they grow up, are usually their parents. They need constant counseling and supervision. Sex education enables children to feel positive about their bodies and to recognize them. Many parents prepare their boy for his first nocturnal emission and their daughter gets ready for a regular menstrual cycle. Unfortunately, some do not, which ultimately leads to a young person experiencing anxiety and despair. The blood coming out of the turquoise quickly becomes associated with a disease. Mothers need to change their misconceptions about menstruation. Menstruation also needs to be explained to boys. Later, when a man deals with his wife's pain, depressed mood, and pre-menstrual stress, it is beneficial. Parents should be their preschool source for information.

1.4.Reason Behind Sex Education not Promoted in India:

Everyone can get high-quality sex education, and very few teens do. Teaching sex education in our university environment is challenging because of India's socio-cultural pluralism and other political considerations. Because of the difference in culture and ideas, when one tries to educate about it, individuals tend to misinterpret it in the wrong way. However, things will soon change and a creative approach will be available to deliver important lessons. Two women who launched SEYA (Sex Education for Young Adults) in Telangana, India, prefer to emphasize the biological components of sex rather than focusing on sexuality or other connected social issues. SEYA strives to provide sex education to young adults. There is already no means for young people to start sex education in schools. Additionally, youth needs to have a complete understanding of relationships, including consent, gender, sexual identity, and sexual misconduct.

1.5.Ways To Give Knowledge About Sex Education:

It is often unpleasant to discuss sex with your school-age children. Although, certain problems should be freely distributed with them to assist children to resolve any underlying fears.

- Begin a conversation with your youngster about the like menstruation and pregnancy. For example in the case, of a grandparent who is expecting, explain to them how a baby grows within a woman's uterus.

- You may also let their toddler spend some time glued to a television program on love and romance.

- Parents ought to inform their adolescent children about child molestation, sexting, and the protection of personal information. They are required to be aware of the ramifications of publishing intimate images.

- Teenagers should be well-informed about the effects of drinking alcohol and drugs.

2. LITERATURE REVIEW

C. M. Tirtawinata illustrated that violence or sexual abuse by adults can result from a lack of sex education in children. They should be taught about early sex education by their parents so that they can understand it better and know how to handle it as well as take care of it. Discourse examination of the literature, using readings concerning the research issue, was the method used

in this study. In addition, it included observation from social life and practical knowledge of the real world. The idea of sex education, the effects of gender discrimination, the importance of sex services for children, and who will be in charge of sex education for students were all covered in this article. According to the study, youth are protected from sexual abuse through moral education and religious belief, thereby making the next generation of youth mentally active in the country[8].

I. L. Strnadova et al. stated that all students should have access to high-quality sex education. Plus, it aids in a smoother journey into adulthood. The authors were intrigued by his views on the sex education he had received in school. The girls told us that they were constantly out of the discussion about independent learning plans. Additionally, they were also not asked what they wanted to understand about sex education. They will have little access to sex higher education. Accessible sex education sessions are important to prepare students for life after school. Background It is common for students with intellectual disabilities not to receive the comprehensive sex education that is necessary for their smooth path into adulthood and to be able to make informed choices about their sexuality and romantic relationships. The goal of the inclusive research, as stated by the authors, was to examine the attitudes and experiences of sex education high school girls with intellectual disabilities when they were ready to leave the classroom. Conclusion Results suggest that fundamental topics such as masturbation, gender, sexual identity, and sex education are not adequately managed. Participating girls also emphasized strategies to improve access to sex education in classrooms[9].

S. E. Haryono et al. illustrated that there are still many members of the public who disagree with sex education at home or school, and the debate about sex schooling continues. In general, discussing children, especially preschoolers, and sex education in public, is discussed. Society often feels that it is still not appropriate for young children to understand concepts related to sexuality. People think that there will come another moment at which they will understand it naturally. The goal of early sex education is to teach children about healthy sexual behavior and the dangers that can surround sexually transmitted diseases. This education is tailored to each child's developmental stage and aims to educate children about how the sexual systems work and how to deal with any innocuous problems that may arise. For this, kindergarten instructors need to have a practical understanding of classroom sex education for young children. Teachers in the workshop area will acquire the knowledge and skills to integrate sex education into early development according to the child's development. This will help them understand the usefulness of sex education in childhood. A daily learning plan that includes sex education can be devised by teachers. Elementary sex education is being implemented in schools to protect youth from sexual harassment[10].

3. DISCUSSION

It seems that a proportion of students are more familiar with subscribing to romantic radio shows. However, this estimate conflicts with the results of the UK research. Students in the UK put more emphasis on reading books and articles on love. The presence of reading drives its operation to children's passion and the improvement in comprehension may be the reason for the discrepancy. This may be due to differences in parenting practices and sociocultural practices between the two research locations. On the other hand, 99 percent of professional schools view the need for sex education favorably. Additionally, every parent who volunteered in the qualitative survey stated that "the importance of sex education in schools is an undisputed belief. Ninety-nine percent of instructors and 80 percent of students view the school sex education

curriculum favorably. Additionally, All parents in my qualitative survey agreed that "the essence of sex education should depend on abstinence and abstinence alone, as well as on the mental development of adolescents," which is another argument in its favor. This study and others have been done in Nepal, California, Canada, and the United States. The US is similar. According to students and lecturers, the maximum and minimum introduction periods to school sex education are five years and twenty-five years. In this research, the age at which education Sexual intercourse was introduced in Items such as Effective Prophets, Erotic Books Reading, and listening to romantic radio shows was revealed. This may be due to intervention programs or social differences. Habits of going to church as well as mosque, religion, watching romantic movies, reading romance books, and listening to romantic broadcasts were shown to be the strongest significant predictors of sex education initiation in the classroom and longer student support.

4. CONCLUSION

This study has examined the context of how political affiliation affects support for sex education. Moms and dads who identify as Democrats and Republicans agree that sex education is important for middle and high school students. In fact, after considering other variables, socially conservative parents give a somewhat higher overall preference for comprehensive sex education in middle and high school. The critical point is that respondents' interpretations of sex education may differ. Most parents desire a wide range of topics addressed in sexuality education, including puberty, healthy relationships, abstinence, birth-control measures, sexually transmitted diseases, and sexual orientation, as indicated by survey questions related to specific topics is shown. The likelihood of a parent identifying as a Democrat wanting a certain topic involved in sex education is higher for all subjects, including abstinence, when demographic diversities are taken into account, yet a large majority of Republicans have access to all subjects. Favors inclusion. Although compared to middle school, there is often more support for completing all subjects in high school. Democrats and conservatives almost equally emphasize the usefulness of sex education when adjusting for demographic considerations. This analysis adds to a growing body of studies showing that the majority of families, both Democrats, and Republicans, favor comprehensive sex education, which covers a wide range of topics. Educators, administrators, and policymakers should be aware that parents value sex education for middle and high school students and they want to offer a wide variety of subjects.

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CHAPTER 8

AN EXTENSIVE ANALYSIS OF THE USE OF CLOUD COMPUTING IN E-LEARNING SYSTEMS FOR QUALITY EDUCATION

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ABSTRACT:The use of the cloud computing environment as a support system for e-learning systems is growing quickly. Every area of social systems, from single users to numerous users in schools, universities, and small or large enterprises, may benefit from cloud computing's varied levels of services marking and grading process is fundamental to the educational system. In this paper the author discussed about students should acquire significant thinking skills, practical knowledge, and experiences that go beyond what is taught in a regular classroom. There are advantages to offline learning, but there are drawbacks as well. The results show a deeper grasp of the world and face-to-face contact is provided by the offline educational system. However, in addition to the conventional educational system, online learning is becoming more and more popular, and developers are making improvements to make it easier to access education online. In this paper after many literature reviews, the author concludes that a cloud-based learning management system is based on a literature analysis and a few new, special security features. This architectural e-learning model will develop a virtual learning platform based on solutions that will provide a learning environment that is both cost-effective and supports a broad variety of technologies.

KEYWORDS:Classroom, Cloud Computing,Education System,Information, Learning Management System (LMS).

1. INTRODUCTION

In the contemporary educational period, educational institutions all around the globe are choosing the Learning Management System (LMS) route to satiate their consumers and provide them access to all the information anytime they choose. Because it is so user-friendly, the approach is already being used by many Indian educational institutions. Having said that, the start-up costs for implementing a learning management system present a problem. Huge investments are required for infrastructure, server purchases, network setup, allocating human resources, etc. Educational institutions are moving toward employing cloud computing through the Internet and serving as a middleman between service providers and end users to save costs. The advanced use of cloud computing is now establishing a virtual environment or classroom for both students and educational institutions in the information technology era [1], [2].

Due to the development of cloud computing, a variety of educational resources are now accessible on devices used in the classroom, including smartphones, tablets, spreadsheets, and monitors.Cloud computing for education is expected to reach $25 billion in market value by 2021 from an estimated $8 billion in 2022. It has been a godsend for instructors and students alike since it is adaptable and economical and enables them to assign and finish classwork online. The LMS uses cloud computing technology to provide ample room for many users to master numerous courses, which streamlines the current educational process. We are employing certain software on a web platform now that we are living in the age of Internet technology and

cloud computing. Amazon, Microsoft, IBM, Google, and Sun Microsystems are all serving as hosts and have constructed new data center offices, even though they are all service providers.Cloud computing in education has advantages for administrators, teachers, and learners alike. Teachers may quickly submit lesson materials whenever they have internet access, and supervisors can readily collaborate to spend fewer dollars on data storage thanks to cloud computing Figure 1 embellishes the different features of cloud computing.
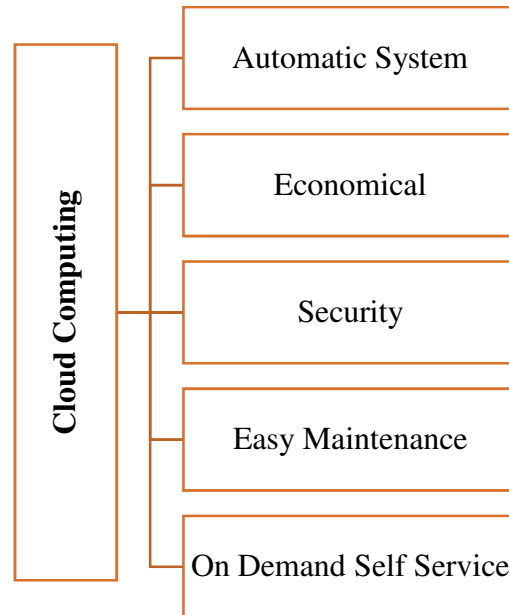

Figure 1: Embellishes the different features of cloud computing.

The issues with upkeep, knowledge and security persist on a global scale. Schools, graduate and postgraduate colleges, and various private and governmental universities are all utilizing cloud-based LMSs not only for distance learning or web classrooms, but also to help learners become more knowledgeable and to raise their intellectual capabilities efficiently and expertly. The writers of this article will attempt to examine the difficulties associated with employing a web-based or virtual LMS on a cloud computing platform in the present day. Additionally, we'll put focus on creating the suggested secured architectural model for cloud-based learning management systems using a few practical examples and literature research[3], [4].

Cloud computing has been a hot subject of discussion in many sectors because to its propensity to provide better service arrangements as well as the advantages of adaptability, versatility, affordability, reliability, and excellent performance while cutting IT-related operating costs. As a result, many businesses are using cloud computing technology to run their operations more profitably. We are all acquainted with the idea of cloud-based solutions and use several cloud services in our daily lives, including Google's Gmail, Docs, Calendar, Apple's iCloud, Samsung's iCloud, Microsoft's SkyDrive, and Dropbox's Dropbox. A new IT service paradigm known as "cloud computing" may be used to distribute and provision computer resources including computers, servers, storage, and algorithms as a service through the Internet at any time and from any location [5]–[7].

Due to its promise to provide affordable, secure, dependable, and shareable education services, cloud computing has also garnered a lot of interest in the field of education. In the USA and the UK, more colleges and educational institutions are using cloud computing, not only to save

money but also to enhance the effectiveness and convenience of educational services. As a means of attracting new clients, many businesses, including Cisco, Microsoft, NEC, Amazon, and Google, are speeding up the supply of cloud-based education systems to educational institutions. Additionally, a few of LMSs, such as Moodle and Blackboard, allow cloud-based educational services. Numerous research has examined the advantages of "cloud computing for e-learning systems" and offered suggestions on how to improve cloud computing-based e-learning systems. The majority of the present cloud-based educational systems, however, are more concerned with providing and disseminating learning resources than they are with supporting and developing a comprehensive, integrated cloud-based pedagogical service environment[8], [9].The public cloud is used by many individuals via the web from any public device at any time. Private cloud,access to this is limited to businesses or service providers. Mostly used for internal access purposes to protect the security and interests of the firm. Community Cloud, this hybrid cloud system combines private, public, and hybrid cloud services. Specific members mostly utilize this for predetermined security purposes. The fourth kind of cloud is hybrid, which combines public, private, and community clouds. This is accessible to both internal and external groups of an organization's users. The cloud system is developed or maintained using three-level service structures or parameters which are

1.1.Software as a Service (SaaS):

The service software offered by the developer or service provider is the initial level of structure/parameter. The program cannot be managed, controlled, or manipulated by the end users. For a certain program to operate on various devices, they must get permission or purchase from a service provider. Additionally, there are limitations on administering and storing relevant operating systems, servers, networks, etc[8]–[11].

1.2.Platform as a Service (PaaS):

A web-based e-learning module is being developed by a cloud system, and to access particular services, we must create websites. Without requiring access to any software, this secondary structure, and parameters namely, Windows and Linux help and assist the development of websites. This is a technology that the developer or service provider employs to build a web space or website where the end users may access the necessary topic materials.

1.3.Infrastructure as a Service (IaaS):

This third level of structure or parameter is mostly a hardware-related supporting system that aids the service provider in memory storage, server upkeep, networking, etc. Infrastructure and funding from the service provider are required.Figure 2 discloses the Network system of cloud computing.
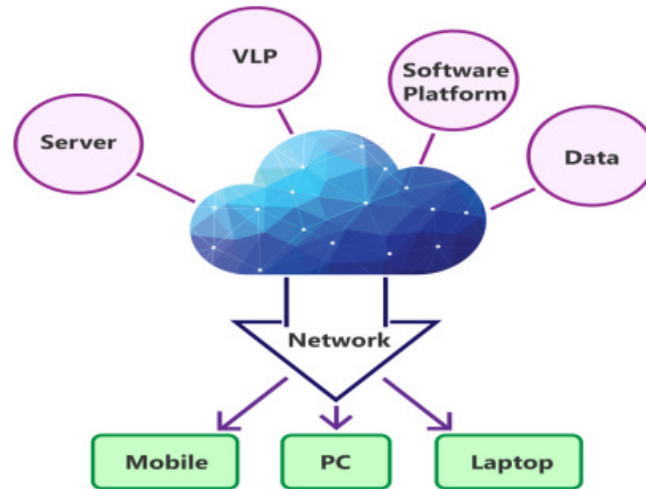
Figure 2: Discloses the Network system of cloud computing[12]**.**

Technological difficulties with the cloud system, even though the Cloud system offers many advantages, there are some technical difficulties as well. Since it is managed by a distant server, there is probably a security concern. Anytime it could crash or be lost. Because it is a web-based information system, it is also vulnerable to hacking attacks on both personal and corporate data. In this paper, the authorpresents a cloud-based, intelligent education system that combines several aspects that are necessary to establish a cloud-based environment for educational media services. The suggested system allows a school to offer and share a range of improved instructional information, such as texts, photographs, videos, 3-dimensional (3D) objects, and virtual scenarios from augmented reality (AR) and virtual reality (VR) (AR). The suggested system has six key components that must be present to provide cloud-based online course services. These technologies include a software solution, a suitable file format, a security system, a writing tool, a content reader, and an inference engine. Instead of a large-scale public cloud, a small-scale, private cloud is how it is supposed to be implemented.Figure 3 embellishes the LMS structure of the education system[13]–[15].
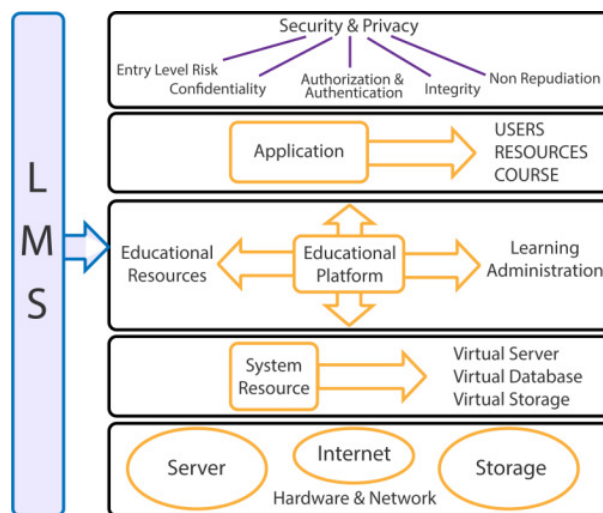

Figure 3: Embellishes the LMS structure of the education system[16]**.**

Power systems and cloud computing have naturally evolved into cloud computing. To address extremely big computational problems, grid computing combines and virtualizes a lot of computer resources that are dispersed across numerous places over the Internet. Renting out computer resources on demand is a component of utility computing. The fundamental ideas of cloud computing were borrowed from existing IT technologies as well as grid and utility computing. For instance, service-centered architecture was taken from SOA (Service Oriented Architecture), scalable and elastic resource delivery was taken from virtualization models, and platform services were taken from Web 2.0.

More significantly, cloud computing may implement a variety of extra characteristics including scalability, flexibility, accessibility, dependability, and high performance while lowering operational expenses associated with IT and establishing a green IT environment. Distributing and provisioning IT supplies such as routers, workstations, storage, software, applications, and documents, is an IT service paradigm. These resources are accessible on-demand, in a customizable, elastic, and meaningful virtual form, from many distant places through the Internet, at any time and any place. Instead of directly acquiring the necessary IT resources, cloud computing enables customers to access and utilize any IT service by paying for their requirements in a more advanced, service-oriented platform environment.

2. LITERATURE REVIEW

Al- Rasheedi et al. in their study embellish that especially for nations with expanding economies, education is essential to guaranteeing sustained growth. Cloud computing includes the Internet and sophisticated scalability because of resource virtualization. In this paper, the author applied a methodology in which they stated that the potential benefits of cloud infrastructure should be used by educational institutions, including public and private, to guide schools' inclusive policies in light of the restricted resources available. The findings indicate that cloud computing is rising in popularity among academics as a consequence of its numerous benefits. This study aims to determine cloud resources in teaching. The author concludes that technologies utilizing cloud-based technology improve the processes for training and education at educational institutions while also increasing efficacy and sustainability including both academic programs and development. The purpose of this study is to pinpoint the benefits of using cloud computing in the classroom[17].

Nayar et al. in their study illustrate that the use of "cloud computing in education not only frees up educational institutions" from having to handle difficult IT infrastructure management and maintenance tasks, but it also results in significant financial savings. In this study, the author applied a methodology in which they stated that the use of cloud services will assist the education sector significantly, along with many other business sectors. The results show that the education sector will be able to compete more successfully with larger organizations thanks to cloud computing, which is predicted to provide economical, dependable, and flexible computing solutions. The goal of this "research is to analyze the methodology used to determine the advantages and disadvantages of cloud computing". A specific lab setting has been used to highlight the financial issues. Additionally, a comparison of traditional (on-premise) application deployment with cloud-based hosting has been offered [2].

Katiyar et al. in their study embellish that in particular for nations with expanding economies, education is essential to guaranteeing economic prosperity. Due to the constant employment of more cutting-edge technology in teaching and learning, kids nowadays are more technologically

savvy. Cloud computing has continued to gain traction with more businesses because of its ability to virtualize resources via the Internet and support for dynamic scaling. The author of this research used a technique and claimed that despite the impending financial crisis, educational institutions are under more and more pressure to provide better services with fewer resources. The findings demonstrate that regardless of the limited resources available, higher education "institutions, both public and private, may make use of the potential benefits of cloud computing to provide high-quality services. Because of its many advantages, cloud computing is becoming more and more popular in academics. The author concludes that many educational institutions employ various cloud-based services offered by service providers to make sure their students and other users can complete both academic" and professional-related duties. Therefore, the purpose of this study is to determine the advantages of using virtualization in educational settings. Cloud technology's solutions make research and invention as well as teaching more efficient and sustainable, which has a favorable impact on the standard of learning and teaching in educational institutions. This has led to several educational institutions using cloud technology as a means of resolving numerous technical issues they encounter regularly[18].

In this paper, the author elaborates the strategies should be guided by educational institutions' awareness of the limited funds available. The findings indicate that cloud computing is rising in popularity among academics as a consequence of its "numerous benefits. This study aims to determine the benefits of utilizing cloud computing" in the classroom. The author concludes that cloud-based solutions improve teaching and learning processes at educational institutions while also increasing the efficacy and sustainability of research and development. The goal of this research is to identify the benefits of using the cloud in the classroom.

3. DISCUSSION

Many academic institutions are integrating cloud computing technologies into their educational systems as the use of cloud computing grows, with the promising potential to increase the scalability and dependability of education services. Several colleges have recognized the advantages of using cloud computing for business in addition to allowing for more sophisticated instruction and data exchange. Several studies were done to look at the benefits of using internet technologies for online business. Additionally, learning systems provide suggestions for cloud-based e-learning platforms. The advantages of cloud-based solutions for e-learning have been characterized as low costs with better information protection, virtualization, and centralised data warehousing, as well as the capacity to trace data access.

The three cloud infrastructures e-learning systems may be utilised on the provider's servers, foundation e-learning technologies may very well be providing expertise on the foundation, a business provider's developers interface, and a cloud was also listed as advantages for computers in online education e-learning systems can use provider developed solutions. The advantages of using cloud services are e-learning computers and discovered it is inexpensive, provide higher performance, instantly replace software, make document formats more compatible, and data protection. It also offered several advantages for both students and instructors, including Exams, projects, projects, responses, networks, and e-learning material all take place online and resource administration.Figure 4 illustrates the different structures of cloud computing in the education system.
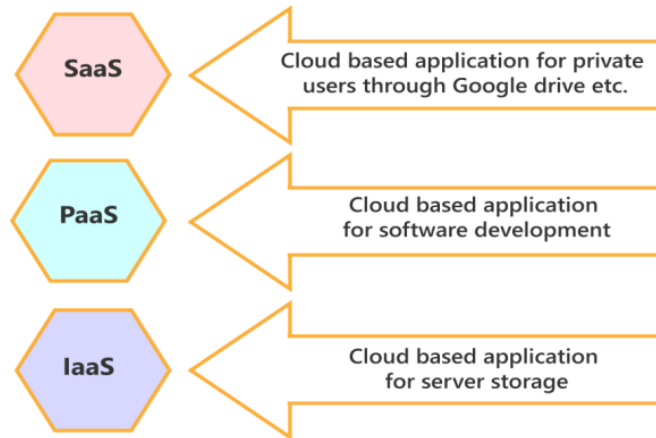
Figure 4: Illustrates the different structures of cloud computing in the education system [19]**.**

The whole global e-industry is now being consolidated by cloud-based LMS, which is currently the most helpful and modern technology. In the current tech-based sector, it is fostering fresh innovation. It is becoming one of the most significant strategies, particularly in the e-education industry. However, owing to investment costs, upkeep, software updates, expertise, profitability, and other factors, traditional or established web-based e-learning systems are quite complicated. As a result, the cloud-based LMS is being prioritized as a viable e-learning method in the international educational system. This is because all information technology experts are doing an advanced study based on architecture to make cloud-based LMS more efficient and safer [20].

3.1.Layers And Algorithms:

High-level cloud services are used by organizations like IBM, Yahoo, Google, and Microsoft, all of which are IT behemoths. They are making a fortune by offering business solutions so that scientists may advance their technology. Different parts of cloud applications are dependent on the layers of cloud architecture. Computers, smartphones, laptops, and other devices that can connect to the internet and the cloud are examples of such cloud segments. However, the following categories are used to classify the levels of cloud-based LMS design.

The Infrastructure Layer is the layer that includes, compiles, and stores data, system software, the internet, and hardware to produce educational materials. According to its location in the cloud service middleware hierarchy, this layer is the lowest. In another sense, it serves as a foundation. The Software Resource Layer is the layer that enables researchers to create diverse software applications for end users by implementing middleware technology with the required interface. The Resource Management System Layer is where cloud computing is integrated with virtual software and physical resources. The fourth tier is the service layer, which offers SaaS, PaaS, and IaaS levels of offerings to its end customers. The layer known as the application layer is where professors and students come together in a single shared session to exchange ideas and communicate following their pertinent topics utilizing information resources that are readily accessible. The Security Layer is the layer that recognizes user authentication and then prevents them from accessing the desired software or hardware.

4. CONCLUSION

In this paper, the author has made an effort to concentrate on the advantages of employing cloud-based LMS design in this paper. The current worldwide education sector is heavily embracing cloud-based LMS systems to get a refreshed e-learning paradigm. Students use their smartphones as a tool to acquire cloud-based educational platforms anytime they want over the internet in the high-information technology world of today. Cloud hosting companies are doing a significant amount of business in emerging nations like India, and educational institutions and businesses are also using their technologies to educate and update their students so they can compete successfully on a global scale. Needing said that it is also noted in this article that the cloud-based LMS model's privacy and safety policy is in jeopardy. Based on this, we attempted to construct a suggested secure architecture, and moving forward, the study will concentrate on the construction of an appropriate security system approach by identifying various risks, assaults, and countermeasures.

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CHAPTER 9

INVESTIGATION ON IMPACTS OF RAGGING ON STUDENTSIN EDUCATIONAL INSTITUTIONS

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ABSTRACT:The ritual of initiation in higher education institutions is called ragging. It is both a sensitive subject and a dangerous word. This includes abusing, humiliating senior students or harassing new students or younger students. The problem is due to ragging,where senior students routinely subject new students to various forms of verbal, mental, psychological, and sexual violence, along with combinations of all of these, on college campuses. The author focuses on the ragging and its impact on a student such as understanding the issue, forms, and nature of racial harassment in educational institutions in addition to the government's programs and policies for addressing racial harassment in educational institutions. In this paper, the author discusses the incident of ragging in colleges in various states, types of ragging, and ragging based on social discrimination.To prevent this, rules and regulations were made and some colleges were also taking precautions to prevent this from happening. To deal with any adverse incident related to ragging, the campus may organize an anti-ragging team consisting of both student and faculty representatives. There should be strict guidelines and restrictions for persons involved in ragging, including expulsion or suspension from school, fines, public amnesty, withdrawal of benefits like scholarship or other benefits, suspension from food and hostel etc.

KEYWORDS: Educational Institutions, Higher Education,Mental Health, Ragging, Student.

1. INTRODUCTION

The ritual of initiation in higher education institutions is called ragging, it is both a sensitive subject and a dangerous word. This includes abusing senior students, humiliating or harassing new students or younger students[1],[2]. Students believe that it is a tool for social interaction, helping juniors to establish rapport with superiors [3],[4]. The earliest example of ragging was observed in Greece in the 7th century before Christ (BC) at the Olympics,[5]. It is still used everywhere in the world, ragging is a widespread practice in high schools, hostels and sometimes even in universities[6],[7]. Seniors humiliate and humiliate juniors through ragging[8],[9]. Abuse, which is both verbal and physical, can be considered ragging. Additionally, it makes seniors who complain about their juniors feel better. This is both a disturbing reality and disordered behavior [10],[11]. Substance abuse, especially in hostels, and lack of strict anti-ragging policies in educational institutions continue to be the causes of ragging. This often causes anxiety and uncertainty among the victims when it takes the form of taunting the students or behaving rudely[12],[13]. Victims experience hopelessness, hopelessness, loneliness and other negative effects on their personality. Depressed people may occasionally attempt suicide. Students who are bullied experience poor psychological, behavioral and physical effects as a result of the bullying. Given that it involves physical and mental abuse, including social abuse, it is a public health issue. It affects not only the people but their families and ultimately the whole society.

The sad reality of racial bullying in our country's higher education system is true. Although ragging has taken the lives of countless innocent people over the years and destroyed the careers of thousands of intelligent students, many still consider the practice familiar to young college-going students and a way to enter the real world admit. According to estimates based only on reporting in English-language media, every year ragging results in about 10 or more deaths in universities, 40-50 major injuries requiring hospitalization, and university riots. There are many incidents. Given the degree of cover-up and denial, it is safe to assume that this number only represents the beginning of the problem and that ragging is likely to have many more unreported incidents and serious effects. Despite the administration's ban on ragging since the late 1970s and two successive Supreme Court interventions (1999 and 2006), which issued guidelines to eliminate ragging, it is still found that ragging has a large stake in the stakeholder. Part is included continues to encourage and rationalize it by dividing it. Act frighteningly and lightly, with one or the other, in their argument, being relatively harmless. Some people think that ragging is a necessary part of growing up and preparing for the harsh world outside. It is worrying that the authorities who should understand and implement anti-ragging policies and standards often have conflicting attitudes. Ragging has been a widespread issue plaguing our higher education institutions for more than three decades, and despite our best efforts to find solutions during this period, it still continues to make headlines at alarmingly frequent intervals. This raises questions about how well we understand this phenomenon, especially in light of the more fundamental psychological and social factors that ultimately lead to ragging behavior.

1.1. History of ragging:

Since the period of Anno Domini, teasing has existed (A.D.), it was not violent at the time; rather, it was used as a liberal practice during the 8th century AD Olympics in Greece. Later military forces of many countries started using this site. The technology of ragging spread from military training facilities to engineering, medical, as well as other residential organizations. During the eighteenth century many student groups were established in both Europe and the United States. As a result, it was part of the legacy of both the Army and English public schools. Recently, he started ragging by coming to his neighborhood. Meanwhile, after World War I, ragging became a significant issue in the West. Violence changed drastically when new methods were developed during World War II. These were first presented by military veterans who had returned to school. These methods were actually extreme forms of ragging used in army camps.

Until the 18th century, master's degree candidates had to obtain documents proving that they had endured what would today be considered Medieval Hell's Night. New students were physically abused by more experienced students, subjected to extortion, and forced to wear old clothes. The cap or beanie was regularly worn by American freshmen for a period of one year and many Greek vows were a French tradition that made its way to American institutions. Some American universities still practice the tradition on a volunteer basis, including the Phillips Institution in Eden, Oklahoma. Before the atonement system was abolished from the continent, many young men were humiliated, hurt, and even died. The early Greeks, Romans and Egyptians were aware of ragging. In addition to ragging, a different form of punishment called racking was also used. But over time it got entangled in ragging. In 1962 there was an outcry in the Netherlands over how freshers were treated in parallel with the infamous World War II concentration camps. As a result, a freshman once suffered brain damage when a senior tried to hit the ball with his head using a hockey stick. In another tradition, over 200 youths were tied up in a tight space while being partially or completely naked. Then the elders subjected them to various barbaric acts.

France has also struggled to handle the youth, the word brim de in French refers to forced drinking, hedging, ragging and silly and dangerous pranks. A nationwide campaign against Brim des Brims broke out in France during the 1920s. The defense minister ordered such activities to stop, and the Ministry of Public Education banned them in all French schools. In 1928, the New York Times published a commentary stating that Brim a Days was often beyond the bounds of entertainment, especially with anxious youth who often expressed feelings of oppression and cruelty. Practical jokes have been developed much further in military schools. The Ministries of Education and War highlighted the importance of a courteous, equitable and considerate welcome to incoming boys. Brim des has been an issue in Canada as well, probably as a result of the fact that the British, French, and then American Greeks introduced these habits to that country. Hedging activities on the Canadian border increased. Several events were recorded throughout Orientation Week in Canada, a traditional introduction to college life for incoming students.

The current paper is a study that shows that in many countries, ragging is a form of abuse against freshmen in educational institutions. This resembles the hedging practice used in the United States (US), but is far more serious. Ragging is defined by law as an action that directly or indirectly threatens to hurt, intimidate, humiliate or embarrass a student. This study is divided into several sections, the first of which is an introduction, followed by a review of the literature and suggestions based on previous research. The next section is the discussion and the last section is the conclusion of this paper which is declared and gives the result as well as the future scope.

2. LITERATURE REVIEW

Hemamalie Gunatilaka [14] has explained that in its most basic form, ragging is using insults to get new people into educational institutions. The author reportedly tries to compile material on ragging, focusing on the Sri Lankan setting. Even though it is a humiliating act, it can cause social, emotional, behavioral and physical problems to victims in extreme circumstances. It was found that ragging is linked to student politics in Sri Lankan institutions. Stress is one of the many other harmful effects of ragging. Finally, Sri Lanka is a problem that often affects public colleges, and is now gaining more attention as a result of cases involving extreme traumatic conditions.

Mohan Rao [15] et al. have explained that in our college and university system, ragging affects the learning environment in different ways among students and higher education institutions. The goal of the research was to determine the causes and conditions that determine ragging behavior as well as the effects of ragging on the psychological, intellectual and social development of students. The empirical data was to be used to formulate initial ideas on how educational standards and values are related to student welfare, ragging and other issues arising in educational institutions. It shows that the institution does not condone ragging and violators will be punished. This is expressed loudly and clearly in each document, including the presentation and notice board. Lastly, it seems that the anti-ragging culture has evolved over time and people blindly follow it.

Michele Lloyd [16] has examined the impact of domestic abuse on children's mental health and education. The main goals are to understand how domestic violence affects the lives and education of young children, youth and young adults, as well as how to help them in the educational system. It has been shown that children who experience violence often miss class

and have poorer educational outcomes and experiences. While the underlying causes of these issues are as yet unknown, abuse by children can lead to emotional trauma, psychological and physical learning barriers, and disruptive conduct in the classroom. Finally, multi-agency collaboration, instruction and support in school can reduce abuse and improve outcomes for children, adolescents and families dealing with the effects of domestic violence.

Komal Gautam [17] has explained that in higher education in India, ragging is more common than ever and affects practically everyone throughout their time on campus. The author aims to understand the issue of racial harassment existing in higher education institutions and to know about the programs and policies that the University Grants Commission (UGC) has to address. It was found that ragging causes major health problems, mental health problems, physical injuries, poor academic performance and other problems. It concluded that everyone can be affected, but newcomers are particularly prime victims and seniors are actually the main offenders.

The above study shows the impact of domestic abuse on children's mental health and education as well as in its most basic form, ragging is using humiliation to acclimate newcomers to educational institutions. In this study, the author discussed the types of tagging, what impact the student due to ragging, and the consequences and effects of ragging.

3. DISCUSSION

The University Grants Commission paper describes ragging as any behavior by a student, whether by words or in writing or through an act, which includes taunting a newcomer or any other student. Are. have the effect of behaving, or dealing with rudeness; Indulging in boisterous or disorderly behavior by any student which harass, burdens, causes physical or mental harm, or creates fear or apprehension for such behavior in a freshman or any other student; request any student to do any act that such student would not ordinarily do and which results in embarrassment, or torture or humiliation that would negatively affect the physical or mental health of the freshman or any other student, which will be significantly affected; any behavior by a senior student that prevents, hinders or interferes with the normal academic activity of another student or new student; Using the assistance of a freshman or another student to carry out academic duties assigned to a student or group of students; any act of monetary extortion or coercive expenditure committed by students against a freshman or any other student; Any physical assault, variation thereon: any act of abusive behavior by spoken words, emails, posts, or public insults involving sick and twisted pleasure, bizarre adventures, actively or passively participating, or a fresh graduate or tragic adventures involving an extra student; Any act that negatively affects the mental self-esteem and well-being of a fresher or any other student.

Sexual assault, homosexual violent assault, stripping, forced obscene and obscene acts, gestures, bodily harm or any other risk to health. It displays information about ragging in various Indian states from 2015 to 2018. As it shows, UP has the highest number of ragging cases, followed by Madhya Pradesh, West Bengal, Odisha and Kerala. In 2017, Madhya Pradesh, West Bengal and Odisha had the highest number of ragging incidents in UP. While the incidents of ragging in many Indian schools have decreased dramatically in 2018. Ragging cells on campuses, there were several incidents of racial harassment in 2017 but the fear of suspension or expulsion reduced in 2018, as shown in Table 1.

Table 1: Illustrates the Incidents of Ragging in Colleges in Various States in which a Large Number of Cases Came in 2017 but 2018 due to Fear of Expulsion.

Sl.No.	State/Union territory	Years			
		2015	2016	2017	2018
1.	Odisha	30	28	46	8
2.	Bihar	21	24	53	12
3.	Tamil Nadu	25	33	43	8
4.	Uttar Pradesh	51	93	143	35
5.	Kerala	29	35	45	22
6.	Rajasthan	16	20	40	8
7.	Maharashtra	17	29	46	11
8.	Madhya Pradesh	48	55	100	33
9.	West Bengal	53	50	99	19

3.1.Types of Ragging:

There are three general categories of ragging, ranging in severity from moderate to severe. The first type of ragging occurs when visitors are politely or rudely questioned for general facts about them. This includes addressing your superiors as SIR or MA'AM, dressing appropriately on campus, speaking quietly, standing up while entering college, avoiding arguments with your superiors, etc. Some individuals may view this behavior not as ragging, but as an enjoyable way to communicate with fellow juniors or as moderate ragging. The second type is of course ragging. This includes pressuring immigrants to drink alcohol, smoke, approach women, use abusive language in daily conversation and engage in ragging that is sexual.

The older generation does so because they believe the younger generation is growing up without the constraints of childhood, school and parental touch, and has aroused sensual sensations, especially masculine feelings, which allow them to do what they want. Gives what they want. Allow what they want. Allows, whether it is good or bad. So the newcomer should be taught life skills so that they can go with proper form. The need for life skills instruction on topics that confuse young people allows them to responsibly manage sexuality and intimacy in the adulthood transition, as well as the unpredictability of independence, ethical decision-making in action, and peer opposition gives as well as other pressures. Extreme ragging is the third. This includes things like physical abuse, blurring, beatings and physical violence. Elders do this to demonstrate their superiority over themselves and bullied and beaten the youth because of his manly nature.

3.2.laws Regarding Ragging:

According to the UGC, racial harassment of students enrolled in some schools is a crime. As a result, the UGC has framed certain rules that higher education institutions must follow to reduce the incidents of racial harassment. All Universities recognized or affiliated by the Central Acts, Provincial Acts, State/Union Territory Acts, and so many Universities as well as all deemed Universities under Section (3) of the UGC Act, 1956 shall be subject to the University Rules. Prepared by the University Grants Commission from the date of its publication in the Official Gazette with effect from 4th July, 2009. All institutions should take necessary action to put in

place the monitoring system specified in the above law and to verify that it is being strictly complied with. Because it took place within the military and English schools shortly before India's independence, the practice of ragging on higher education institutions is a byproduct of English education.

Ragging occurs when senior students attack and make fun of newcomers enrolling in university courses. Raising was not common in the 1960s due to the Gurukul method of education. However, modernization led to this issue and broke the link between the students and their education. Ragging acts as a poison to create a sense of discontent among students of different castes, groups and religions, as higher education becomes more and more accessible to the diverse population. The first state to set up such an anti-ragging unit was Tamil Nadu, the worst state for ragging, and was set up in 1997. In 2001, the Hon'ble Supreme Court of India outlawed ragging across the country. Additionally, several jurisdictions have enacted laws. To prevent and control the reprehensible practice of ragging in educational institutions.

3.3. Ragging and impact on students:

It is possible that ragging started as a friendly approach for seniors to know their upcoming juniors, especially for residential colleges such as engineering, medicine and law. However, it has become a much more worrying problem. Bullying, physical, sexual or emotional abuse, abuse, etc. Examples of more extreme ragging are that ragging can have different effects depending on the severity and intensity of the humiliation experienced. Sometimes this equates to just mild teasing, which can encourage newcomers to let go of their restrictions and feel more comfortable among their superiors. Unfortunately, it often goes further. Anxiety, embarrassment, humiliation, and other negative feelings can arise from saying abusive things or receiving humiliation in front of others.

3.3.1. Stress:

Cortisol, the body's stress hormone, may be released during ragging, a hormone that normally aids in our ability to mount a fight-or-flight response to external stimuli. But excessive stress can result in collapse. Due to the feeling or anticipation of intense pressure, a stress response or sudden stress can lead to exhaustion, anger, trouble thinking, self-doubt, anxiety and, in rare situations, a decline of both physical and mental abilities. In physical terms, the effects can range from heartburn to back discomfort, nausea, dizziness and high blood pressure, among many other things.

3.3.2. Anxiety:

Deep anxiety is the defining characteristic of anxiety, which can cause heavy sweating, dizziness, nausea, a fast heartbeat, a feeling of nervousness, and trouble sleeping. Anxiety can be strong. Anxious students may have difficulty concentrating. The loss of self-worth follows because they are unable to complete tasks. Constipation and sleeplessness can make their problem worse. Under such circumstances, mental health problems such as phobias, depression, suicidal thoughts and panic attacks may appear.

3.3.3. Depression:

Depression is a form of mental condition defined by intense sadness lasting at least two weeks. Depression affects many aspects of a person's life and is often accompanied by feelings of shame, worthlessness, and changes in eating and sleeping habits. People's behavior can change due to anxiety and frustration. In a study conducted with 477 students at a Chinese university, it

was shown that anxiety and depression increased impulsivity and decreased cognitive flexibility, meaning that depressed students often take action without thinking about the consequences.

3.3.4. *Psychological Impact:*

According to the UGC of India, ragging is any behavior by a student or students which has the effect of dealing with taunts, behavior or roughness to a fresher or additional student, whether through words or written or any act be through. Students who regularly experience more severe types of ragging may isolate themselves or abstain from any social interaction. Some people may lose their sense of direction or focus. The consequences of psychological or emotional trauma, which may be rare, can last a lifetime. Some students, unable to bear the pain, experience despair, drop out of school, or even, in the most extreme circumstances, commit suicide. Even though anti-ragging units are now present in every campus and India's Anti-Ragging Act of 2010 is in force, much can be done to reduce the psychological trauma and suffering experienced by a ragging victim. As a result, ragging has become so widespread that it is often seen as "normal" and those who experience its effects are sometimes seen as dramatic or unusual. This notion is completely wrong, and ignoring or underestimating the effects of ragging or worse, tolerating insults in silence only serves to amplify the harm.

3.4. *Ragging based on social discrimination:*

After overcoming their material poverty and underdevelopment, a new generation of individuals from the underprivileged sections of the Indian society have entered educational institutions. The persistent question about caste and reservation is perhaps the most challenging issue these colleges are facing in Figure 1. The term given by the society for this attack and public humiliation is ragging. The source of bullying can also come from other students, society, or the instructors themselves. Alternatively, it may originate from educational institutions such as central universities.
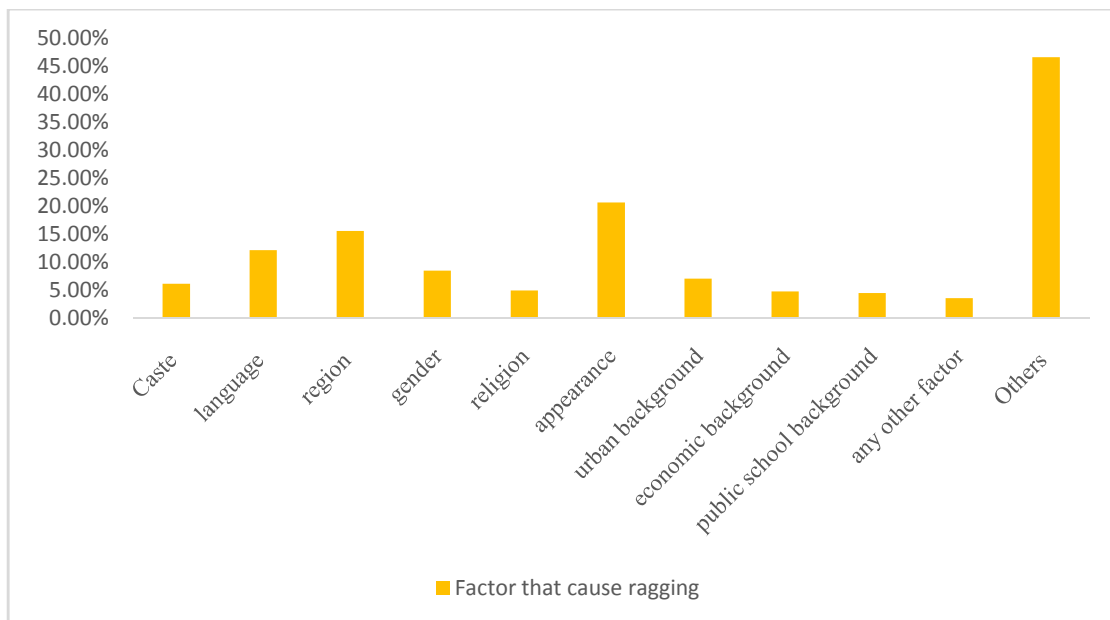

Figure 1: Illustrates the Factor that Causes Ragging based on Social Discrimination.

3.5. *Consequences and Effects of Ragging:*

Many situations can happen at once, yet leave a lasting fear. Ragging is a common occurrence in life which has a lasting effect. It becomes a nightmare, their worst experience ever, or a trauma for some people. Ragging is often viewed as a rite of passage and possibly used to integrate freshmen into the student body and college life. It is related to young people's desire to belong and be accepted by their peers. This need serves as a powerful inducement to give in to peer pressure. Victims give up ragging because of the need for acceptance and the fear of being rejected. Some ragging students may do this to maintain their place in their group. For fear of being ostracized, students who are not involved in the situation but find it objectionable avoid intervening. The effects or consequences of ragging are:

- Ragging is an incident which has a serious negative impact on the life of a person. Victims or students may experience depression or demoralization as a result of ragging, or the event may completely change them, causing them to lose interest in everything and everyone or withdraw into themselves.
- A person severely affected by ragging may experience mental stress which they are unable to cope with and end their life.
- In some cases, victims or students become so frightened that they are unable to focus on their academics, which affects their careers.
- The anxiety that victims or students experience from believing they may be the next victims, harms the college environment.
- Parents may see their child in difficulty or distress, but believe it or not, they may notice that there is something wrong with the way their child speaks or looks. The parents of the victim or student are also affected by stress or anxiety. They become concerned about the mental health, physical health or educational status of their ward.
- Ragging has an impact on the institutions as well as the victims and their families. Ragging ruins or damages the reputation of an organization. Ragging damages the reputation of the organization whether publicized or not. If it is reported, everyone will know; although not, parents and students will talk about this with their friends and family, which will hurt the reputation of the school.

4. CONCLUSION

In some institutions, ragging is still a very prevalent but dreadful problem, sometimes it comes to the fore when a victim or a junior student takes extreme measures to commit suicide, or when a student dares to publicly admit when seniors are ragging on someone. Ragging is seen as a derogatory practice which is used to integrate new students into educational institutions. However, in extreme circumstances, victims may experience physical, Behavioural, psychological and social issues. Raging has a long history that goes back many centuries, and is a multinational phenomenon that is not limited to a single nation or region. Ragging is one such incident which, whatever it may be, can make one's life a nightmare as it has permanent consequences. Some sufferers or students experience low self-esteem, social isolation, depression, or simply find it difficult to focus on their academics, which has an impact on their careers. Overall, it was determined that ragging, widely used in higher education, is a cruel practice. Because of its negative effects on students' perceptions of themselves and others, the practice has had a significant negative impact on students' lives. Although it can affect anyone, newcomers are the main victims and the elderly are the main culprits. Anyone can be a victim of ragging as it is mostly done for outright retaliation and to demonstrate power and superiority over the newcomers, teachers and staff. Ragging causes major health problems, mental health

problems, physical injuries, poor academic performance and other problems. Simple policies and rules are needed to avoid this or eliminate it from educational institutions, as mere action and legislative adoption is not enough for this. While educational institutions are making every effort to eliminate it, despite their efforts, violent incidents are increasing day by day.

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CHAPTER 10

ANALYSIS OF PERSISTENT ISSUES AND CHALLENGES FACED BY HIGHER EDUCATION SYSTEM IN INDIA

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ABSTRACT: India's higher education system faces a variety of difficulties, as would be anticipated from a nation with its size or population. According to statistical statistics, neither the employment rate nor the higher education sector have experienced any notable upswings. The new task of the country at the turn of the century is to transform into a developed society, due to which there is a need to establish a new society based on fairness and human values along with a thriving economy based on knowledge of the past. With the tremendous growth of knowledge and the creation of useful tools of information or communication technology, as well as other scientific advances, qualifications have become characteristic of progress around the world. India transfers a highly skilled workforce to other countries, easily transforming our country from a developing to a developed country. The present study aims to identify the potential and difficulties in the higher education system of India. The main goal of this paper is to understand various issues and challenges in higher education in India. In the future, this paper will make people aware of the issues and challenges of higher education and its possible solutions.

KEYWORDS: Accountability, Higher Education, Education Industry,Market, Quality.

1. INTRODUCTION

Due to its low literacy rate, high concentration in metropolitan areas, and rising per capita income, the education industry in India is one of the country's expanding industries. As a result, it provides a sizable untapped market in both regulated and unregulated segments. Higher education is becoming increasingly important for emerging nations, particularly for those like India that are seeing growth driven by services. The main goals of higher education are to advance knowledge, foster critical thinking, and disseminate skills that are pertinent to and defined by society[1]. Education in general and higher education, in particular, are very nationalistic activities that are influenced by cultural norms and national priorities. The four guiding principles for developing higher education in India should consider the extraordinary rate of its development. Four guiding principles of access, accountability, equity, and quality should be taken into account while making plans for the growth of higher education in India in the twenty-first century[2]. Supply-demand imbalance Indian society places a high value on knowledge and its acquisition; among middle-class households, education spending is second only to food and grocery in terms of overall expenditure. India's private spending on education is anticipated to rise significantly as a result of its fast-growing middle class [3], [4].

1.1. Poor Quality Education is the Outcome of Excessive Regulation:

The private sector's involvement in education has been hampered by excessive government regulation. Incorrect choice of business owners leads to subpar education quality even in the

private sector. Inadequately qualified faculty: For many years, the availability of talented instructors has been hindered by faculty shortages as well as the state's failure to recruit and keep them. There are difficulties in training the professors, and the quality of instruction is frequently subpar[5], [6].

1.2. Education's Importance and Need:

Every nation in the world today is attempting to develop in whatever manner imaginable. Every country, developed or developing, aspires to advance scientifically. For a person to live in society with full dignity and to be able to influence the habits, preferences, or personalities of others who live there, education is an essential tool for realizing one's full potential. Basic education has always been the secret to achieving liberation from oppression, fear, and lack. Education is a powerful tool in the battle against poverty. Education promotes stability, democracy, or the growth of tolerance and understanding. It both saves lives and helps people live better lives. Imagine being a demobilized boy soldier or an abandoned youngster living on the streets without access to secure housing or employment possibilities. Imagine a farmer losing his family's farm because he is unable to read the deed, or sick infants dying. After all, their mothers are unable to read the medication label[7], [8]. A high-quality education equips students with the knowledge, skills, and independence they need to increase their income and expand their range of employment opportunities. As a result, education promotes personal empowerment, increases a nation's output and competitiveness, and is crucial for social and political growth.

1.3. Disparities in Development and Unresolved Issues in India:

Many schools and universities were founded in India to address regional imbalances and to encourage the education of weaker or disadvantaged sections, notably women. These institutions or other weaker class development initiatives continue to face resource shortages, which are made worse by the ignorance, deprivation, and disadvantages of the people they assist. As a result, disparities are growing and many educated people from disadvantaged and weaker parts of society are kept out of the work and employment markets. The system of education faces a tremendous challenge from these disadvantaged and disenfranchised groups.

1.3.1. High Cost of Higher Education:

Traditional education, especially professional education, has a high unit cost that has put it out of the reach of the lower classes and middle classes in India. Numerous private business owners have established educational institutions to provide marketable, creamy courses, but they have hiked tuition costs that are out of reach for the majority of students. In the current environment, when many people are striving for higher education and those numbers are growing, governmental subsidies for education are not the appropriate approach. The state is already under pressure from the poor to make education more accessible, and they have brought up issues of socioeconomic justice and equality [9], [10].

1.3.2. Multiple regulatory agencies and heavy regulations:

Education is a Central as well as a State subject under the Indian Constitution because it is listed on the concurrent list. Throughout the years, there have been several regulators established in this industry due to a lack of coordination or communication between the two realms of power. A variety of onerous laws controlling investment in this area add to the complexity.

1.3.3. Basic Education:

Privatization of Family Economics Higher Education In rural India, nearly 96.00% of children aged 6 to 14 are enrolled in primary education, although dropout rates are consistently high. Access to education is no longer a major concern; rather, the problem of whether attending school constitutes learning persists. Although the market for supplemental education, such as nonprofit reading centers or private tuition programs, is expanding, the majority of children today still face two major obstacles to their education.

1.3.4. Public Education Quality:

More than half of fifth graders in rural government primary schools have reading levels that are three grades below grade level. Fundamental arithmetic skills have also declined across the majority of India. Since many schools are underfunded, this is a result of out-of-date curricula, a lack of teacher development programs, and poor infrastructure. Even an accepted language of teaching can be out of reach; in some areas, it can be difficult to find trained teachers who can instruct in English, which is quickly replacing other recognized languages as the primary language of instruction in the country. These elements have caused a lot of individuals to express major concerns about the standard of education.

1.3.5. Domestic Economics:

Despite significant economic progress, more than one-third of people in India still live in poverty. Children, therefore, deal with difficulties including undernourishment, a shortage of school materials, pressure to work for a living, or even long daily commutes. The main factor influencing good school attendance is a family's financial stability, or those who can afford to send their kids to private schoolscan avoid many of the issues that exist in public schools. If India wants to maintain its economic development and make sure that its youthful people are employable, further investments in education are essential. To improve education and learning and lower dropout rates, interventions in curriculum creation or standardization, better infrastructure, or teacher training are required [11], [12].

1.3.6. University Education:

Even though India has the most higher education institutions in the world, with over one-third of them being less than ten years old, enrollment rates still fall significantly below those in other nations, notably China. Despite this, only the Indian Institutes of Technology routinely rank among the top 400 colleges and institutions in the Times Higher Education University Rankings. India does not have many other universities of this caliber. Less than a quarter of Indian engineers and MBA graduates, according to employers, can find work following graduation [13], [14].Lack of skilled professors, inadequate funding for research facilities, libraries, or information technology systems, poor-quality research, or politicization of personnel appointments are India's main issues in the higher education industry. Regional, rural-urban, and gender differences in student enrolment are also pervasive. India has launched various attempts to address these challenges in recent years, including:

1.3.7. Privatization:

Currently, private educational institutions must be non-profit organizations. Privatization In locations with a lack of higher education alternatives, the government is thinking about expanding the presence of for-profit colleges and relaxing rules for private players. Private institutions made up 73.00% of all educational institutions and 66% of enrollment as of March 2015, an increase of 48.0% or 78%, respectively, from just a decade earlier.For many years the

availability of talented trainers has been constrained by the shortage of teachers and the state's failure to recruit and retain them. Despite the abundance of options in higher education, a sizable fraction of NET/Ph.D. candidates is still without a job. Given the size and population of the country, India confronts a lot of challenges when it comes to higher education. The figures do not indicate any significant increase in higher education enrollment or employment rates. These are difficulties, and some solutions may lead to improvements for the better in the future. In this paper, the author talks about the education system and its various challenge in the higher education system.

2. LITERATURE REVIEW

Wazir Singh studied higher education, issues, and challenges. The goal of higher education in India is to fully and inclusively use the human resource potential of the nation. In recent decades, the higher education industry has experienced an enormous expansion in a variety of areas, including institutional capacity, enrollment, teacher-student ratio, etc. The nation faces several significant difficulties related to equity, excellence, efficiency, and access to higher education as a result of the rapidly expanding higher education system. The study is unique in that it advances knowledge about the nation's higher education system's current state and trend of development in light of the system's potential or difficulties. The current analysis provides valuable insight into higher education finance plans and enrollment-related issues in India[15].

M. L. Kantam studied challenges in higher education, India's higher education system faces a variety of difficulties, as would be anticipated from a nation with its size and population. According to statistical statistics, neither the employment rate nor the higher education sector has experienced any notable upswings. To address the issues in higher education in both education and research, several changes have been repeatedly offered to the Planning Commission[16].

D. R. B. Des Raj Bajwa studied about challenges and issues of higher education. The third-largest higher education system in the world is found in India. Indian education has advanced significantly since the country's independence. There are several opportunities to fix these issues and enhance the higher education system in India, despite the numerous challenges it has experienced. the significance of recent research on how people learn, the necessity of greater accountability and transparency, the function of colleges and universities in the twenty-first century, and more. India needs professionals with advanced degrees who can progress our economy[17].

3. DISCUSSION

3.1.Challenges faced by Higher Education System:

There is a different structure for universities and research centers in India. As a result, the majority of institutions and colleges in India perform virtually little research. Additionally, the faculty is frequently under pressure to publish a particular number of publications to advance in their careers. They frequently turn to publish in predatory journals as a way out of this. There is a considerable discrepancy between what is taught at universities and what is required by industry. As a result, graduates lack specialized skill sets, making them unemployed. The attraction of academic study among students is diminished by a lack of pertinent professional options. For instance, students tend to lose academic desire if diligent study and critical thought don't result in job advancement.

Few high-quality employments is available in India after completing higher education. The majority of occupations pay little and call for fewer abilities. Under such a system, lower-ranked universities lack the incentive to raise their standards. Putting elite institutions first while ignoring lower ranking universities, For instance, leading universities in India receive a lot of public funding. They draw the top academic staff and students. This makes it much more challenging for universities with low rankings to improve, which is shown in Figure 1.
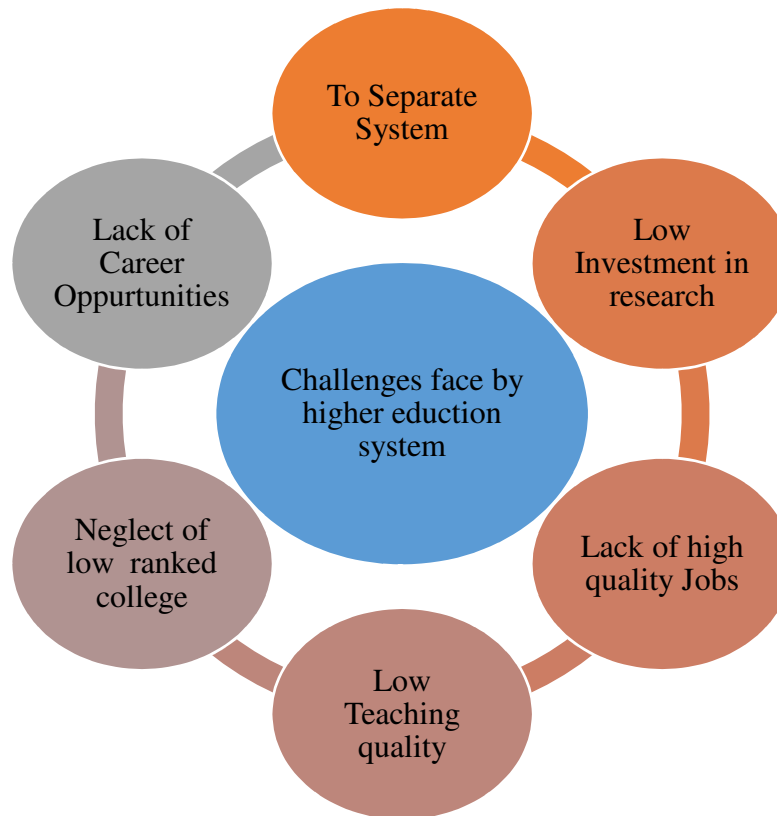

Figure 1: Illustrate that India's Higher Education Industry is Experiencing Issues.

3.2.   Problems and Difficulties in Higher Education:

Higher education in India has grown quickly and impressively during the past 30 years. However, the growth in institutions is out of proportion to the improvement in educational standards. One of the main issues with Indian higher education is frequently cited as unplanned overexpansion. Numerous institutions struggle with poor finances and mediocre quality. Entry into the best universities is therefore extremely difficult, resulting in a race for improved admission exam scores and private tutoring facilities [18], [19]. Inequalities in enrollment by gender and wealth, inadequate staff and teaching standards, and simply a general lack of student interest and motivation are issues that India's higher education system must deal with. Industries point to a lack of skilled workers as one of the main causes of the rising number of unemployed graduates. The Indian higher education system faces several significant obstacles, including:

3.2.1. Enrolment:

Just 26.3% of Indians are engaged in higher education, which is a low percentage when compared to develop and other rising countries, according to the "All-India Survey on Higher

Education" (AISHE) report 2018–19. Higher education institutions are unable to accommodate the nation's expanding demand due to the rise in school enrollment. The majority of those enrolling in higher education are those who live in urban areas. Higher education enrollment in rural areas is quite low. There is still inequality across several departments. When compared to humanities departments, medicine, technology, and business are some of the fields of study that are highly dominated by men.

3.2.2. Quality:

One of India's main problems at the moment is the provision of high-quality higher education. The government, however, never ceases highlighting top-notch education. However, many colleges and universities in India are unable to meet the minimum requirements established by the "University Grants Commission" (UGC), as a result, they are unable to rank among the top educational institutions in the world.

3.2.3. Infrastructure and Facilities:

Due to poor physical infrastructure, particularly at public sector institutions, India's higher education system has significant challenges. The state's inability to attract and retain faculty members has made it difficult to find excellent teachers for several years. A significant fraction of Ph.D./NET candidates are still unemployed even though there are many jobs in higher education.

3.2.4. Financing:

Private higher education has rapidly expanded as a result of the state's incapacity to finance the system's expansion. Additionally, the reduced financial support from the government harms small or rural educational institutions. Solely serving an elite few, this, in turn, restricts access to higher education on a general level.

3.2.5. Accountability and Teaching Performance:

There is currently no system in place to guarantee the performance and responsibility of teachers at colleges and universities. It is advisable to build up a performance review system for professors based on the comments made by their pupils and peers. Other inputs, such as research articles and instructor publications, ought to be included in the performance assessment over time.

3.2.6. Faculty:

For many years, the availability of skilled instructors has been hampered by faculty shortages as well as the state's incapacity to recruit and retain them. Despite a large number of openings in higher education, a large percentage of skilled people are unemployed.

3.2.7. Accreditation:

Motivated by market possibilities and entrepreneurial energy, numerous institutions are operating as fictitious non-profit organizations and taking advantage of the permissive regulatory climate to sell degrees that have not been authorized by Indian authorities. Students from semi-rural and rural backgrounds frequently become victims of these institutions and universities.

3.2.8. Research and innovation:

Our country has a very modest number of academics whose writings are cited by well-known western authors. The focus on research in higher education institutions is minimal. There aren't enough resources like equipment and buildings, and there aren't enough excellent teachers to support students.As a result, the Indian higher education system faces yet another issue.

3.3. Higher Education Organizational Structure:

The Indian educational system has problems with excessive centralization, bureaucratic processes, and a lack of professionalism, accountability, and openness. Due to the increased number of students or affiliated colleges. In India, higher education is a contentious political topic. Government engagement is significant. Despite the absence of state support for the system, 15.6% of government spending is allocated to higher education. Reservations based on caste make the debate over higher education in India hotter. While some argue that to address current socio-economic imbalances, caste-based quotas are required. Student activism and academic staff political organizing are hence pervasive and ubiquitous.

3.4. Suggestions:

- Innovative and transformative techniques from elementary to higher education levels must be implemented at the higher education level.
- The standard and reputation of higher education need to be improved.
- The government must encourage cooperation between prestigious international universities but also Indian higher education institutions.
- Both private and public universities, as well as colleges, should be free of political affiliations.
- Favoritism and other money-making practices should not be allowed in the educational system, for example. Higher education should use a multidisciplinary approach so that students' knowledge is not limited to their particular fields of study.

The survey drew attention to the current state of higher education in India. There are several significant problems with higher education in India, however, these problems must be solved for the sector to improve. How to utilize India's vast human resource potential is a subject that needs to be tackled. Opportunities exist, but it is important to learn how to seize them and make them available to others. To maintain that rate of growth, India's higher education system has to expand and raise the standards for its institutions. It urgently needs to take another look at financial resources, accessibility, equity, relevance, quality standards, infrastructure, or responsiveness to meet and exceed future expectations.

The university's ability to influence students' futures rests on an educational system that is open, forward-thinking, and committed to social responsibility. To do this, the higher education system needs effective governance, which would promote the efficient use of resources and facilities. Additionally, steps must be done to address the needs of the human side of the business through equitable pay, parity, and other top-notch perks. The establishment of top-notch interdisciplinary research institutes should be prioritized. Challenges persist in India despite improved access to higher education. Despite this, the industry is beset by issues including low graduate employability, subpar teaching quality, shoddy governance, insufficient funding, and onerous regulatory requirements. The Ministry of human resources development established a 32.00% "Gross Enrolment Ratio" (GER) goal for 2022, however, India's gross enrolment ratio (GER) in 2018–19 was much lower at 26.4%.

For enhancing the standard of higher education, there are several recommendations or expectations from the government, business, educational institutions, parent, as well as students.

3.4.1. *Education with a focus on the student and dynamic techniques:*

Higher education delivery methods must also fit the demands of learning to learn, ro learn to become. Teachers will need new attitudes and new skills if they want to implement dynamic educational techniques and provide student-centered instruction. Lecture-based teaching strategies will need to make way for strategies that emphasize independent study, one-on-one conversations between professors and students, and engaging seminars and workshops. It will be necessary to use distant learning techniques on a massive scale.

3.4.2. *Exam Reforms:*

It is necessary to undertake exam reforms that progressively replace the terminal, yearly, and semester exams with frequent and continual evaluations of students' learning progress.

3.4.3. *International Cooperation:*

Through conventional activities like research, teaching, innovation, human resources development, or continuing education, universities in India have been a major conduit for the progress and transmission of knowledge. Another role that is becoming more crucial is international collaboration. The global village is observing an increasing emphasis on international collaboration and action to find appropriate answers to challenges that have global dimensions, higher education being one of them. This is due to the greater development of transportation and communication.

3.4.4. *Cross-Cultural Programs:*

After completing your education, you should travel as widely as you can throughout India and the rest of the world with the assistance of the government in order to learn about the people, cultures, arts, religions, literature, technological advancements, and global human society's progress.

3.4.5. *Action Plan for Quality Improvement:*

External specialists must undertake an educational and administrative audit once every three years at colleges to guarantee excellence in all areas of academic activities. The self-financing colleges must submit an application for accreditation and meet the criteria. Colleges and universities should recognize the need for high-quality education and present an action plan for raising standards in these institutions.

4. CONCLUSION

The numerous problems and difficulties that higher education in our nation faces is well known. Therefore, sometimes we ponder whether it is necessary to repeatedly record the opinions of a third party. Perhaps this is because, while being aware of the serious threat to our higher education system and its potential ramifications, people are unable to convince our esteemed Indian bureaucrats and elected officials of a few key points. Yes, humans are aware that there is a significant gap between the population of India who aspires to pursue education and those who can; however, only a small portion of our population can afford this luxury.The problems and threats facing today's schools and universities are unique. These include declining enrollment, rising tuition and student loan debt, the rise of alternative college options, and political

participation. Although historically crises and disruptions have been caused by higher education, this time seems to be very different.

Quality and relevance are the main concerns that each educational echelon in India must address. India has a difficult time keeping up with the needs of a youthful and expanding labor force. The education industry in India has to address several issues, including the lack of qualified professors, appropriate curricula, student financial help, and inadequate facilities. There are extra challenges in meeting the many languages, and regional, cultural, and municipal educational demands of such a vast nation. Donors should consider local conditions, social incentives, and increasing potential when determining where to invest their charity contributions. It is now especially advantageous for businesses to support the growth of India's educational system due to recent changes in the country's rules. Certain businesses will be required to invest 2.00% of their revenues under a new CSR rule in India. The education sector has historically been significantly impacted by individual donors, and they may continue to promote its expansion by funding pilot initiatives that result in large and beneficial improvements. In the field of education, there are countless opportunities for making significant contributions, and both the public and the private sectors may contribute significantly by making wise investments.The goal of the current study is to examine the opportunities and difficulties facing India's higher education system. The main goal of this essay is to comprehend the numerous issues and challenges that higher education in India faces. This paper will inform readers about the issues with higher education and potential future solutions.

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CHAPTER 11

EXPLORING THE CONSEQUENCES AND IMPORTANCE OF VIDEO GAME IN LEARNING

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ABSTRACT: By teaching your kid to swiftly calculate all the dependent variables, playing video games may help them maintain a high level of accuracy. Because it is such a useful skill, playing video games may aid in the improvement of judgment in both soldiers and doctors. Game based learning is the practice of incorporating game mechanics and ideas into educational activities. To boost student interest and engagement, learning activities are promoted here. This study focusses on the importance of Video Game in Learning, also discussed the benefits and consequences of learningbased ongame. The fundamental tenet of game-based learning is that learning happens via practice, failure, and reaching goals. Video games are built on this concept. The player starts off slowly and advances until they can successfully complete the most difficult levels. While there are many advantages and disadvantages to children's video games, parents should take a few precautions to ensure that their kids can play the games without any problems.

KEYWORDS: Learning, Playing, Study, Students, Video Game.

1. INTRODUCTION

Video games are enjoyed by all age groups, including kids, teens, and adults. The newest video games and consoles are often at the top of the wish lists, as well as arguments over the dinner table are commonplace in both the home and at school. On the other side, if their kids play video games, particularly ones that encourage violence or fighting, parents can worry about how their kids would act. There is conflicting evidence associating gaming with aggressive behavior, however recent multinational research raises the possibility that certain children's conduct may be negatively affected by violent video games over time. In hindsight, technology seems to have a downside. Thanks to the enormous rise of the video game industry, the effect of computers on children's behaviour has become one of the psychological issues that has generated the most vehement discussion in recent years. Looking back at the history of the video game business indicates that it is one of the segments of the entertainment industry that is growing the fastest, with video games of all genres becoming the most well-liked form of entertainment. Children are one of the most important players in the business, and their influence on them cannot be understated[1]–[3].

Over time, gaming has grown to be a very well-liked part of our society. Children and teens now prefer playing electronic games that bring people together all over the world over toys or riding a bike. There are games for almost everyone, and we have all been there at some point. All ages can play video games, even adults that enjoy doing so. Even while playing video games is fun, not many people are aware of the potential harm they may do to the physical and mental health of the body. A deterioration in social skills, health issues, and an increase in violent behaviour may be brought on by excessive video game play.

Many people are nonetheless concerned about how this would impact their normal face-to-face encounters and social skills. When playing video games, people limit their social interaction to that which is directly linked to the game. Many individuals play online games while talking on headphones to their friends. Face-to-face interaction is the only way people can learn how to communicate with others; you cannot learn how to create eye contact by only playing a computer game. Being in a social environment promotes social skills. One may have the opportunity to practise behaving responsibly in many situations in a social context. When someone plays video games, they are often alone themselves in a room. In other words, there isn't a lot of social interaction between the player and the game. The majority of the time, people play video games in sessions that might last for hours or even all night. Maintaining social bonds is challenging because individuals get so immersed in playing these games that they forget about their friends and family [4], [5].

The majority of games played nowadays are played online, often including many players from different parts of the nation or globe, which encourages the kid to play with others. Your youngster will have the abilities needed to collaborate with others and solve challenges as a team as a result of this.Games operate in real-time, and the majority of them are fast-paced and call for rapid judgments to be made in a short amount of time. This aids in developing decision-making abilities that are beneficial in practical sectors like athletics or medicine, where making split-second judgments under duress is often necessary, as shown in Figure 1.
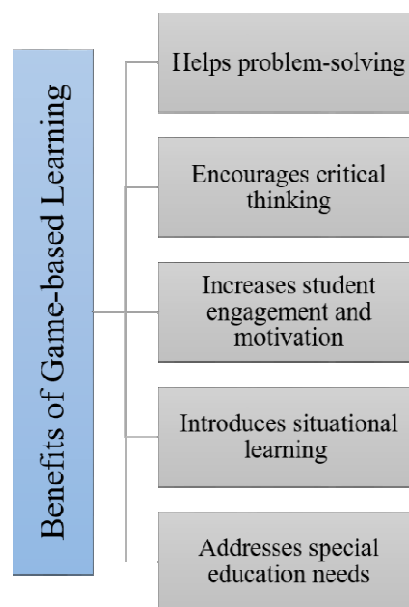

Figure 1: Illustrating the Different Benefits of Game Based Learning for Students.

Playing video games may teach your child to quickly compute all the dependent factors, which will help them maintain a high degree of accuracy. This is a very practical talent, which is why playing video games may help troops and physicians improve their judgment.Kids gain hand-eye coordination by playing video games; they start to comprehend how their limb movements influence the environment and visual cues. In addition to being necessary for practically all sports and everyday tasks, having good hand-eye coordination may be helpful for solving puzzles.The brain begins to form a structure and develops new neural pathways and transmitters to optimize function when a given skill is practiced repeatedly. Strong attention causes the brain

to adapt so that it can solve issues more rapidly, which subsequently makes it easier to deal with challenges in real life [6]–[9].

Instead of playing video games all the time, kids should engage in physical activity. This may be detrimental to their health in a variety of ways. A child's cognitive development may be impeded if they don't get out and interact with people in the actual world. Long-term usage of video games while seated still increases the risk of obesity, weakens muscles and joints, puts stress on the hands and fingers, and, according to some studies, may even impair eyesight. The happiness that video games provide cannot be compared to that of a typical school day. As a consequence, children could grow to strongly prefer playing video games over other activities, which might cause them to be less attentive to their academic work. Even after school, children could choose to play video games rather than study for tests or do their homework. This might lead to subpar performance and decreased emotional intelligence.

Many video games on the market now have extreme violence, ostentatious sexuality, vulgarity, racism, and other content that young children are unable to understand. They could fail to view these representations critically and end up seeking to act in ways that are similar to what is shown in the games. They won't be able to distinguish between good and wrong until they are exposed to the outside world since their brain architecture is still evolving[10], [11].

Despite the fact that certain games provide multiplayer play, the majority of kids end up playing them alone in their rooms. They may decide to spend their time alone or communicating online since their capacity to communicate with others in person is severely reduced as a consequence. Such kids find it difficult to start conversations, and they feel bored and uncomfortable in social settings. As a result, individuals are more susceptible to experiencing stress, adjustment disorder, depression, as well as anxiety in both their personal and professional life (Figure 2).
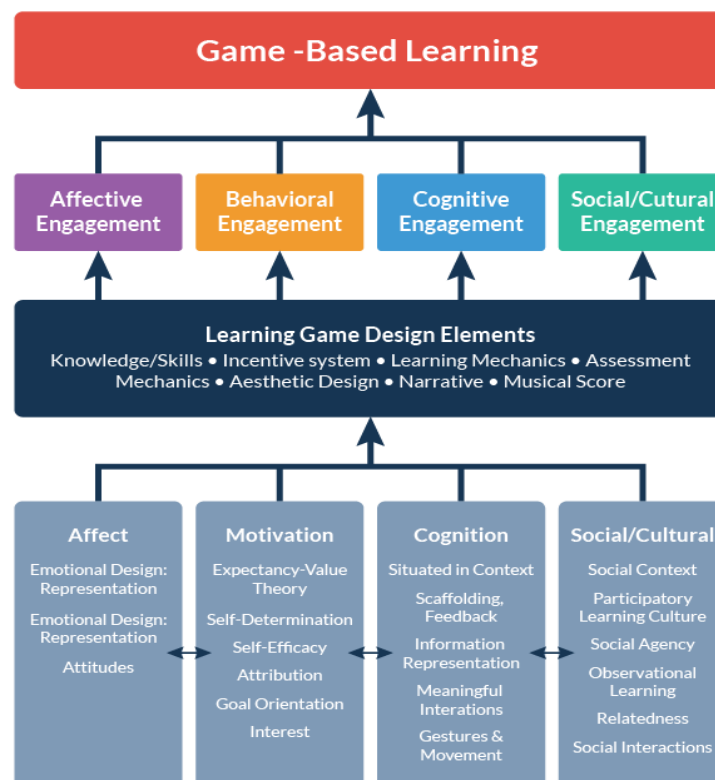
Figure 2: Illustrating how all facets of learning engagement are covered by the game-based learning paradigm[12]**.**

Today, both young people's and older people's life revolve on the usage of video games. A game that is played on an electronic device is referred to as a video game. A variety of various benefits that video games may provide have been suggested by prior studies, such as the educational viewpoint, social perspective, and financial rewards for businesses. Video games may assist students in learning academic material by lowering their stress levels, putting game-specific vocabulary into perspective with classroom material, and serving as a self-rewarding mechanism. In addition to the learning and educational activities, video games can aid young people, and students in particular, in developing additional non-academic skills. These include, for example, the capacity to solve problems, perform under pressure, make new friends through social networking, and be able to deal with challenges. Video games also assist students in completing other tasks including exchanging information, communicating, purchasing in-game upgrades, studying, browsing and buying, conserving, and improving the language that the game utilizes.When learning activities include game mechanics and concepts, this is referred to as game-based learning. Learning activities are encouraged here to increase student motivation and engagement. Points systems, leaderboards, badges, quizzes, discussion boards, and classroom response systems are all elements of game-based learning. Once you achieve a particular point level, you could get academic benefits like an additional week to turn in an assignment. Students may earn badges for achieving a specific degree of achievement, and classroom response programmes.

2. DISCUSSION

Parents dislike playing video games since they are time wasters, and even worse, some education experts believe that these games damage the brain. The media and some experts are quick to point the finger at playing violent video games as the cause of certain young people acting violently or engaging in severe anti-social conduct. The biggest advantage of video games, according to many scientists and psychologists, is that they may help children become smarter. Children may learn critical thinking abilities through video games that they may need in the future. Similar to learning to read, play the piano, or use a map, playing video games alters the physical makeup of the brain. Similar to how exercise may develop muscle, the potent combination of focus and pleasurable spikes in neurotransmitters like dopamine can develop neural circuits in the brain, Figure 3 explain factors that considered in deciding whether to employ a game in the classroom.
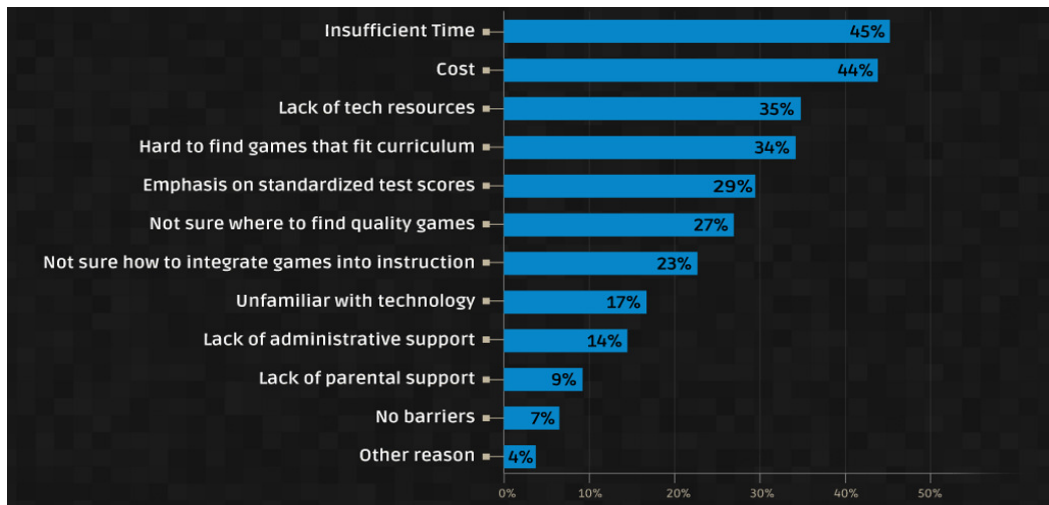
Figure 3: Illustrating the Problem Faced by Teacher in utilizing the game in the Classroom[13]**.**

The many techniques used in game-based learning reflect all of the motivational factors, including incentives, cooperation, pleasure, and success. The combination of these advantages enhances the general abilities and performance that influence learners' productivity. When you use games or gaming techniques in your instruction, you provide students the opportunity to play not only to win but also to learn and accomplish objectives. For instance, learners benefit greatly from intrinsic motivating elements that offer them a feeling of accomplishment when they advance to a new level or finish a particular job.Game-based learning's basic idea is that learning occurs via practise, failure, and achieving objectives. This idea is the foundation of video games. The player starts off slowly and improves until they can master the most challenging levels. Well-planned and constructed games will maintain a tough level of complexity while being manageable for the player to win.This similar idea is used in game-based learning to teach a curriculum. Students strive toward a goal by making decisions and then dealing with the consequences of those decisions. They actively study and put into practise the proper methods. Instead of passive learning, the outcome is active learning. Flight simulators are the ideal illustration of how well game-based learning works. Flight simulators are often used by pilots in their training. They are given extremely precise objectives, which they must practise doing. Compared to listening to theory and lectures, the outcome is far more successful[14]–[16].

2.1. *Benefits of Video Game in Learning:*

Video games are frequently seen by parents, children, and educators as a threat to education. Students seldom fight for more homework time and less screen time, after all.But as we understand more about gamification and how it affects the brain, the more we realize how effective it can be as a teaching tool. As a teaching tool, video games offer a surprisingly wide range of advantages and may be more readily integrated into your math, history, or English classes than you may imagine. People often imagine players of video games zoning out for hours at a time, not linking with others or exercising critical thought. Contrary has often emerged, however, and science has repeatedly refuted this image: An analysis of decades' worth of studies indicates that playing video games may improve pupils' academic performance and offer up new social interaction opportunities (Figure 4).
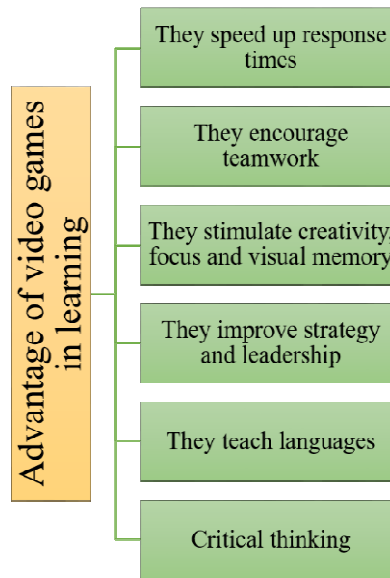
Figure 4: Representing the Various Advantage of Video Gaming in Learning.

2.1.1. Coordination:

In video games, the visual and aural inputs may be complex and sometimes sophisticated. Players have the chance to improve their coordination since, unlike consumers of videos, they must move and react to the stimuli they see on the screen. Video games may also encourage players to move their whole body in order to advance through a game, giving them opportunities for exercise. This is because motion tracking and virtual reality technologies have advanced.

2.1.2. Problem-solving abilities:

In order to complete goals in video games, players must navigate several puzzles, obstacles, and rules. Students sometimes aren't even aware that they are employing problem-solving techniques because they are so focused on winning and interested in the game. This kind of determination is something teachers don't usually see in the classroom.

2.1.3. Focus is increased:

It's undeniable that video games are excellent at keeping people's attention. Students may acquire useful motivating ideas from games, despite the fact that it's difficult to recreate the addictive quality of them. Can students design their own incentive system for studying, for instance, where they accumulate points or skills according to the amount of time they put in or the skills they master?

2.1.4. Effective learning tool:

As was said above, gamification principles have allowed video games to become a growingly popular educational tool. We'll talk about using video games to educate a range of topics in the sections that follow.

2.1.5. Increases brain activity:

As was already noted, playing video games requires players to process a lot of visual and auditory information quickly and accurately. Video games may teach players to respond more rapidly without compromising accuracy, according to studies opens in new window.

2.1.6. *Multitasking Abilities:*

Many games demand players to keep an eye on a number of things at once, including their avatar's health and inventory, the amount of time left on a level or assignment, and any upcoming difficulties or dangers.

2.1.7. *Social skills:*

Since pupils are prone to get caught up in the excitement of the moment, adult supervision is most beneficial for this ability. Video games, when played properly, may encourage healthy rivalry, teamwork, and socialization among players as they connect through similar in-game experiences.

2.2. *Impacts of Video Game:*

It's important to remember that not all video games are negative. Most negative effects of video games are brought on by excessive usage and addiction (Figure 5). a few remarks about the precautions to take while playing video game:

- Pay closer attention to how youngster plays.
- Draw lines of separation
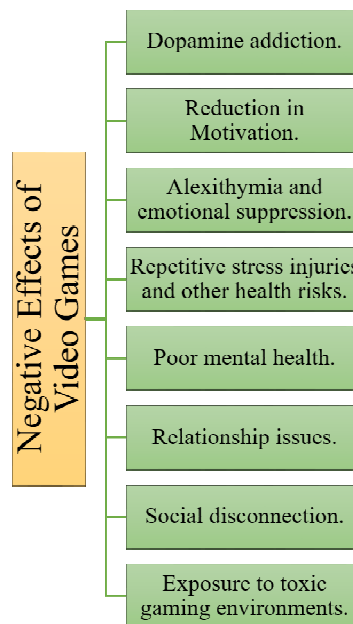
Figure 5: Representing the Various Disadvantage of Video Gaming in Learning.

Children who play computer and internet games sometimes get hooked to them and will remain in the same position for extended periods of time. Long-term usage may cause neck and back pain, backaches, injuries from repetitive motion, eyestrain, headaches, exhaustion, and mood changes. Encourage kids to take pauses from the game to prevent these physical problems. Give

them between 30 and 60 minutes to play the instructional game, but make sure they also keep active by playing outdoors or joining a school sports team.

Children's minds may be impacted through educational games. Children may want to continue playing a game until they succeed or move forward, for instance. Additionally, excessive usage of these games might result in social isolation and a lack of social skills due to how addictive they can be. Spending time with his friends and family as well as engaging with the environment around him is crucial for your youngster.A significant time waster, educational games might prevent your kid from learning, being active, or engaging in social activities. With your youngster, enforce the regulations of gaming. Inform him that he must complete his schoolwork or other studies before engaging in any games, even instructional ones. To stop him from squandering time, set time limitations for playing instructional games.A game may promote violence if it asks kids to "shoot" at things or other kids. Some of these actions your youngster may wish to imitate with friends or relatives. Look into the content of an instructional game before providing it to your youngster. If the game has problematic content, you may either stop your kid from playing it or discuss it with them beforehand. Inform your youngster that this is all in her head and that she shouldn't behave this way in real life.

3. CONCLUSION

One kind of media that is often connected to negative health impacts is video games. But when they are played consciously and in moderation, games may help with social skill development, stress relief, and mental wellness. In and of itself, video games are a relatively recent kind of entertainment. They are more engrossing and entertaining than traditional board games and other forms of entertainment. The player actively contributes to their pleasure of this medium, which raises their level of commitment and desire to engage in the elements of the video game. The amount of time spent playing is a key factor in determining the effects of gaming. While excessive play might have detrimental effects, moderate gaming can be enjoyable, healthful, and informative.Video games for kids have numerous benefits and drawbacks, but parents may keep a few things in mind to make sure that their children can play the games without any issues.Check a game's rating, age restriction, and any content warnings before purchasing or allowing your kid play it.Make an effort to participate in the game and enter their universe. Set aside certain hours each day to play games. Keep track of any encounters your child has with strangers on the internet and make sure they don't divulge any personal information.

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CHAPTER 12

AN EXPLORATIVE STUDY ON THE ROLE OF HOMESCHOOLING AND FACTORS THE AFFECTS THE PUBLIC AND PRIVATE SCHOOL

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ABSTRACT: *Parental education of children at home rather than sending them to a typical public or private school is a progressive trend sweeping the nation (and the globe). Many diverse factors influence why families decide to homeschool their children, including unhappiness with the educational alternatives offered, divergent religious or educational views, and the conviction that kids are not developing as they should in the typical school setting. Homeschooling follows a distinct sort of educational systems than other methods of instruction, unlike online learning or online courses. This study discussed the role of homeschooling and factors the affects the private schooling. With homeschooling, parents may provide their children an education that will help them form moral and religious values as well as a welcoming learning environment. Homeschooling strengthens a student's educational foundation. Children learn better at home than they do in unfamiliar settings. Although homeschooling is growing more and more popular every day and has excellent success rates, it's important to remember that parents cannot replace many instructors.*

KEYWORDS: *Education, Homeschooling, Learning, Public School, Private school.*

1. INTRODUCTION

Choosing an education for your child is a significant decision since it will have a long-term influence on your child's personal and professional success. There is much disagreement concerning the sort of education that yields the best results. The reason I believe comparing private to home school is fascinating is because they are both expensive choices. In reality, homeschooling may be more expensive than private school because it frequently necessitates the parent giving up their job. Most parents have similar concerns, such as the importance they place on education, the development of social skills, and future chances in terms of getting into a good college or earning a fair wage [1]–[4]. Homeschooling, often known as home education, is a method of educating your child at home. Many parents have begun to pursue homeschooling for a variety of reasons, including a lack of curriculum, a shortage of private schools, and other similar problems. Formal education involves attending either public or private schools. It is more widespread than homeschooling since formal schooling provides several advantages. Homeschooling is a developing and evolving practice[5]–[7]. According to the National Household Education Survey, the number of families reporting that they homeschool their children increased to 1.7 million by 2016, accounting for 3.3 percent of all pupils aged 5-17 in the United States (Figure 1).

Homeschooling is a part of a larger movement in which private organisations and people are learning how to offer services that were before handled by government agencies. As homeschooling families become more interdependent, many are likely to establish new organisations that resemble schools[8]. Figure 2 below shows the growth of homeschooling in the US. Although many homeschooling families are willing to accept assistance from public

school systems, these families and the schools they establish are much more likely to join the charter and voucher movements than to reintegrate into the traditional public school system.
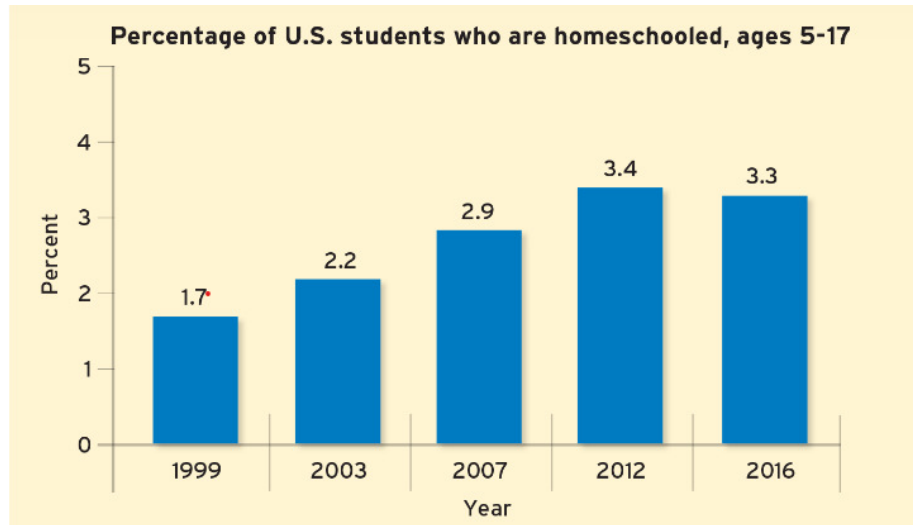

Figure 1: Illustrating the Data based on U.S Students who are Homeschooled [educationnext].
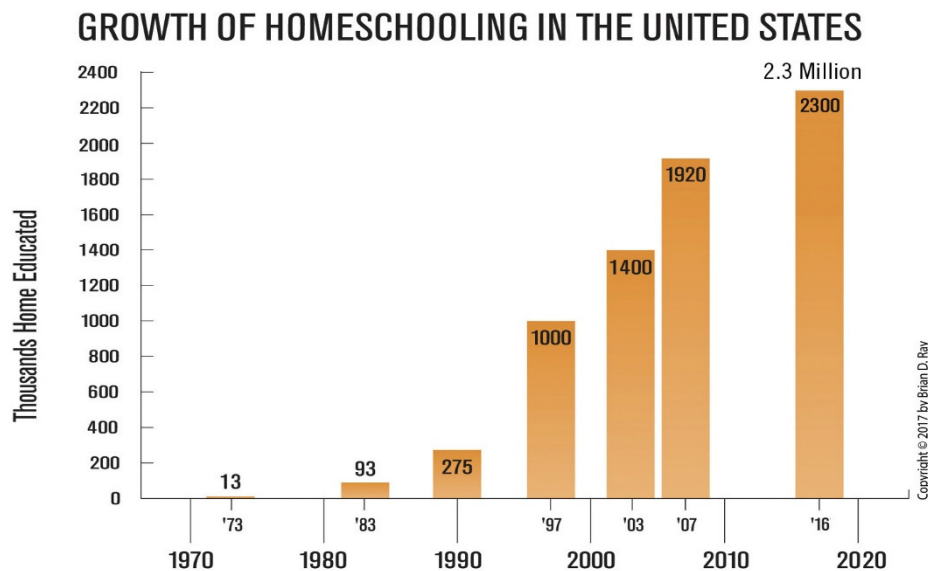
Figure 2: Illustrating the Growth of Homeschooling in US [educationnext].

Parents who choose to homeschool their children invest time and effort in a task that was formerly reserved for qualified experts. Parents must locate resources and projects that teach certain skills, understand how to manage their own time and that of their children in a constructive manner, and study what is typically taught to children of a given age, even in areas with the most lenient home-schooling legislation. The great majority of homeschooling parents want their kids to go to college, thus they must also learn how to evaluate their kids' development in light of requirements for entrance to higher education. Even a cursory look through the literature on homeschooling illustrates the breadth and depth of the parents' quest for

concepts, resources, and pertinent performance requirements. Websites for homeschooling students often provide fresh resources and lesson plans for teaching anything from arithmetic to theatre. Parents may join chat groups with other parents going through the same problems to get advice on what types of programmes are likely to help for their individual kids.

It is obvious that many serious individuals are putting up a significant lot of effort, even without passing judgement on the quality of these resources. The resources are not amateurish; they originate from academic institutions, research centres, networks of mutual aid, local school systems, and state departments of education. People who participate in association meetings and homeschooling websites perform much study and development. Many tens of thousands of individuals are learning how to teach, evaluate student progress, and constantly improve education as a consequence of the massive teacher training programme that is home schooling. It must also be one of the largest parent education initiatives in the nation. Not all homeschoolers are hermits who live in log huts. More and more families that homeschool have children who live in or close to cities, are well educated, and have regular jobs. Many of them are frequent Internet users, and many of the West Coast's home-schooling parents work in the computer and software sectors, so they do not all fear the contemporary world.

By limiting their time obligations, parents may provide their kids access to others' knowledge. Additionally, they have access to public funding for testing, supplies, facilities, managerial time, and Internet connections. Those who have mastered a topic or have extensive knowledge of teaching techniques may even choose to work as paid instructors. Homeschooling parents, however, would make wary and picky customers. Many parents know precisely what they want for their kids, so they're reluctant to persist with a situation that falls short of their expectations. But given what families who homeschool have learnt, all the elements are in place for new schools to arise. Mass migration back to traditional public schools is improbable, despite the fact that local public school systems are providing helpful support to an increasing number of homeschoolers. Most homeschooling parents left the public education system because of anything they did not like about it, whether it was slack discipline, rudeness, poor standards, hazardous facilities, or opposition to religious practise.

In contrast to religious-right political objectives, complaints against state standards and performance-based education are far less prevalent in home-schooling materials. Afraid of failing to prepare their kids for the real world, educated homeschoolers are receptive to state standards and testing initiatives that serve as benchmarks for performance. It is unlikely that a significant number of homeschooling parents will easily switch back to public schools due to these worries and the fact that many families started homeschooling after what they perceived as "takeovers" of their local public school systems by "progressive" academics and left-leaning parents. While some homeschoolers may do quite well with the support provided by public education systems, others will work to establish charter schools. A portion of the enrollment will be drawn to newly built private schools, such those being developed by the conservative Christian Heritage Schools, depending on prices and the availability of private subsidies.

Private schools are renowned to invest in the newest technology and have a larger wealth of resources, ensuring that kids get an up-to-date education. Due to the small size of the student population, there are often fewer professors per student, which means that kids get more one-on-one attention and feel more comfortable working in smaller groups. Private school environments often have a greater degree of parental participation. Private schools often have conduct codes

that include a zero-tolerance stance on behaviours like stealing, cheating, and using drugs and/or alcohol. Private schools put a stronger focus on discipline. They are allowed to create their own curriculum that meets the demands of the student population and incorporates the most current information.

Children, especially small ones, thrive on regularity and need a lot of care and attention. It can be more difficult than you think to homeschool your kids and be a stay-at-home mom at the same time. Many public schools offer sports and optional courses like music and art; homeschooled pupils may not have access to these possibilities. Children learn a certain amount of independence at a public school. Children have to remember their own class schedules, navigate between classes, pay for their own lunch, and get to and from the bus every day, depending on the grade. Teachers at public schools are expected to have education degrees, and they can have more experience teaching and working with kids. Many parents struggle to perform both parenting and teaching since they are two very distinct things. There are drawbacks to attending public school. Your kid may benefit most from attending a public school, whereas another youngster may benefit most from homeschooling.

1.1. Types of homeschooling:

The vast world of different homeschooling methods needs close thinking, right from the decision-making process to enrollment.

1.1.1. Traditional homeschooling

The most prevalent kind of homeschooling is the conventional style. When talking about homeschooling techniques, people often refer to traditional homeschooling[9]. It follows a regular daily schedule and offers lecture-based lessons similar to those found in public or private schools. It uses textbooks and online classes and follows the curriculum of the local school system, including the use of examinations and quizzes for assessment.

1.1.2. Road schooling

Road schooling is one of the most used homeschooling techniques that is gaining popularity year after year. Road schooling's central idea is to take education on the go. However, it does not include driving around with laptops and textbooks. Many car trips are included in road schooling so that kids may experience what their parents are teaching them firsthand. For instance, parents plan road excursions to national parks and sanctuaries rather than reading about them or preaching to their children about them. Children may then see the locations firsthand and ask any questions they may have to the staff members who work there.

1.1.3. Unschooling

Among all the homeschooling approaches where kids take charge of their education, unschooling is still unusual. The learning process is driven by interests and wants and occurs naturally via exploration. Parental authority over their child's education is relinquished. It makes use of some of the fundamental elements of homeschooling, such as the child's personality, interests, and learning style. While letting kids study what they want and pursue their interests, unschooling calls for both parental and child discipline.

1.1.4. Worldschooling

Worldschooling is a kind of roadschooling that encourages youngsters to travel as much as they can. It differs greatly from other conventional homeschooling techniques. Some families could relocate to a certain nation and enrol their kid for a while in a local school so they can get immersed in the local culture. Instead of teaching from home, it entails enrolling kids in nearby schools in other nations for brief periods of time.

1.1.5. Montessori homeschooling

The Montessori method, which was developed by an Italian doctor and educator called Maria Montessori, values each child's uniqueness and their own interests and curiosity. It aims to help children self-regulate by teaching them how to behave appropriately in various contexts. Mixed-age classrooms created to assist child growth, instructors who encourage hands-on learning, and both individual and group learning activities are all included in the Montessori method.

1.1.6. Hybrid homeschooling

Children split their time between homeschooling and conventional schools in a hybrid homeschooling arrangement[10], [11]. It consists of a mix of days spent at home and days spent at school. With the hybrid approach, parents may work a part-time job while their kids are in school with other kids. It blends the advantages of a conventional learning environment with the advantages of parent-driven training.

Although it depends on your circumstances, homeschooling is not always a terrible choice. Sending your kid to a public or private school, if it is feasible, can help the youngster develop personally. Consider homeschooling if it cannot be done for whatever reason, such as a lack of quality schools in the region.

2. DISCUSSION

Nowadays, a lot of parents choose homeschooling over traditional education. Most parents who want to homeschool their kids do so because they dislike the way education is now conducted, they don't want to be apart from their kids, they don't want to misuse technology, etc. The parent who chooses to homeschool may have to put their profession on wait since it requires a lot of persistence and effort from the parents. Additionally, the educational system can be unstructured, kids might not have an enjoyable atmosphere at school, and they might not be exposed to as many extracurricular activities. To choose the kind of education that will best fit your kid, take into account all the variables. Planning and implementing educational programmes requires a lot of time, which is one of the main drawbacks of homeschooling. In most households, one parent must devote their whole time to educating the kids since it may be extremely difficult for a single parent to be successful. Homeschooling may burden the family's finances since one parent may not be able to work. Children who are homeschooled could also not have as much access to extracurricular activities like athletics and social contact as they would in a public school. Although there are solutions for these issues, they remain difficulties in homeschooling. Figure 3 illustrates that homeschooled adolescents are more likely to participate in extracurricular activities that might increase cultural capital.

Homeschooling might provide students a better learning environment and give parents more flexibility with their schedules. The personalised, student-paced nature of the learning is unquestionably the first and best benefit of homeschooling over public education. Homeschooled children may have a far more individualised educational experience and timetable that can be

sped up or slowed down depending on how well the student is understanding the topic. Given that family members are available to support the student's education, homeschooling may also be a positive experience for parents and can strengthen family ties[12]–[15]. Additionally, homeschooling provides the youngster with a much safer, more regulated environment, ensuring that outside influences like bullying don't harm or divert the learner. Finally, homeschooling gives parents more control over the curriculum and certain subjects or points of view that, in accordance with their goals and values, may be given high emphasis. The possibility that homeschooled pupils engage in family activities that could be connected to cultural capital and arrive to comparable conclusion (Figure 4).

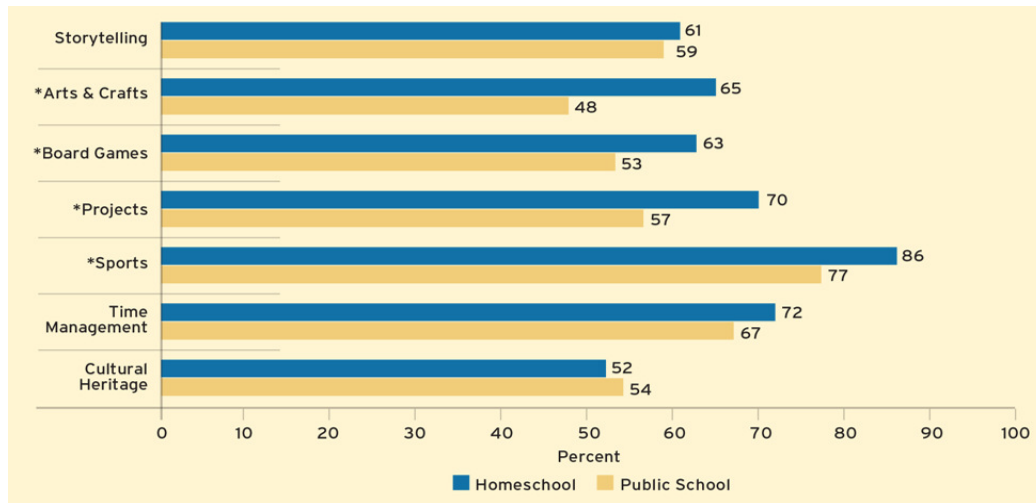**Figure 3: Illustrating the Data Based on Participation of Students in Cultural Activities for the Homeschooled Students [educationnext].**
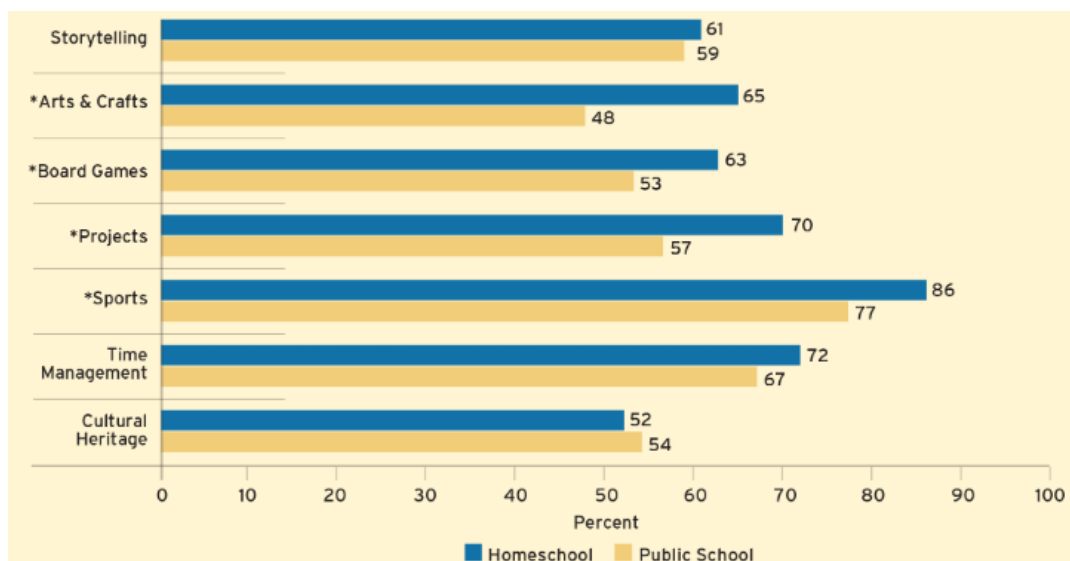

Figure 4: Illustrating the Data Based on Participation of Homeschooled Students in Family Activity.

The first is the most obvious: there may not be enough possibilities for socialising. Homeschooled pupils should look for extracurricular activities to mingle with other children their age as they won't be studying in a classroom full of other students. The parent must maintain a strict schedule, cover a wide range of courses, and ensure their kid thoroughly understands the curriculum for each one. This involves a major effort on their part. A lack of resources compared to a public school that has a library, computer lab, art studio, etc. may make homeschooling more challenging. The fact that homeschooled adolescents would not have access to award ceremonies and other chances for self-esteem-boosting acknowledgment is a final disadvantage that most people might not think about. Parents of homeschoolers may wish to look for an alternative option to adopt such ceremonies and awards since they are an essential motivator and positive feedback system for pupils in the standard educational system.

Although many people believe that public education is the greatest way to socialise and educate young children, more and more parents are choosing to homeschool their children each year. The findings refute the assumption made by supporters of public schools that homeschooled kids are at a disadvantage. In actuality, students who are educated in this setting enrol in colleges at rates that are equivalent to or greater than those of their peers. It's also important to note that studies have shown that kids who are homeschooled have less behavioural issues. But there are some notable disparities when it comes to their professors. For instance, you don't need to be certified or have any experience to educate your kids in many states. In fact, several states don't even need a high school graduation to work as an at-home teacher. More children and teenagers than ever are studying at home because to homeschooling's numerous advantages. Families want the benefits of homeschooling, including its adaptability, academic advantages, effectiveness, and opportunity. They desire an education and even a lifestyle free of minimal requirements and generalisations.

Homeschooling's efficiency and efficacy are advantages. As shown in Table 1, there is minimal time lost throughout the day waiting in lines or for others to complete because of the low student-teacher ratio. There are several homeschooling methods or styles to choose from. Many parents believe that studying based on interests promotes the growth of abilities and knowledge in all subject areas. A advantage of homeschooling is strengths-based learning, which puts an emphasis on strengths rather than flaws in a manner that can undermine a child's self-esteem. One major advantage of homeschooling is that parents may include inquiry-based learning into their daily routines to support children in developing their critical thinking.

Table 1: Illustrating the Various Advantages and Disadvantages of Homeschooling and Private Schools.

Method	Advantages	Disadvantages
Homeschooling	parents' complete control over their kids' education	Homeschooling parents face a challenge since they are fully responsible for every part of their children's learning schedule
	the option for pupils to choose or design a customised curriculum	Loss of money as a result of one parent having to quit their career to focus entirely on the child's education
	Having the capacity to organise the child's schedule in accordance with their needs and other commitments	Less exposure to social media than in public or private schools

	Possible mid-year homeschool start-up	Parents' stress levels rising because they may feel unqualified to instruct their children
	Safety of the higher emotional	fewer extracurricular options than in traditional schools
	More productivity	Fewer Productivity
Private schools	The organisation has already given the relevant resources	Higher expenses
	A number of useful and fascinating learning tools	Lack of experiences with different cultures and people, as most students come from similar backgrounds
	Specialists with years of experience and certification	few options for transit
	Available scholarships for students	less time spent with the family and at home

2.1. Artificial Intelligence (AI) in Homeschooling:

Homeschooling techniques are improved in accordance with how technologically advanced the world is becoming. Many homeschooling scenarios that include instructing kids at home use artificial intelligence. To assist them in developing tailored learning programmes for their pupils, parents, instructors, and schools are turning to AI solutions. AI has a lot to offer those who are homeschooling their children. Here are a few ways Artificial Intelligence (AI) may benefit students who are homeschooled:

- AI can design unique educational plans for every kid.
- AI may be utilised to provide individualised advice and feedback.
- AI can build online communities and virtual schools for homeschooling kids..

2.1.1. Benefits of homeschooling with AI

Homeschooled youngsters may benefit much from artificial intelligence. AI, for instance, may customise learning opportunities, adapt information to a child's particular requirements, and even give real-time feedback. Additionally, AI-powered systems may be used to organise homeschooling materials, develop lesson plans, and monitor a child's development. All things considered, AI may be a useful component to any homeschooling system. Children who are homeschooled may benefit from tailored learning experiences, increased effectiveness, and enhanced educational results by using AI. All of these indicates that AI will significantly affect homeschooling. AI will improve the effectiveness of homeschool tasks by assisting children in learning new ideas and strengthening their abilities. Children may, for instance, learn more about topics like history, physics, and arithmetic with the aid of an AI tutor or instructor bot. Additionally, many parents will find it more convenient to have the assistance of a Smart instructor like ROYBI Robot to help them support their child's education.

2.2. Future of Homeschooling:

Homeschooling is becoming more and more popular every day, and although the success rates are outstanding, it's crucial to keep in mind that parents cannot replace several professors. But as robotics and artificial intelligence advance, there's little doubt that everything taught in schools will eventually be learnable at home. Robots in homeschooling may one day make this truth

incontrovertible, even while there is disagreement about whether in-home learning can provide an equivalent or greater education. A few centuries ago, homeschooling was essentially the only kind of education available. However, states started enforcing attendance at public schools about 150 years ago, and finally they prohibited homeschooling completely. Homeschooling finally regained legal status and gained popularity in the 1990s. In fact, it should come as no surprise that homeschooling is presently the educational option with the highest growth. Parents used to be less concerned about giving their kids a relatively long leash and substantial freedom a few decades ago. However, more and more parents are turning to homeschooling as a way to regain control and protect their children as more tragedies have occurred in schools, the news in general has been rife with worrying threats to children out on their own, and political viewpoints have been introduced into the classroom, as shown in the growth graph of homeschooled students in Figure 5.
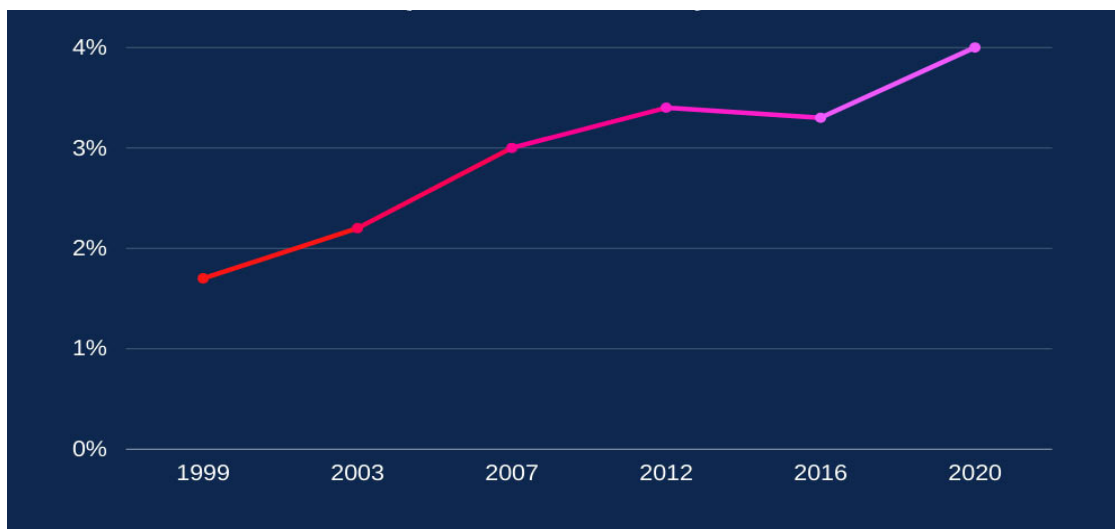

Figure 5: Illustrating the Percentage of Homeschooled Students form the Year 1999 to 2020 [thinkimpact].

3. CONCLUSION

The pandemic in 2020 hastened the ongoing transformation of the educational sector, with technology and e-learning playing a far larger role. While it is yet unclear which style of education will prevail over the others, it does seem that more parents may be choosing to educate their children or at the very least are warming up to the concept of being more active and present throughout their kids' educational process. Public schools will still exist, and for some pupils, even if merely for the socialising they provide, they represent a preferable option. The starkest contrast between these two conceptions of public education may be seen in large urban areas. There, there are lofty ambitions for student learning, racial fairness, and integrating underprivileged kids into society. There are several instances where homeschooling excels above public education. Parents and kids that enrol in homeschooling believe that it has benefits for their future. It concerns not just the education provided by a homeschooling instructor, but also social connection and scheduling freedom. In fact, some homeschoolers are prepared for college by the time they are 11 years old and are admitted. Since public school kids must complete three years of middle school, three years of senior high school, and six years of primary schooling, this will not be possible for them. Due to the flexibility of the schedule, homeschooling not only aids

the kid in their learning process but also enables parents to assist their children in various activities. Additionally, homeschoolers feel more self-assured than pupils in public schools since they are able to ask and complete various tasks without encountering peer pressure.

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CHAPTER 13

SOCIETAL CHALLENGES AND ROLE OF COLLABORATIVE LEARNING IN HIGHER EDUCATION

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ABSTRACT: The educational strategy known as "collaborative learning" makes use of groups to improve learning via cooperation. Students who collaborate in groups of two or more to finish tasks, solve issues, or understand new topics Students work together on assignments where they must comprehend concepts as a group. Students will get a more thorough knowledge in a group environment than they could alone by debating their views, rephrasing concepts, listening to opposing opinions, and clearly communicating their reasons. Create games and activities that encourage cooperation and peer learning among children. This research explores approaches to social concerns as well as the significance of collaborative learning in higher education. Collaborative learning has been found to aid pupils in developing higher order thinking skills as well as their self-assurance and self-esteem. Collaborative learning is becoming more and more popular in educational settings since it lets students concentrate on different parts of their study. It aids in the development of their critical thinking, public speaking, and collaborative abilities. In the future, cooperative learning will also give students ownership over how and what they are learning.

KEYWORDS:Collaborative Learning, Collaboration, Education, Higher Learning, Students, Universities.

1. INTRODUCTION

Universities and colleges are presently collaborating as one institution as part of the Collaboration to change their future course. The institutions mostly like to collapse must collaborate out of necessity[1]–[3]. The lengthy period of higher education institution expansion a golden age when many of the campus leaders of today came of age is now finished. Our study shows that due to their inefficiency or small size, almost 800 organisations face significant strategic issues. These issues need a fundamental change in institutional thinking about cooperation and the creation of far deeper collaborations than have previously existed in higher education. Colleges, according to our research, left the previous period in one of four crucial positions[4]–[8]. Despite the fact that institutions are now facing a variety of financial situations, their responses to the altering market do not have to be independent of one another (Figure 1). In certain circumstances, this time period provides colleges with excellent possibilities to collaborate with and combine with organisations that might be a good strategic match in the future.

Figure 1: Illustrating the Various Components of the Collaborative Learning.

This new era of cooperation goes well beyond basic university partnerships to share administrative duties or cross-list academic courses, which often only get favourable press. In the new age of collaboration, colleges and institutions band together to alter their course as if they were a single entity. The most vulnerable institutions must work together out of need, and the strongest institutions should cooperate with other colleges and universities for the potential they provide. There is no doubt about it: the market cannot sustain the amount of institutions we now have, thus it is time for institutions to band together.

1.1.Need of collaboration

While expenditures are growing throughout higher education, income is being squeezed. The main issue is that there are too many educational institutions competing for too few pupils. Small colleges, or those with less than one thousand students, which make up around forty percent of degree-granting schools in the United States, have had the largest fall in enrolment. Their enrolment has decreased by more than 5% since 2010. Many universities have had to increase their discount rate to attract students as a result of declining enrolment. The National Association of College and University Business Officers surveyed colleges and universities in 2014–15, and the average freshman discount rate was close to 50%. Due to the fact that too many institutions are more reliant than ever on enrollment for the majority of their income, the existing cost structures of colleges and universities cannot survive a period of diminishing student enrolment[9]–[12]. Private, not-for-profit institutions with enrollments under 5,000 students make up 56% of total income, compared to 42% at bigger universities. These schools' capacity to remain financially viable is significantly impacted by even a minor drop in enrolment.

Tuition-dependent colleges must decide whether to increase their value offer to students in order to increase revenue or reduce expenses in order to buck these trends. On both fronts, cooperation with other institutions may be beneficial. It should not be seen as just a survival tactic for less skilled players. The size and breadth of an institution is important to an institution's long-term performance in this new age of higher education. However, size is not the only defence against the forces bringing down higher education. In this new age, even huge schools and universities must work together since the methods often used to increase their income are intrinsically unsustainable: either they depend on a steady flow of students (such as out-of-staters) or are basically short-term cost-saving measures.

1.2.Determining collaboration

There isn't a single best way for institutions to work together. The choice your organisation makes will primarily rely on where it ranks on our risk scale among a variety of choices. Based on their size and risk, our study separated colleges and universities into four groups. The methods for collaborating within each category should be comparable, despite the fact that the individual schools and institutions in each of these four groups can appear startlingly diverse in their selectivity and financial resources. Depending on their circumstances, institutions will follow one of two routes:

1.2.1. Opportunity

Institutions that function well on a large scale, Think enhancement, or those that are small but have minimal risk requirements, Think uniqueness, have a unique potential to improve their present services via collaboration in this new age. Collaborations now extend beyond only surrounding institutions. Thanks to technical breakthroughs, institutions that are hundreds or thousands of kilometres apart may now link. Ten Pennsylvania liberal arts colleges, including Gettysburg, Franklin & Marshall, Haverford, and Swarthmore, are collaborating on risk management, compliance, and study abroad.This goes beyond the ordinary course exchange that has often distinguished collaborative partnerships. Naturally, nearby institutions have collaborated for a long time on non-academic tasks like pooling police forces or buying offices.

1.2.2. Resilience

Institutions that are enormous and inefficient, Think efficiency, or that have numerous risk factors, Think new strategy, need partners to swiftly reduce their expenses. More than 800 institutions fit within those two groups, according to our data. They include both huge institutions that have financial deficits and tiny schools that get the majority of their funding from tuition. For the majority of these campuses, typical cost reduction in ancillary budget areas is no longer an option if they are to have any hope of surviving over the next ten years. Even as they increasingly rely on them to provide the necessary income, tiny institutions in survival mode struggle to attract new students. The big institutions are still in financial trouble despite having routinely hiked their tuition prices beyond the national norms in recent years as a means of survival. It is now necessary for both sets of universities to recruit collaborators. Neither group can advance on its own.

In recent years, proposals to consolidate public institutions have increased, but they often encounter fierce resistance from politicians and higher education authorities. Even though the state's higher education institutions had been experiencing financing difficulties for years, officials there made an effort to avoid controversy by keeping their consolidation process as transparent as possible and abiding by a set of six guiding principles. The consolidation was promoted as a way to earn money for initiatives that improve student progress while also reducing expenditures. Therefore, over the course of three years beginning in 2011, officials of the University System of Georgia approved six site mergers. Not all organisations that need a survival plan are in trouble. For colleges that are ineffective as independent entities, this strategy may be suitable at times.

1.3.The three-step plan:
- Step 1: Determine potential areas of cooperation

Collaboration is not necessarily thought of as leading to a merger or acquisition; it may take many various forms. Our study of campus leaders revealed that academic alliances are the most prevalent. Collaboration on service and administrative tasks is also typical. Leaders said that in both situations, they selected their partners based on their complementing qualities.

- Step 2: Organize prospective collaboration possibilities as you start to pinpoint locations where partnerships could be feasible.

Less consideration is given to location when choosing collaboration partners, and more emphasis is placed on the value of a same goal. In our poll, college leaders involved in academic partnerships said that internal pushback as they tried to create the alliance was the biggest barrier. The most challenges in executing agreements, particularly in resolving concerns of control, were encountered when institutions collaborated on administrative tasks and services.

- Step 3: Maintain the advantages of a partnership while you are ready to build a contract with a partner

Establishing a partnership may be simple, but maintaining its advantages over time may be more challenging. According to campus officials who participated in our poll, partnerships increase the value of education, making students the main beneficiaries. Although cost-savings were less often mentioned as a major issue for academic cooperation, these alliances frequently provide a chance to "save money" that would otherwise be necessary to develop such skills.

Collaborative learning includes both group learning and peer-to-peer learning. Peer learning, sometimes referred to as peer teaching, is a kind of cooperative learning in which students work in pairs or small groups to solve problems or share ideas. According to peer teaching, which is akin to the idea that two or three brains are better than one, students educate one another by correcting mistakes and eliminating stereotypes. According to studies, learning takes place more deeply in contexts that are social, contextual, active, engaging, and student-owned. The benefits of group instruction.

2. DISCUSIION

Collaboration is a long-standing, accepted practise in higher education, particularly in research. It is often driven by the size of the work, but it normally results from a collegiate spirit and a desire to share knowledge and expertise as widely as possible. The "information and communications technology" (ICT) community in higher education participates in and benefits from this collaborative spirit via the development of state-of-the-art infrastructures and an open exchange of knowledge. Despite the fact that this has always been the case, the Internet and World Wide Web have greatly enhanced this constructive communication [13]–[17]. The open agenda has more recently advocated benefits to research, education, and society at large via open-source software, open standards, open access to research results, and open educational resources. There are tremendous opportunities for future open, comprehensive collaboration and related ICT benefits, particularly when using virtual research environments and cloud computing technologies.

2.1. *Universities build meaningful collaborations to resolve societal challenges*

Universities must establish solid alliances with outside groups and people in order to increase their effect and community involvement. Alicia Wilson offers seven guiding principles for effective teamwork[18]–[20]. Universities have an excellent chance to create partnership models and solidify their position as industry leaders in the modern higher education landscape, with low risks involved. Universities are in a unique position to work with local organisations and groups to solve social concerns. These seven guiding principles are essential to working well with other partner organisations and people, even while the specific strategies that result in meaningful partnerships may vary depending on the community:

2.1.1. Take notes

There are a lot of issues that need to be resolved, thus priorities must be established. The most effective and long-lasting strategy to determine a community's priorities is to first listen to people who will be affected the most, then be ready to follow their lead. It is essential for a university to be led by its community and listen with an ear to follow their guidance in order to turn problem-solving from an intellectual exercise into systemic constructive transformation.

2.1.2. Get ready to work together

Collaboration between a university and the community requires planning. It is significant to observe that the two groups' viewpoints, resources, and relative power all exhibit significant variations. Prior to going ahead with problem-solving as partners, the university and the local community must prepare to accept these inequalities through asset framing, or identifying groups by their ambitions and contributions, and accounting for variances in resources, influence, and power. This will make it more likely that social difficulties will be overcome rather than dividing people because of their differences.

2.1.3. Design for learning:

Any effective collaboration between a university and the people and organisations in the area must include both official and informal education. Planning, building, and scheduling thoughtful and intentional thoughts at regular intervals should be part of the collaborative process. All participants must be aware that the best method to learn from a collaborative process is in real time, in an approach that is transparent, honest, and purposeful.

2.1.4. Prepare to iterate

Plans are believed to be created to be revised often. Naturally, there are numerous flaws in the beginning of every endeavour. Imprecise information is one that will last throughout any partnership. As the initiative develops, it is important for the university and neighbourhood stakeholders to welcome and take note of new facts. This recently acquired knowledge need to be seen as "problem-solving gold," not with contempt.

2.1.5. Encourage innovation and a long-term partnership

It is crucial to encourage creativity from all sides as the cooperation moves forward and an issue is solved, and to participate in a manner that promotes relationship-building. A issue that no one expected to solve may very well be solved along the complicated route of problem-solving. Systemic solutions to social challenges will be created through encouraging creativity throughout a cooperation and continuing to cultivate relationships.

2.1.6. Assess development

Every successful partnership has an assessment process built in. This should be done in a manner that enables the scaling of best practises and the quick conclusion or redesign of anything that isn't functioning.

2.1.7. Distribute the design

Universities have a responsibility to share their best practises with others when productive relationships are formed and advancement is achieved. Universities have the ability to bring together all facets of society, and disseminating the information required to tackle social issues both inside and outside of a given community can assist.Universities are builders, as was indicated from the opening, but what they construct is not always certain. Simply said, strategic partnerships between local communities and institutions provide the necessary framework for jointly addressing social concerns.

2.2. Reasons for focus on collaborative learning
2.2.1. Boosts student involvement

Students can better interact and communicate with one another via collaborative learning. Today's LMSs include video conferencing features that let students participate in online group discussions, seminars, informal teamwork, chats, and meetings even outside of the classroom. Group projects and study sessions with peers and instructors are available to students. In group projects, students often teach and learn.

2.2.2. Creates venues for active learning

Students may question, learn from, and investigate one another in collaborative or active learning environments. Collaborative technology may greatly contribute to keeping students interested, much like on campus, given the present scenario with an increase in distance and remote learning alternatives. The use of HD video conferencing is one such method. Students anticipate the same kinds of interactive technologies that they use in their daily lives on campus. Institutions may encourage collaboration and provide students with an exceptional learning experience by using digital whiteboard tools, on-demand and pre-planned sessions, application & desktop sharing. Students may easily annotate and share ideas both inside and outside of the classroom thanks to its sensitive touch technology (Figure 2).
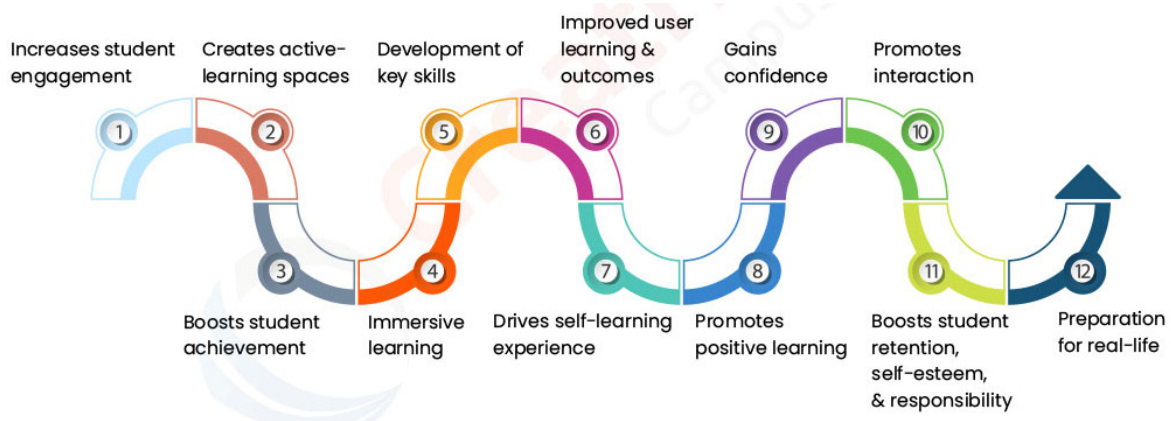

Figure 2: Illustrating the Part of Collaborative Learning in "Higher Education".

2.2.3. *Increases performance and success of students*

Previous empirical studies have shown a beneficial relationship between cooperative learning and student accomplishment. While studying alongside their peers, students demonstrate effort, perseverance, and drive. With strong student participation, excellent contact, and conversation, it encourages deeper knowledge and learning. All of this eventually results in improved student growth and performance.

2.2.4. *Integrated learning*

Collaborative learning, which completely departs from conventional education, deeply embeds information rather than merely doing so by listening and sharing. More so than what is just learnt in a classroom, students are better able to recall what they learn with a peer. Teamwork, constructivism, and a supportive learning environment are present. Students develop a better degree of comprehension and recall for the essential abilities by attempting to explore new concepts using novel techniques to achieve a problem.

2.2.5. *Increases performance and success of students*

Collaborative learning helps pupils develop vital critical thinking abilities. Peer criticism and peer learning encourage them to think more deeply. Cohort learning fosters higher-order thinking, improves communication, leadership, self-management, and organisational abilities, according to previous ideas on collaboration. With the abundance of online web conferencing collaboration technologies available today, students may study together, exchange files, notes, and instructional videos, take exams, and find out their grades all at once. In order to get better results, students may self-manage their activities and priorities, acquire higher order critical thinking abilities, and improve their relationships with their peers via this process of new learning.

2.2.6. *Better user learning*

Students have the option to customise their learning anyway they wish. To achieve their aims, institutions may make the most of the collaboration features that the majority of today's software has. Additional interactive tools with rich material, video uploads, online conversations and polls, and evaluations in the form of tests, projects, assignments, etc., might all be used.

2.2.7. *Enhances overall classroom performance*

Critical skill development raises the general academic achievement of the student body. They like using the many collaborative teaching strategies in their evaluations and are driven to have us learn new things that are outside of their curriculum.

2.2.8. *Drives the experience of self-learning*

With this instructional strategy, students are fully in control of their education. Today's software tools include interactive replay features that let students record previous sessions so they may stop, rewind, or fast-forward classes and remark on certain subjects.

2.2.9. *Encourages a psychologically supportive learning environment*

Students that participate in collaborative learning create learning communities, which helps them create a more positive role model environment. Among the physiological advantages pupils experience are;

2.3.Promotes positive learning atmosphere psychologically
2.3.1. Increases confidence

The value of each student's distinct contributions may be made clear to children via a well-planned cooperation exercise in the classroom. They get the self-assurance to correct their errors and share knowledge with one another. In contrast to a regular classroom, a collaborative setting encourages students to experiment by adopting various forms. It incorporates activities like think-pair-share, problem-based learning, a lot of jigsaw puzzles, peer review, and other typical elements of a collaborative learning environment.

2.3.2. Comprehensiveness

Every pupil is different. Through cooperative learning, they are able to advance and perform their role more effectively. In a collaborative context, students have the chance to demonstrate their intrinsic talents and qualities, which are respected and acknowledged by their peers.

2.3.3. Encourages communication

There has to be continuous contact between students and instructors for learning to take place. In traditional education, the teachers served only as an educator and faithfully carried out their assigned duties. There was little two-way communication. The environment has changed thanks to online collaborative learning, where the professor now serves as a facilitator. Students often intervene and interrupt to clarify their unclear remarks. However, when they are working in groups, kids support, encourage, support, and commend one another. When expressing divergent viewpoints, they learn to be tolerant of one another and devise other problem-solving techniques.

2.3.4. Exposure to and improvement in comprehension of many viewpoints

Students have a clear understanding of the objectives they are expected to fulfil as a group and work as effectively as possible to finish the assignment when precise goals and expectations are outlined. The most effective team will include a variety of backgrounds, skills, ideas, experience, learning styles, and concepts. Studies have shown that students in groups with different aptitude levels learn more effectively. These kids learn knowledge that stays in their long-term memory and obtain different viewpoints on a subject when they come together to debate, clarify, and assess one other's views.

2.3.5. Preparing for actual social and professional settings

The need for students to be prepared to handle real-life circumstances is growing in both society and the workforce. Collaborative thinking enables this change in learning. Teachers may provide pupils with actual challenges rather than hypothetical ones. With such hands-on, applicable projects, people get invested in the job and endeavour to develop true views. They will be able to effectively confront and resolve it by developing a scenario that includes either an environmental or social concern.

2.4.Benefits of "Collaborative Learning"
- Develops high level thinking skills

- Growths student retention
- Encourages a favourable mindset toward the topic
- Strengthens oral communication abilities
- Strengthens social interaction abilities
- Encourages good racial relations
- Promotes dynamic, engaged, and inquisitive learning environments
- Promotes tolerance for variety
- Promotes student accountability for learning 11. Involves students in the creation of the curriculum and the rules of the classroom
- In a secure setting, students investigate alternative problem-solving strategies.
- Encourages critical thinking and aids in the clarification of concepts for pupils via dialogue and debate
- Strengthens self-management abilities
- Works nicely with the constructivist methodology

2.5. *Various Ways that Organization Can Collaborate with Colleges and Universities*

2.6.   *Study and Knowledge Exchange*

In order to conduct research and special projects pertaining to your company's goods, services, or sector (often referred to as "research and development"), your corporation may collaborate closely with academic institutions. For instance, if your business sells technology, you may collaborate with organisations to create solutions that address the needs, wants, and demands of your target market. Additionally, you may engage on initiatives that will enable you to innovate in your industry and establish yourself as a real market leader. Additionally, you may use wikis and other cloud-based platforms to exchange research, information, and expertise with other schools and institutions who are working on similar projects. In this manner, you will constantly be aware of what fresh information they are unearthing and examining, and they will always be aware of what is happening in your industry.

2.7. *Idea Workshops and Labs*

You may hold areas and special occasions when employees, university authorities, teachers, and students can gather to consider and talk about particular difficulties or chances in your chosen business. For instance, business school students at a university could find it beneficial to meet with employees who work for your company in operational or client-facing positions (and vice versa), so that they can all discuss trends, forecasts, best practises, and other topics.

2.8. *Programs for Internships*

To create internship programmes, your company should collaborate with universities. As they learn, students may obtain practical experience, which raises the bar for universities and institutions. And Your company may develop a steady pipeline of highly qualified job prospects as many interns will want to hunt for full-time work opportunities with your organisation once they have completed their studies, which will increase your organization's competitiveness.

2.9. *Programs for Certification*

Develop certification programmes in collaboration with higher education institutions. Many of your workers will already be college graduates, so they won't want to enrol in full-time classes again if they don't have to or if it will wind up costing them a lot of money. However, they'll be more enthusiastic about enrolling in courses that will help them brush up on their abilities or improve their chances of getting a promotion or a new job. With certification programmes, your company will also be able to upskill its staff more effectively. Institutions will also be able to attract more applications and provide more compelling academic options to potential students. Keep the information above in mind if your organisation is prepared to develop greater collaborative connections with colleges and universities.

3. CONCLUSION

In higher education, collaborative learning is now a common teaching method for the twenty-first century. The student body must consider and collaborate on important topics in today's society. Collaborative learning enables this change in focus from solitary endeavours to teamwork, from independence to community. Due to this, cutting-edge software systems are being installed in more and more classrooms, lecture halls, and laboratories to promote cooperation. This has sparked the development of collaborative technology in higher education. "Collaboration" is a tactic that many institutions will essential to use in order to thrive in this new age of higher education. But for universities now in a position of relative strength, partnerships are also a successful strategy. Collaboration may provide academic and extracurricular offerings at universities without particular strengths a much-needed boost. We might characterise this new age of higher education as one of expansion via collaboration rather than retrenchment by stressing collaboration.

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CHAPTER 14

A COMPREHENSIVE STUDY ON THE IMPORTANCE OF ARTS AND DRAMA IN EDUCATION

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ABSTRACT:The education sector now has additional duties in a world where the demand for leaders, influencers, and thinkers is urgent and expanding. The effectiveness of instruction will undoubtedly improve as a result. Drama and the arts are used in school to promote holistic learning, hasten personality development, and provide pupils valuable life skills like leadership, cooperation, and teamwork. Students find it simple to recall and comprehend when asked to recreate a historical incident in a controlled environment rather than having to memorise several names and dates from History. In order to encourage successful learning, drama and the arts in education have been included into the curricula at numerous institutions across the globe. Students may learn public speaking, interpersonal communication, and group dynamics via puppetry or role-playing, and this technique also encourages their natural curiosity. This study focus on the modern role of Arts and Drama in education sectors and how it useful for the students. Through a variety of extracurricular activities, the use of the arts in education fosters children's imagination and creativity. The importance of art in education also includes enhancing academic achievement since pupils learn more effectively when using engaging creative learning techniques. Children become more engaged in class as a result of art in education since it fosters their imagination and creativity. In the future, incorporating theatre and art into the classroom promotes holistic learning, speeds up personality development, and gives pupils valuable life skills.

KEYWORDS:Arts, Art Education, Critical Thinking, Drama, Education, Learning.

1. INTRODUCTION

The term "drama" simply refers to a genre of fiction that is performed on stage, on radio or television, or in any of its performing arts, such as plays, mime, ballet, musicals, etc. The word "drama" is actually derived from the Greek verb "drao," which means "I do" or "action." Theatrical, radio, television, or live performances of a fictional story are thus examples of where acting or performing action is in use. Live theatre is a potent tool for grabbing kids' interest and holding it[1]–[5]. According to a study conducted in Australia, "the vast majority of students demonstrate enjoyment and enthusiasm through watching educational theatre, are receptive and listen attentively, and can accurately identify the educational messages being portrayed." Changes in knowledge, attitudes, and intentions regarding healthy behaviours can be achieved through the use of theatre in education. Through the use of theatre in the classroom, children may explore difficult social situations and delicate emotions in a secure setting. Performances may

encourage the exploration of many viewpoints and the development of empathy for other people's experiences.

Students may see a variety of potential tactics in action and then use critical thinking to assess their viability and apply them to their own situations. Theatre in Education may be used to educate pupils social and self-control skills as well as to show them how to use these abilities in various contexts. Around the globe, theatre in the classroom has been utilised to provide kids more effective strategies for controlling their emotions and resolving conflicts[6]–[10]. Students might investigate alternatives for receiving assistance via the use of theatre in the classroom. Drama in education has been proposed in some shape or another for many years. However, the idea has mostly only been used in test projects. This idea's expansion has been constrained mostly by a lack of management and conviction. However, presently there are independent organisations and student-built societies inside institutions that are taking the initiative to change the teaching techniques (Figure 1).
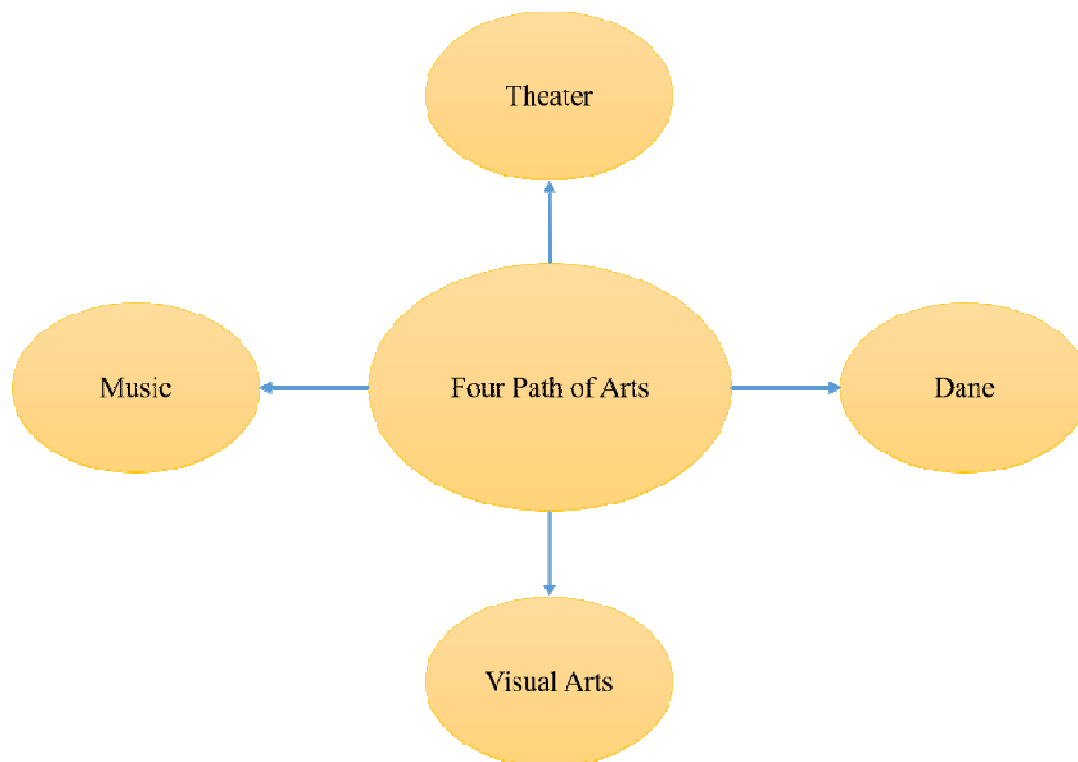

Figure 1: Illustrating the Four Path of the Arts.

As drama gradually makes its way into classrooms, it is no longer just used to teach social issues. "A multi-disciplinary strategy offers a broad intellectual foundation in all humanistic research. Students develop their ability to read critically, write persuasively, and think broadly by examining topics, theories, and methods from the humanities, the arts, and the natural and social sciences. These abilities enhance their classroom discussions and strengthen their social and cultural analysis, cultivating the skills needed to help them deal with the most challenging problems in the world. In order to prepare them for leadership roles and a life of service to the country and all of humanity, our modules ask students to think about not only how to solve problems but also which problems to solve and why, according to Prabhjot. While several outside organisations are bringing about this transformation in universities, institutions are

driving the change. The whole theatre crew of Shiv Nadar School runs a variety of programmes and courses and aids pupils in understanding the curriculum via play. The course instructors participate when we assist students with play preparation. Thus, we are certain that the pupils are receiving accurate information. According to Debraj Dutta, a member of the theatre team, "Try investigate the issues like an educator, and with the support of peer discussion, we to push them in the proper direction".

1.1. *Drama and the arts are important in education*

It may be bad for society when knowledge is spoon-fed to pupils who then consume it mindlessly. Drama and the arts are essential components of the educational process because they encourage students' creativity, intelligent learning, critical thinking, and logical reasoning. Students find it simple to recall and comprehend when asked to recreate a historical incident in a controlled environment rather than having to memorise several names and dates from History. In order to encourage successful learning, drama and the arts in education have been included into the curricula at numerous institutions across the globe. Students gain knowledge of public speaking, interpersonal communication, and group dynamics via puppetry or role-playing, and the technique also encourages their natural curiosity[11]–[14].Reasons about the importance of drama and arts in education:

- Teaches Self-Expression: Drama and the arts are used in the classroom to teach children the value of self-expression. Through creative expression, children's vision and worldview are expanded, giving them the tools to overcome challenges later in life.
- Life Skills Training: It provides pupils with a variety of life skills, including cooperation, compassion, teamwork, and teamwork.
- Learn to Take Constructive Criticism: Children also learn how to accept criticism and feedback in a manner that advances their development as people.
- Contributes to Personality Development: Students' personalities develop more quickly when theatre and the arts are used in the classroom.
- Students may discover their own "voice" via theatre and other performing arts, which enables them to more fully explore their innate abilities, talents, and competences.
- Problem-solving Skills: Students discover the importance of problem-solving in any scenario via creative art forms as they learn to be in a group, work around obstacles to grow as a team, and become excellent problem-solvers!
- Learn to Lead: Using theatre and art in the classroom also helps kids learn how to assume the role of a leader and instil essential qualities of leadership and cooperation.

The education sector now has additional duties in a world where the demand for leaders, influencers, and thinkers is urgent and expanding. The effectiveness of instruction will undoubtedly improve as a result. The following ideas may be used to summarise the main advantages of employing theatre and art as teaching tools:

- Students improve as scholars.
- They develop empathy for many facets of society.
- They adopt a co-learning mindset as a result of the co-working mentality.

- They assist in settling issues in society both on a smaller and bigger scale by using their leadership abilities.
- They take on the role of advocates for critical thinking and promote open dialogue. Having grasped the fundamentals of education, they develop the techniques for creative learning.
- Students are able to produce better achievements and serve as social change agents.
- The distinction between education and experience is understood by the pupils.
- The value of the arts in education

1.1. Art in education

Learning via the arts can be enjoyable and interesting while also teaching students many valuable life skills including improv, analytical thinking, critical thinking, teamwork, and more. What you need to know about the use of art in education is provided below:

1.1.1. Creativity:

Through a variety of extracurricular activities, the integration of the arts into the classroom helps kids become more imaginative and creative.

1.1.2. Motor abilities:

Learning how to wield a colouring brush or draw various shapes, for example, helps young kids develop valuable motor skills.

1.1.3. Improves Academic Performance:

Since engaging artistic learning approaches help pupils learn more effectively, improving academic performance is another function of art in education.

1.1.4. Confidence:

Various artistic mediums assist students identify their capabilities and cultivate their creativity, which increases their self-assurance over their special qualities.Perseverance is a quality the arts nurture in children since it takes a lot of practise and effort to discover one's creative soul.

1.1.5. Concentrate:

Art in school helps youngsters focus by encouraging their imagination and creativity. This encourages students to participate more actively in class.

1.1.6. Responsibility:

Children learn about accountability and how crucial it is, particularly in a team, when they learn to be a member of a group via performing arts and other types of art.

Similar to responsibility, cooperation is a skill that may be learned via the arts, whether it be through performing arts, independent work, or supporting the abilities of other kids.

1.1.7. Making Decisions:

Children's decision-making and critical thinking abilities are improved when they engage in various creative activities that need them to think quickly, such as acting in a play, drawing or sketching something, or even writing a narrative.

1.2.Dramatic and artistic goals in education

Students will develop basic tales into fantastic scripts while learning about theatre and performing arts. Key critical thinking abilities, performance abilities, speaking and writing skills, public speaking skills, and teamwork will all be taught to the students. Students may learn about pronunciation, intonation, and narrative via theatre and the arts in the classroom. Drama and art in the classroom help students learn languages more effectively. Additionally, students will be familiar with body language, spontaneous performance, and telling a tale in front of an audience.

Storytelling is an effective strategy for encouraging meaningful learning. Theater may be a key component of using drama and art in education since it has the potential to be a catalyst for significant social change. Learning may be done in an engaging way by using theatrical musicals and plays. Learning may be made enjoyable and engaging by curating a multi-sensory experience via imaginative storytelling and theatrical productions.

2. DISCUSSION

Before starting school, most kids already engage in dramatic play as a natural part of their life. This allows them to explore significant fictional events that have parallels to reality and develop a sense of self. This may be used in the classroom via drama and organised play to motivate students to engage in active learning throughout the primary years and throughout the curriculum. Children like being active and interacting with others. We urge people to do just this in drama. They are urged to walk about, chat, and interact with one another rather than just sitting motionless and listening. The creative and multisensory learning that theatre offers frequently resonates better with students who struggle with reading and writing.

Children are given the chance to explore, cope with, and express their emotions in a safe setting via drama. They are able to investigate their own cultural values as well as those of other people, both past and present. They are inspired to think critically and behave creatively, which helps students build transferable problem-solving and critical thinking abilities across all subject areas. Children are inspired to take on responsible roles and make decisions to engage in and direct their own learning via theatre. Teachers may adopt a more flexible approach, emphasizing the learning process as least as much as the final output, if not more. The human body's organs, mathematical formulae, poetry, and physics formulas are not enough to build a better society. Understanding our world and being self-assured and creative are essential, as are working with others, developing empathy and communication skills, learning to concentrate, knowing how to solve problems, trusting each other, being disciplined, having fun sometimes and relaxing other times, having a strong memory, being conscious of social issues, and appreciating the arts. One has to pursue a theatre education, which affects us physically, emotionally, and socially, in order to do all of this.

Drama is a crucial teaching technique for getting students ready for a society that is becoming more team-oriented than hierarchical in how they live and work. Many abilities are developed, and learning outcomes including language and social skills are improved. Imagination and creativity, which aid in problem-solving and thinking outside the box and are transferable to other professions, also naturally grow. Theatre appeals to all types of learners and engages all learning methods. Aspects of drama include voice modulation, playing out a scenario, speaking like a character would, miming, monologues, and conversation. Among the activities that might be done in the classroom are story-weaving, playing out a well-read narrative, changing the conclusion and explaining why, etc. The healthy involvement and expression of a variety of emotions are encouraged via role play. Only when we expose the kids to tasks that call for creativity and innovative thinking will these traits start to show. The other groups might try to predict which scene or narrative the students were acting out by watching them reenact a basic, well-known tale. Role playing also enhances nonverbal communication. Tableaux, character descriptions, and other decision-making exercises will help the students collaborate and maintain their interest (Figure 2).
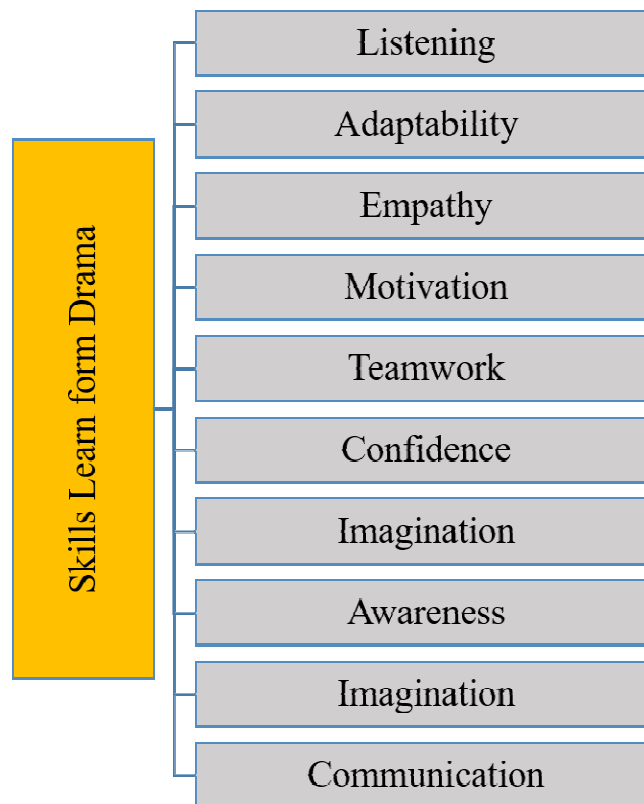

Figure 2: Illustrating the Various Skills that are Learn from the Drama.

All English curricula naturally relate in nicely with theatre. Shakespeare is one of the plays that students study in school, but other plays, such as "Les Miserables" and "The Phantom of the Opera," may also motivate students to read the book that served as the basis for the theatrical production, history is also taught in theatres. Theatre often reflects the era in which the works were created. A well-rounded history curriculum benefits from the inclusion of Greek and

Roman tragedies, mediaeval passion plays, Italian and English Renaissance works, restoration comedies, and turn-of-the-century realism and naturalism plays.

Role play, theatre, and puppetry may all be included into the usual classroom teaching of different concepts, rather than being seen as a separate activity from academics. Activities that combine language learning with theatre include acting out verbs and conveying emotion, such as miming a cheerful kid or an enraged lion. The use of drama in the classroom will aid in developing students' public speaking and communication abilities. Collaborative learning helps students improve their interpersonal and intrapersonal skills, problem-solving abilities, and kinesthetic abilities, among other things. It is impossible to overlook the fact that this practise improves listening and reading abilities. When it comes to learning, drama and theatre are excellent motivators. Each kid will become a star if they participate in many types of activities and take on a range of responsibilities.

2.1. *Uses of Drama in Education*

Depending on the method they use and the objective they want to accomplish, institutions may utilise different amounts of drama in the educational process. A "Role Play" is a popular kind of drama used in the process of delivering education. In a role play, a group of students act out a historical event, a scene from a play, or a scene from a movie. The pupils are assigned the parts of the event's characters[15]–[18]. They get knowledge about behavioural psychology as well as the characters' mentalities, which they use to form critical opinions. Costumes and sets are used to assist the pupils get immersed in the action and grasp its meaning. They get the courage to communicate with people in constructive ways as a result of the exercise, which also helps them become better future thinkers and storytellers. This activity ends up becoming the foundation of the careers of aspiring filmmakers and playwrights.

2.2. *Implementing Art in Learning:*

The greatest technique to engage young pupils in learning is to employ art forms. It is challenging for a teacher to explain the advantages of education to a kindergarten pupil. Even Francis Bacon presenting his famous essay "Of Studies" to a class of kindergarten kids would probably fail miserably to persuade such young children to read. Art is the ideal instrument to start a student's learning process at an early age. The use of motion graphics or toys to narrate stories, graphically depict texts, and assign pictures to objects have all been shown to be helpful in introducing young kids to educational experiences (Figure 3). Some of the well-known exercises you may do with kids to improve their learning include:

- Painting & Drawing
- Using visuals to learn something
- Transforming complicated concepts into rhymes and songs
- Using puppets to explain a concept
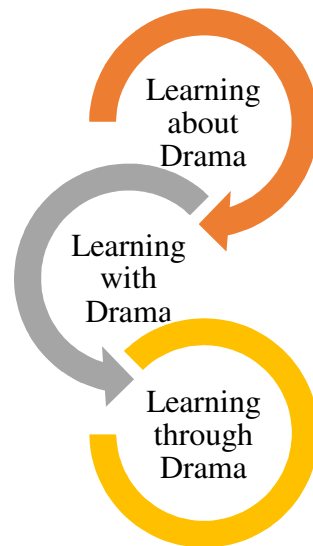- Creating stories from a single word

Figure 3: Illustrating the Phases that Involves Drama in Education.

2.3. *Benefits of Drama Classes & Theater Education*

Enrolling your kids in theatre lessons has a lot of advantages, particularly with STARS organised curriculum and qualified instructors. The value of theatre in elementary school is one of the key justifications for why it's essential to introduce your kid to theatre lessons. Teaching theatre to kids improves their ability to communicate, work in a team, be creative, and develop other important life skills. We develop each child's theatre skills via STARS and assist them in becoming well-rounded scholars. Here are some of the key advantages of taking drama and musical theatre classes:

- Promotes Strong Communication:
- Imagination:
- Express Themselves:

3. CONCLUSION

Drama is a powerful educational tool because it engages students on all levels—intellectual, physical, social, and emotional. The participants' creative potential is developed via exercises in improvisation, pantomime, playwriting, and scene reenactment, which also aid in the development of critical thinking abilities. Key abilities like creativity, expressiveness, and confidence may be developed via drama and art education, according to research. Today, creativity in education is just as significant as literacy, and a broad curriculum is just as necessary for learning in the twenty-first century. Additionally, it should be recognised that creative learning in curriculum and teaching is pedagogically complementary and essential to learning in the classroom. Children are introduced to dynamic pedagogy using the learning strand as a viewpoint. A multi-dimensional framework for organising the many choices that will influence creative learning activities in the classroom has been designed for child learning on the basis of the notion of art education as a dynamic component of pedagogy. For early childhood educators, seminars, panel discussions, conferences, workshops, etc. should be planned with an

emphasis on how theatre relates to current events in the profession. - Teachers should get drama-related in-service training. Children should be given the chance to experience with various performing arts methods, abilities, and aspects as they build their performing arts practices via active involvement, either alone or cooperatively.

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CHAPTER 15

EXPLORATIVE STUDY ON THE EMOTIONAL DEVELOPMENT IN THE INITIAL CHILDHOOD EDUCATION

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***ABSTRACT*:** **During the first few years of life, young children acquire social and emotional abilities, such as how to manage their emotions, share with others, and follow instructions. The development of reading, math, and other cognitive skills that are necessary for success in both school and life are based on these talents. Early infancy is a crucial time for the development of social and emotional skills. As they cope with tantrums, mood swings, and a growing social environment, children must understand more about their own emotions as well as those of others. The development of social and emotional skills is essential for academic readiness. This research focuses on how early childhood education promotes emotional development. Strengths in the area of emotional competence may help children and adolescents cope successfully in particular situations in addition to fostering traits linked to positive developmental outcomes, such as feelings of prosaically behavior, self-efficacy, and supportive relationships with family and peers. Additionally, emotional competence acts as a shield to lessen the effects of a variety of risk factors.**

***KEYWORDS*:** **Emotional Development, Emotional Skills, Social Development, Social Emotional Development**.

1. INTRODUCTION

A young child's social and emotional growth is essential for ensuring success in life. Social skill-building activities should be available to all kids. Children who lack social emotional competence run the risk of engaging in problematic behaviour as children and adults. Every day in the classroom, early childhood educators have the chance to encourage social skills. By giving kids a place to feel safe, loved, and secure in the classroom, early childhood educators can foster social emotional development. It's crucial to foster an atmosphere where kids feel respected and independent. By giving children plenty of opportunities to interact with one another during child-led play, including recess, social emotional skills will be naturally promoted[1]–[5]. Young children will struggle in school if they do not acquire social emotional competence. They might behave in a challenging manner in the classroom as well. Early childhood educators can specifically create a suitable environment by teaching classroom expectations in a respectful manner. Children may, for instance, contribute to the creation of rules and expectations at the start of the school year[6]–[9]. Children who participate in this process are more likely to take ownership of the expectations and wish to live up to them (Figure 1).

Using visual aids is another technique to encourage consistent expectations in a known setting. To prevent them from feeling uncertain about what will happen next, young children need to comprehend the structure of their school day. Including a daily visual timetable in your routine is one approach to aid with this. All students should have easy access to this schedule, which should be displayed in the classroom. An image is used to represent every aspect of the day. This helps kids feel less anxious about the school day by letting them know what will happen during the day. It is simpler for kids to actively engage in class when they feel protected and secure. The whole growth and learning of children are impacted by their social and emotional well-being. In

the early years, a kid learns to comprehend, express, and control their emotions. This process is known as social and emotional development.
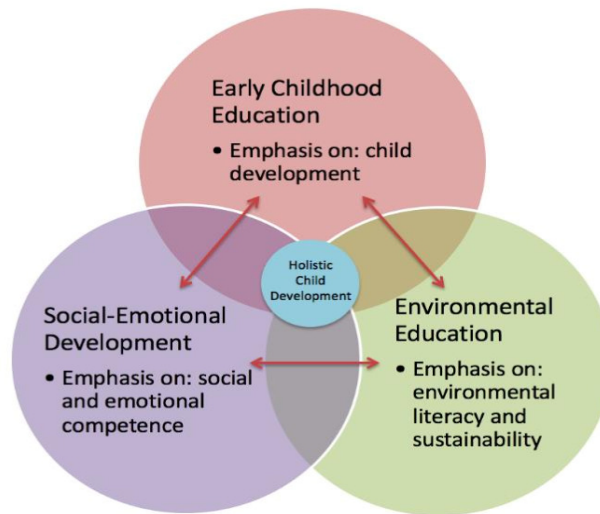

Figure 1: Illustrating the Holistic Child Development.

This involves a child's capacity to express emotions correctly to establish future connections. The ability to control both happy and negative emotions comes from the development of empathy and a moral sense. For your kid to feel connected to you and the outside world, social-emotional skills are essential. It is thought that your child begins to learn and develop these talents right away. This occurs immediately after they are introduced to their surroundings after birth. Additionally, by encouraging your children to develop socioemotional awareness, you as parents may speed up the process. Additionally, these abilities will help your kid do better in the long run in employment and in school. These are the areas where these skills are taught for trouble-free growth:

- Reasonable Temperament
- Emotion Regulation
- Social Skills
- Affection
- Empathy

1.1. Development of Social & Emotional Skills In Kids:

Right after birth, a newborn starts to gain some understanding of their environment. Additionally, you are your child's strongest advocate for promoting social and emotional development as parents. At this point, your kid is the one who is closest to you, so it's crucial to continue building on that. Early interactions are facilitated by regular exposure to family members, caretakers, and instructors[10]–[13]. Along with other crucial skill sets, concentrating on a child's emotional development in the proper manner helps them build empathy. In addition, even recent evidence points to a high correlation between subsequent academic excellence and social-emotional development. In this manner, assist your youngster in exploring and learning from their most influential role models, as shown in Figure 2.During the first few years of life, young children acquire social and emotional abilities, such as how to manage their emotions, share with others, and follow instructions. These abilities provide the groundwork for the

development of reading, math, and other cognitive skills that are necessary for academic and personal success. Healthy social and emotional development is built on strong relationships with family members and other caregivers, particularly those who provide care in early learning situations.
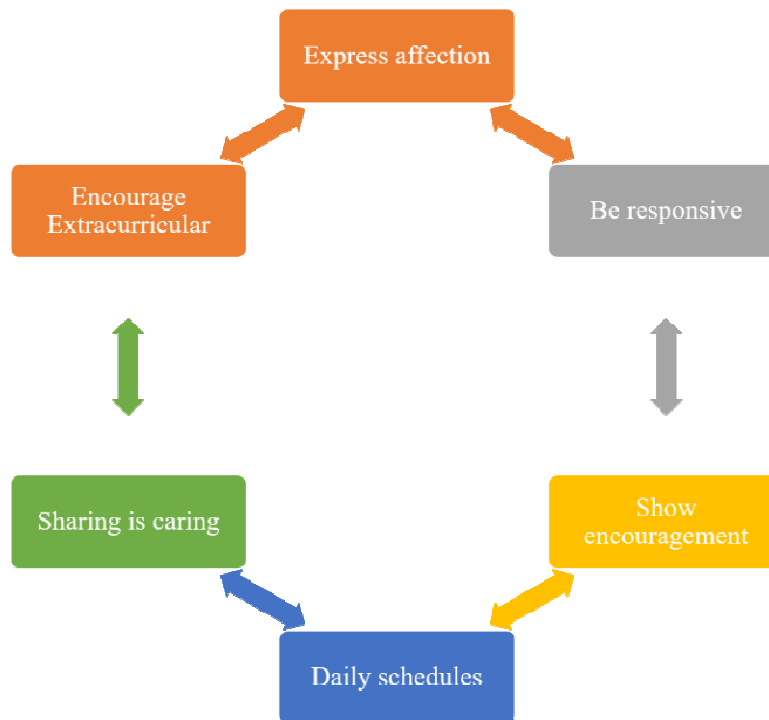
Figure 2: Illustrating the Development of Social & Emotional Skills in Kids.

Early care and education specialists are essential in nurturing social and emotional development and ensuring that the youngest kids are ready for school and on the path to success in child care and preschool settings. State legislators often take school preparedness initiatives and resources into consideration. Increasingly, policies that support young students' social and emotional development are viewed as essential to fostering academic achievement (Figure 3).

Figure 3: Illustrating the Pyramid Model of Supporting Social and Emotional Competence in Infants and Young Children [Pyramid model].

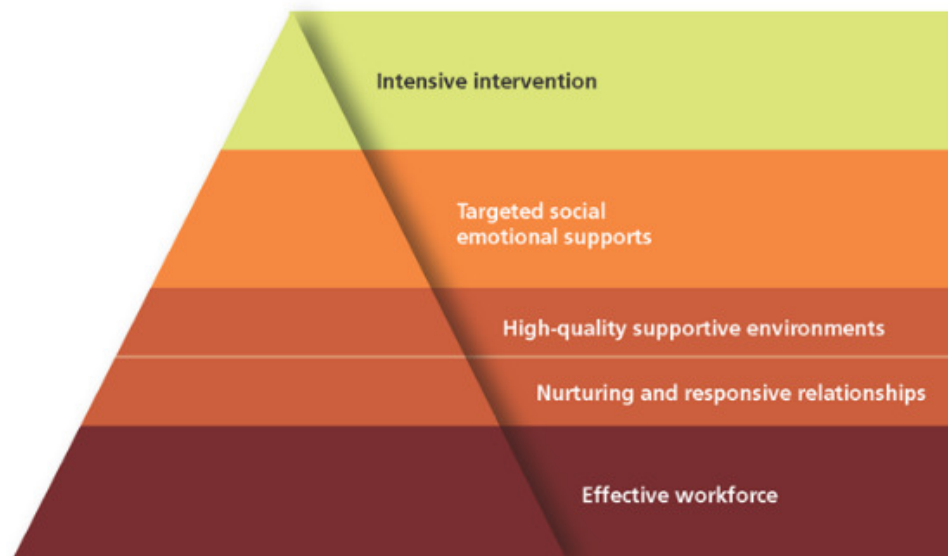Opportunities to acquire and practice social and emotional skills are abundant in early learning environments; nevertheless, the effectiveness of these environments influences how well a child's social and emotional development is supported. Children gain from "frequent, warm, and exciting" encounters in high-quality environments with attentive caregivers who can tailor training to each child's needs and abilities. Early educators working in high-quality environments often have early childhood education training and use a less rigid and controlling approach to managing the classroom.

1.2. Growth in Social and Emotional Skills:

Children's brains are quickly growing throughout the first few years of life, as is their ability to pick up important social and emotional skills. Early childhood mental health and social and emotional development are terms used to describe children's developing capacities. Biology and experiences both have an impact on how people grow socially and emotionally. Genes offer "instructions" for our bodies, but experiences influence how and if those instructions are carried out[14]–[17]. The structure of the brain is created by a combination of genes and experiences. Children's early experiences are shaped by their relationships with their caregivers' parents, various family members, daycare staff, teachers, and their environment. Given how fast the brain grows in early infancy, early experiences may either set up a strong or weak foundation that will affect how children react and respond to the world around them for the rest of their lives.

Most infants and young toddlers grow socially and emotionally in predictable ways. They learn to develop strong ties with their caregivers, to self-soothe when upset, to share and play with others, and to listen to and obey rules. These signs are all consistent with a positive early social and emotional foundation. This story is not suitable for all children. When exposed to biological, relationship-based, or environmental risk factors, at least 10% of children from birth to age 5 have difficulties with their social and emotional development, which may result in mental health problems. For example, children who have endured abuse, neglect, or other sorts of trauma may physically respond by producing high levels of cortisol, a stress hormone the body produces to cope with frightful situations. High levels of stress throughout early life may have a lasting negative impact on the developing neurological system, as well as the brain. Children who experience toxic stress, which is defined as extended activation of the stress response systems in the absence of a soothing and supporting caregiver, are at risk for less favourable social, emotional, and physical development. They face the risk of experiencing significant mental health problems as adults and children.

1.3. Early Childhood Professionals to Care for Children with Difficult Behaviors

Despite the significance of their position, many early care and education providers claim that they lack the necessary training to deal with difficult behaviours or to help kids who are at risk of developing mental health problems. Only 20% of respondents to a nationwide poll of early care and education professionals said they had received training on promoting social and emotional development in the previous year. Professionals in Maine most commonly chose more access to early childhood behavioural experts (57%), and extra training (61%) when asked what sorts of assistance would help them better handle the needs of children with problematic behaviour. In a related study conducted in Virginia, participants said that access to experts (63%), extra family assistance (54%) and staff training (52%), were all essential for enhancing child outcomes.

1.4.   Implicit bias in settings for early learning

On a study conducted by Yale University researchers, early care and education specialists were told to seek for problematic behaviours in a video of an early learning classroom even when none were shown. When problematic behaviours were anticipated, instructors tended to examine the black students more carefully, particularly the black males, according to research using technology to measure eye movements. Another finding of the research was that instructors tended to downgrade the severity of a kid's conduct when they were given more details about the child's family and upbringing and when their race matched that of the youngster. In their conclusion, the researchers called for improved training to overcome biases and boost empathy, as well as stronger relationships between early care and education providers and parents.

Regarding the consequences of difficult behaviours in the classroom, survey respondents in both Maine and Virginia were questioned. Other children's needs, their safety, and their capacity to learn were all things that were a concern. Additionally, respondents mentioned how hard actions had a detrimental impact on their personal wellbeing. Furthermore, untrained early care and education personnel may not be able to discern between problematic and developmentally appropriate behaviours. Misreading or mischaracterizing actions may result in harsher punishment and a failure to provide the necessary assistance. Underqualified professionals are more likely to overidentify kids for special education, disciplinary action, and expulsion, particularly kids of colour. Early learning environments with high student-to-adult ratios, private ownership, prolonged hours, restricted access to early childhood behavioural experts, and stressed-out instructors are more likely to result in suspensions and expulsions.

1.5.   Important emotional developmental stages in children

Examine these three critical stages of emotional development in more depth so that you may support the children in your care more effectively.

1.5.1.   Observing feelings: Giving birth to one

There are many different theories on how emotions are created and function. Some people think that pleasure, fury, and fear are the only three emotions we experience from birth. Some individuals believe that infants may be able to detect a wider range of emotions from birth. Even while infants can communicate by screaming and cooing, it might be difficult to know for sure when they can't. At this age, a baby is discovering the wonderful and bad things in the world, including cuddles and dirty diapers. At all times, they are paying attention to how they are feeling.

1.5.2.   Emotional expression: two to three

As their vocabulary grows and they have more flexibility, children will experiment with creative methods to convey their emotions. A couple of these activities, like drawing and creating a story about the terrible thing under the bed, will be beneficial. Some of it will resemble screaming at the cashier because they don't have cheese puffs more than anything else. This may be a particularly difficult period for grownups since children go through complex emotional stages but haven't yet figured out what constitutes appropriate and inappropriate expression.

1.5.3.   Emotional control: three to five

At this stage, kids are ready to enter preschool. Greater independence and a diverse social environment provide fantastic growth chances, but they also bring up some fresh challenges.

When playing, listening, or sharing, children may disagree, and because they can't always rely on their parents, they must develop new coping skills to deal with problems on their own. Preschool caregivers are crucial to this development because they provide a safe atmosphere and give guidance.

It doesn't take many orbits of the sun to realise that even grownups sometimes have difficulty recognising, expressing, and controlling their emotions. Emotional growth does not occur in a linear manner. On certain days, you may need to encourage yourself, but having a robust emotional arsenal will be essential. Perhaps even more crucially, you might show children the value of life by pointing out the things that make your heart race, your stomach turn, and your breath catch by being the one to teach them the coping skills they'll need when times are tough.

2. DISCUSSION

The establishment of the ability to experience, express, understand, and control emotions from birth as well as the evolution and alteration of this ability throughout childhood, adolescence, and adulthood are all considered to be parts of emotional development. The development of emotions occurs concurrently with the growth of the brain, the mind, and behaviour within a particular social and cultural context. Temper tantrums often occur throughout the toddler years. There's a reason why this period of development is often referred to as the "terrible twos"! Toddlers often go through rapid mood shifts. Although these feelings may be fairly intense, they often disappear quickly. You may be surprised by your child's ability to go from shouting enthusiastically for a toy one moment and settling down in front of the television to contentedly watch a favorite show the next. Children of this age may be quite possessive and have a hard time sharing. Socialization with other children is a vital life skill, however. In only a few short years, your child will go from spending the majority of their time with family and close friends to spending a significant amount of the day engaging, learning from, and playing with other kids at school. The development of social and emotional skills is essential for academic readiness. Paying attention to adults, effortlessly moving between tasks, and cooperating with kids are a few examples of these abilities (Figure 4).

Figure 4: Illustrating the Social and Emotional Learning [umaryland.]

2.1.Fostering Social and Emotional Development in Children

What can you then do to motivate your child to play effectively with others? Social competence demands for the ability to communicate emotions, show empathy, and offer freely, in addition to demanding peer collaboration. Thankfully, there are many of things parents can do to help your kids develop these vital social and emotional skills.

2.1.1. Model Respectful Conduct

Young toddlers learn new things most efficiently via observation. If your child observes you sharing, expressing gratitude, being helpful, and conversing with others about feelings, they will have a solid understanding of how to interact with others beyond the home.

2.1.2. Encourage good conduct

Most importantly, be sure to praise your kids when they show off good social skills. Giving children a strong sense of self-worth may help them develop emotional intelligence and empathy. If you provide a comfortable space where kids may express their feelings, they will naturally start to become more thoughtful and compassionate. Children who get positive reinforcement understand why some behaviours are commendable and merit praise in addition to feeling better about themselves.

2.1.3. Develop Empathy

By teaching their kids to consider other people's perspectives, parents may increase their children's empathy and emotional intelligence. Ask your kid about recent occurrences in their lives and about how they are feeling about them. How did it make you feel to lose your toy? What emotions did the tale evoke in you? Ask inquiries about how other people may feel once kids are adept at articulating their own emotional experiences. When you took away the toy Nadia was playing with, how do you think she felt? Children may start to consider how their own behaviours may affect the feelings of people around them by responding to questions regarding emotions.

2.1.4. Promote cooperation

Cooperation is one skill that benefits greatly from first-hand exposure. Allowing your child to play and engage with other kids is one of the best ways to teach them how to connect to others. Your toddler could sometimes find playing with peers upsetting since kids don't always have the patience or the ability to share. However, as they age and gain experience, things will begin to improve gradually. When kids play and engage with other people, they begin to learn how to deal with social issues. Children may often dispute and clash with their siblings and classmates at first, but they eventually learn how to haggle and come to an agreement with other kids (Figure 5).

Being able to express emotions when still a newborn facilitates the transition from complete dependency to autonomy. Expression of interests promotes research and intellectual development. Social (deliberate) smiles and other happy gestures promote good-natured attachment relationships with primary caregivers and cross-cultural communication. Expressing sadness encourages empathy and helpful behaviour, but expressing anger communicates disapproval and disgust. Temperament, also known as characteristic emotionality, is the infant's unique ability to experience and express certain emotions, as well as the threshold for doing so.

The earliest signs of self-awareness emerge in the toddler period, when the frontal lobes and limbic circuit in the brain are rapidly developing. The child thus attempts to become more independent, which increases the display of fury and resistance. The ability to set oneself apart from others also promotes moral awareness and conduct that is inherently kind. By the end of the second year of life, toddlers emotionally respond to both their own undesirable actions and the signals from others. The self-conscious emotions that come with a fundamental sense of self include shame, humiliation, regret, and pride, to name just a few. Early children and toddlers begin to form internalised rules of conduct, although pride and guilt do not yet manifest as self-conscious emotions.
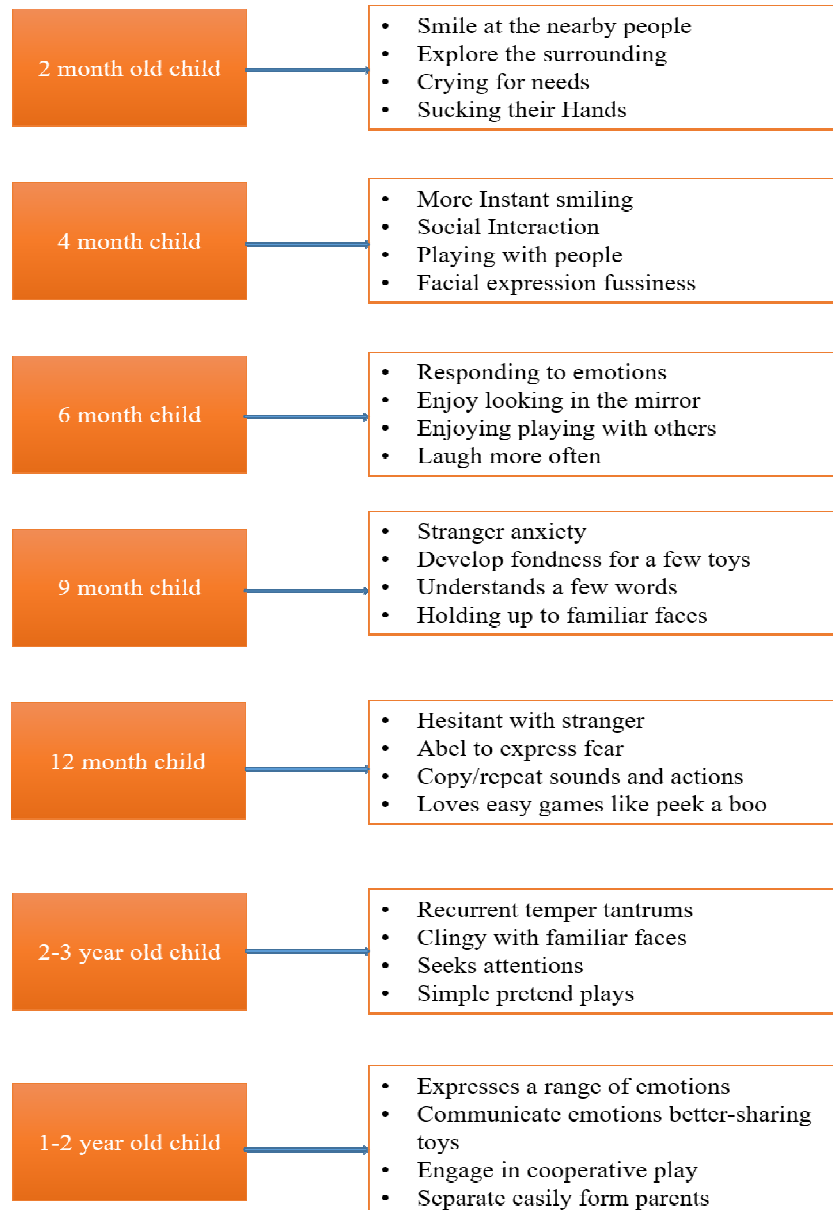
2 month old child	• Smile at the nearby people • Explore the surrounding • Crying for needs • Sucking their Hands
4 month child	• More Instant smiling • Social Interaction • Playing with people • Facial expression fussiness
6 month child	• Responding to emotions • Enjoy looking in the mirror • Enjoying playing with others • Laugh more often
9 month child	• Stranger anxiety • Develop fondness for a few toys • Understands a few words • Holding up to familiar faces
12 month child	• Hesitant with stranger • Abel to express fear • Copy/repeat sounds and actions • Loves easy games like peek a boo
2-3 year old child	• Recurrent temper tantrums • Clingy with familiar faces • Seeks attentions • Simple pretend plays
1-2 year old child	• Expresses a range of emotions • Communicate emotions better-sharing toys • Engage in cooperative play • Separate easily form parents

Figure 5: Illustrating the Social and Emotional Development Milestone in Kids.

In middle and late childhood, stable self-concepts based on the child's typical emotional experiences start to emerge. As they become more capable of self-reflection, children learn to recognise their self-conscious emotions. Repeated patterns of self-conscious sentiments have an effect on the child's self-concept as a result. For instance, the tendency to respond angrily or aggressively when guilt rather than regret is felt in response to transgression may affect a child's growing self-esteem. Throughout middle and late childhood, children begin to understand that a single event or scenario may cause the experience of many, opposing emotions. For instance, older kids are aware that attending a goodbye party for a sibling who is heading off to college would likely be both a happy and a sad event for both the child and his sibling. This skill probably develops in tandem with decentration, the mental capacity to perceive several aspects of a situation.

The battle for independence intensifies throughout adolescence, and adolescents also spend more time with their friends and less time with their families. Although this emotional independence often comes after a period of conflict and intensified negative emotion experience, adolescents begin to feel less emotionally dependent on their parents as they become older. While the negative effect typically declines during high school, it often is larger in early adolescents than in younger children. However, ladies often have greater unfavourable effect for a longer period of time than do men. Adolescents often display stronger emotions than their parents do, even in response to the same event.

3. CONCLUSION

The period of early infancy is crucial for the development of social and emotional abilities. The calibre of the encounters and connections made at this period might have long-lasting effects. The stakes are especially greater for kids whose healthy growth is hindered. Strong ties between parents and their children's outside-the-home caregivers are essential to fostering the social and emotional development of all young children so they are prepared to flourish in school and beyond. By investing in the training and wellbeing of the early care and education workforce, limiting the use of suspensions and expulsions, enhancing access to early childhood mental health specialists, and exploring additional policies to support the mental health needs of young children and their families, state policymakers are working to ensure that young children are supported in early learning settings. The capacity to recognise oneself and others around you is transmitted to your children via their social and emotional development. These abilities distinguish them in special ways from other kids. It strengthens a child's discernment so they may have a sound conscience and make fair judgments about right and evil. It is your duty as parents to provide a supportive atmosphere for your kids so they may fully develop their social and emotional skills. Your kid will ultimately establish trusting connections based on strong social, emotional, and cognitive abilities.

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CHAPTER 16

EXPLORATIVE STUDY ON THE SIGNIFICANCE OF THE COOPERATIVE LEARNING FOR STUDENTS

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ABSTRACT: Organizing class activities is the goal of cooperative learning. Additionally, it seeks to create a social and academic learning environment. Students collaborate in groups to complete a task in it as well. Students have the opportunity to learn by doing in a setting that is more akin to their future workplace thanks to cooperative learning practises. This Study mainly focusses on the Significance of Cooperative learning for Students. A teaching strategy is cooperative learning. It divides pupils into groups based on their learning styles and skill levels. Additionally, it emphasises collective accomplishment above individual success. The pupils are accountable for both their own and one another's education. Thus, one student's success contributes to the success of other pupils. Instead of placing students in circumstances where they compete with one another, this technique fosters an atmosphere where they cooperate to achieve a shared objective.

KEYWORDS: Cooperative learning, Groups, Learning, Positive Interdependence, Students.

1. INTRODUCTION

Students work in small groups with the help of the teacher to fulfil a common learning goal as part of the cooperative learning approach. Cooperative learning strategies provide students the chance to learn by doing in an environment more relevant to their future employment. Teachers have the chance to work with students' foundational abilities as well as their soft skills, which are crucial for their success in life and the profession [1]–[5]. The so-called PIES principles, Positive interdependence, Individual responsibility, Equal participation, and Simultaneous interaction are all fully met by strategies that may be employed in both couples and groups. Working in groups is made easier for pupils via cooperative learning. It also allows them to teach and learn from other group members. Additionally, the success of the organization affects each individual member [6]–[9]. A teaching strategy is cooperative learning. It divides pupils into groups based on their learning styles and skill levels. Furthermore, it emphasises collective accomplishment rather than individual success (Figure 1).

1.1. Purpose of Cooperative Learning:

Their workplace climate improves in a constructive way as more people continue to collaborate. Some of the main goals of establishing a cooperative learning culture in a company include the following:

- Developing and acquiring the abilities needed for daily living
- Information exchange
- Cooperation team building
- Increasing tolerance and acceptance of difference
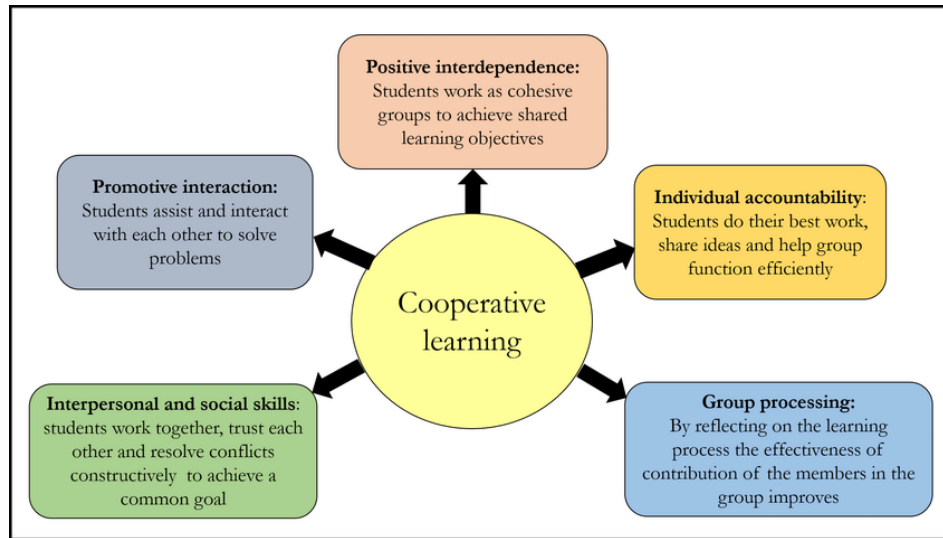- Increasing workers' production
- Cooperative Learning Formats

Figure 1: Illustrating the Five basic steps in cooperative learning [Researchgate].

1.2. Types of Cooperative learning

Cooperative learning divides into three parts as shown below:

1.2.1. Formal Education

A formal group allocates projects and duties. Additionally, they stick together until the task is finished. The group is organised clearly. Moreover, the groups are chosen by the instructor. The group may be homogenous or heterogeneous depending on the assignments. Likewise, three to five people are seen to make up the most effective groups.

1.2.2. Informal Education

These are utterly opposed to formal education. Additionally, they are poorly organised. The majority of the time, they include quick tasks. They often have two to three members as well. They work well for brief tasks like comprehension checks, problem-solving on the go, or review, among others. They aid in modifying the lecture's structure. Students are also given a few minutes to discuss an idea with a go over.

1.2.3. Group instruction

Usually, these are long-term support groups. They may endure for years, although their minimum length is a semester. They often become friends or acquaintances because of how long they last. Outside of the organisation, the members assist and collaborate with one another.

1.3. Different Cooperative Learning Techniques:

The many methods for implementing cooperative learning in the classroom are listed below in Figure 2. Peoples could choose one tactic or a mix of tactics depending on the lesson or learning objective.

1.3.1. Detailed listings

Roundtable talks, where you give students a subject and they brainstorm as a group, may be included in list exercises. You can ask students to contribute a word or phrase that comes to mind when they hear the subject at the start of a new class. By determining what your pupils may already know about a subject, this might assist you begin your lesson. By having students make their own lists beforehand and then discuss them in groups afterward, you may change up this practise.

1.3.2.   Brief documents

You can ask kids to write for a short while on a certain subject. They may learn new lessons or topics as a result of this. Divide them into groups so they may exchange notes after they're through. To facilitate frank dialogues, think about supplying them with questions to pose to one another. Everyone may offer their ideas so they can learn listening to other viewpoints.
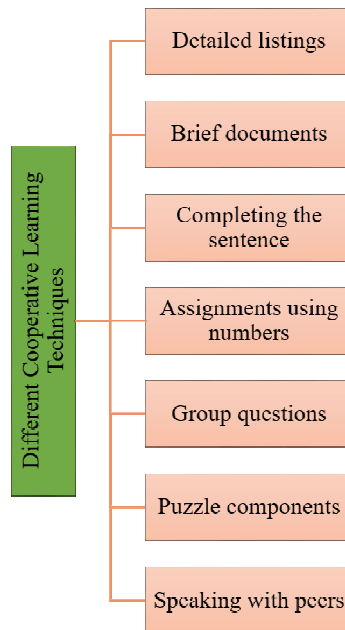
Figure 2: Illustrating the Various Cooperative Learning Techniques.

1.3.3.   Completing the sentence

One inventive tactic is to have a group of students each begin a phrase on a sheet of paper. They then give the paper to a different group member who completes the phrase and begins a new one. Repeat this with the group a few times until they have composed a paragraph or two. As they construct a tale utilising the group's collective story ideas, the objective can be to educate team teamwork.

1.3.4.   Assignments using numbers

You may give each student a number and have them perform their assignment separately rather than in groups. The pupils may then be asked a question and given a number to respond with.

1.3.5.   Group questions

Each student in this exercise is given a flashcard with a phrase, its meaning, or related facts. When reviewing material, you may use this method to find out what knowledge pupils have of

an upcoming session.Students should be paired up and asked to question each other on their cards. Encourage them to complement their classmate when they provide the right response and to give assistance when they don't. This educational technique may aid in knowledge development, and students can find this participatory activity enjoyable.

1.3.6. Puzzle components

The jigsaw approach is one strategy to increase topic understanding. A smaller portion of a bigger project is given to each student in a small group to investigate. The group then assembles all of the research materials. To improve listening abilities, you may also think about having each student summarise the research of their peers.

1.3.7. Speaking with peers

You may put students into three-person groups and ask them to conduct one-on-one interviews on certain subjects. The interviewee student may respond to the questions that the first student has prepared, and the third student can take notes or serve as the reporter. Students may exercise their listening and comprehension abilities in this way.

1.4. Elements of Cooperative Learning

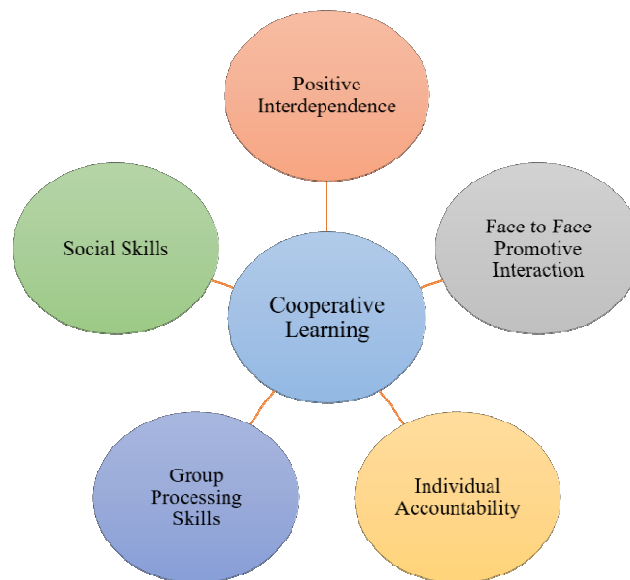Cooperative learning is essentially composed of five components as shown in Figure 3:

Figure 3: Illustrating the Five Essential Elements of the Cooperative Learning.

1.4.1. Interdependence that is constructive

It implies that they have certain objectives or targets. Additionally, their labour benefits the group as well as themselves[10], [11]. Personal success is devoted to positive interdependence. as well as the accomplishment of each team member.

1.4.2. Personal and collective accountability

The team is responsible for its deeds. The members are also responsible for making a reasonable contribution. Also for accomplishing the same objective. Additionally, no one is allowed to

plagiarise or steal another person's work. Performance reviews are necessary for everyone. And the group should be informed of its findings.

1.4.3. *Interpersonal and small-group abilities*

Interpersonal and small-group abilities must be used in a group setting. They are essentially collaborative skills. Basic skills include self-motivation, effective leadership, and decision-making, establishing trust, communication, and conflict resolution.

1.4.4. *In-person promotions Interaction*

This implies that through sharing resources, students share achievement. Additionally, they want to teach each other how to support, encourage, and appreciate one another's work. This shared objective includes both educational and individual components.

1.4.5. *Work in Groups*

Members of the group must feel comfortable to speak openly with one another. Additionally, they share one other's worries and celebrate successes. Additionally, they want to discuss reaching the objective and preserving positive working relationships.Cooperative learning's interactive and interdependent elements provide the interpersonal and emotional experiences that improve emotional awareness, critical analysis, judgement, creative problem-solving, flexible perspective taking, creativity, as well as goal-directed behaviour.

2. DISCUSSION

In the teaching and learning process known as collaborative learning, students work in groups to investigate a crucial issue or develop a noteworthy project. Collaborative learning may take many different forms, such as students from several schools working together online to complete a group project. It is also possible to compare cooperative learning to what it is not. Cooperation is not having pupils work on their separate projects while seated next to one other at the same table and chatting[12]–[14]. Collaboration does not include giving a group of students a report to complete, with one student doing all the work and the others signing the final output. Being physically close to other students, talking about the content, lending a hand, or exchanging materials with them are just a few examples of what cooperation entails. Simply arranging students into groups for learning and establishing cooperative interdependence among students are two very different things (Figure 4).

2.1. *Use Cooperative Learning*

- Using the same instructors, curricula, and evaluations, extensive research has contrasted cooperative learning with regular classroom education.
- Compared to students who take typical lecture courses, cooperative learning students learn a great deal more, retain it for a longer period of time, and improve their critical-thinking abilities.
- Because cooperative learning is more enjoyable for students than typical lecture courses, they are more likely to show up to class and complete the course.
- Students will eventually work in teams in their future careers. The abilities needed to work on tasks that are too complicated and difficult for any one individual to complete in a fair length of time are developed by students via cooperative learning.

- Cooperative learning methods help students be ready to evaluate results related to accreditation.
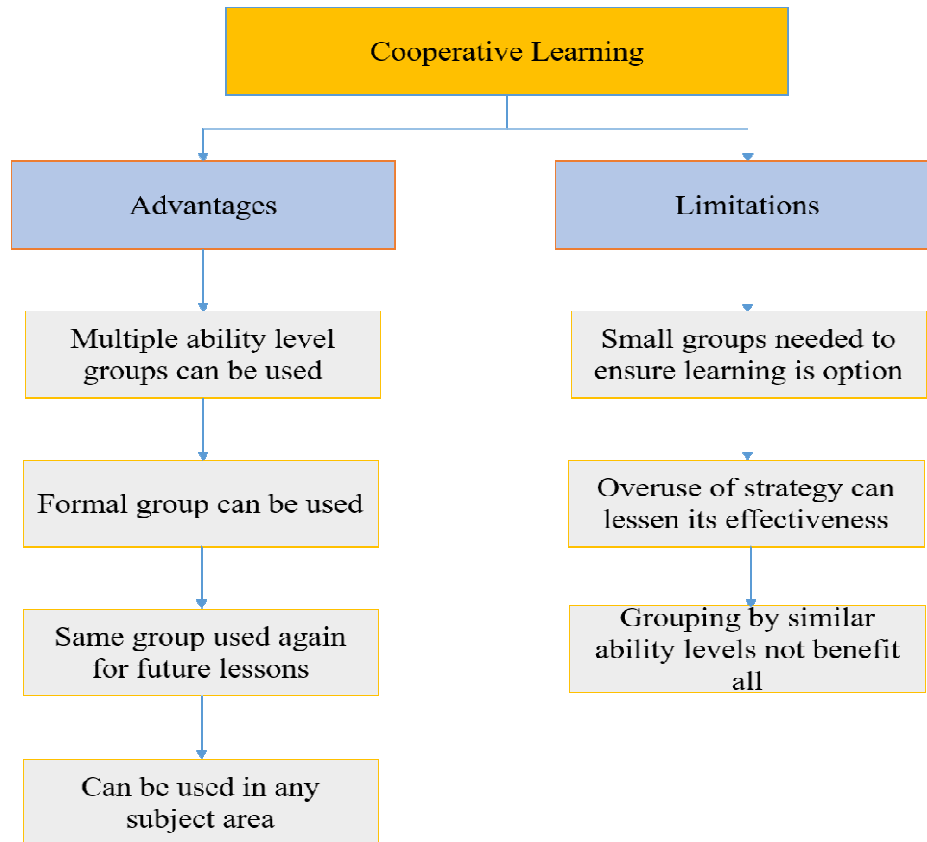

Figure 4: Illustrating the Various Advantages and Limitation of the Cooperative Learning.

2.2. *Benefits of cooperative learning*

Academic gains are among the many advantages that students obtain by cooperating with one another, which may be due to the possibilities that students have to share their knowledge and, by doing so, often acquire a greater comprehension of what they are studying. When students have the chance to collaborate with others, they develop their ability to listen to others, take into account other points of view, question others' assumptions, and communicate in a manner that is acceptable to the group. As students come to realise that there are group norms for behaviour that they must accept if they are to continue working cooperatively with their classmates, these behaviours aid in the development of healthy working relationships. Additionally, this method of working helps kids have greater levels of self-esteem. Less need for disciplinary action has also been cited as an advantage of cooperative learning, since the group would often urge a disruptive student to calm down and focus on finishing the job. Along with encouraging more acceptance of others, cooperative learning encourages pupils to adopt language that is more inclusive of others, such as "we" or "us."

As kids are asked to explain facts or assist with an issue, they also develop the ability to provide their peers more in-depth support or explanations. Additionally, it frees up more time for peer learning and teacher support, where students learn from one another and get support from the instructor as required.Because cooperative learning places a greater focus on variety than

consistency of teaching, instructors may make sure that their pupils are assigned activities that they can successfully complete. It also enables instructors to modify activities to match the requirements of certain students in groups, giving learning goals more flexibility.

Students reinforce their own learning as well as that of others when they verbally rehearse content, explain it to others, find solutions, argue, and explore procedural difficulties in small groups. Students are motivated to acquire new material thanks to cooperative learning's opportunity to foster higher order thinking abilities and social and communication skills. Working in small cooperative groups especially helps lower-achieving students because it gives them the chance to have the material reinforced and repeated in new ways, which helps to solidify learning.Cooperative learning techniques provide a number of significant advantages in the classroom. A few results that students could encounter are as follows:

- Students and groups may accomplish more when they participate in cooperative learning. Students may teach one other new things and support each other in excelling since they have different degrees of proficiency and personal talents.
- Students may strengthen their bonds with one another by participating in small groups. They may learn how to contribute and rely on others by working together to attain a shared objective.
- When students start their jobs, they may work in groups. They may practise abilities including expressing and defending ideas, settling problems, and respectfully disagreeing with others via cooperative learning.
- Students' motivation may rise as a result of cooperative learning. They could be more motivated to do well if they are aware of their place in the group and how others rely on them.

2.3. Build Groups

Although it's vital to take into account the time constraints, the kids' age and prior group work experience, the resources and equipment available, and the time constraints, groups of 3–4 students do better than bigger groups. Better than same-ability groups are mixed ability groups (groups of one high-, two medium-, and one-low ability student is one of the better mixed-ability combinations). All-male or all-female groups that are balanced in terms of gender seem to promote greater interactions among participants.Once the groups have been formed, it is crucial to foster healthy interdependence and make sure that everyone in the group is aware of the group job and how they are expected to contribute. Interpersonal and small-group abilities may need formal training for group members. Giving group members time to discuss group procedures at the conclusion of the session is also advantageous.

2.3.1. Cooperative income involves five essential components.

Positive interdependence, or the belief that "we drown or swim together," is the first. Students exhibit positive interdependence when they believe they are interconnected with other group members in a manner that prevents them from succeeding on their own until the whole group does, and they cooperate with one another to achieve the job.

2.3.2. The second key element is individual accountability, which involves each student:
- taking up a portion of the duty;
- updating the group on progress;

- updating the class as a whole on the group's development
- receiving rewards based on the completion of all group members' activities or objectives
- When students are held individually accountable, they acquire the mindset that they will participate because they are confident in what they can provide to the group.

The third crucial element is constructive engagement, which is defined as individuals helping and supporting one another in order to complete the task and achieve the group's goals. Students work to achieve the best outcome for their group by using the material, emotional, and interpersonal resources at their disposal. Positive relationships encourage students to strive toward common objectives and lower their stress and anxiety levels.

2.4. Cooperative Educational Techniques

Students engage in cooperative learning when they collaborate in small groups to accomplish a shared objective. This approach may be used by teachers in any grade. Students may benefit from one another's knowledge by having open dialogues.Cooperative learning must include these five factors:

2.4.1. Positive interdependence:

Students feel accountable for their own work and the success of the group when instructors foster an atmosphere of interdependence.

2.4.2. Interaction in person:

In cooperative learning, pupils converse, look one other in the eyes, and provide assistance.

2.4.3. Individual and collective responsibility:

Each student in a group exercise has a specific job or task to do. The group may be able to accomplish its objective as a result of this.

2.4.4. Group behaviours:

Students may acquire social and collaborative skills, interpersonal skills, and other behavioural approaches that help them learn how to work well with others.

2.4.5. Group processing:

Students may evaluate their group's performance at the conclusion of a project or assignment by examining how successfully its members were able to work together.

2.5. Pointers for putting cooperative learning techniques into practice

Simply participating in cooperative learning practises often benefits students. However, using the following advice can help you make these strategies more successful.

2.5.1. Set ground rules to keep them on track

Students may converse more in groups, but it's important to make sure they remain on goal and on subject. You may create the following guidelines:

- Encourage each other to speak up
- Offer solutions to problems

- Give and accept feedback
- Contribute your own opinions and research
- Respect each other's contributions

2.5.2. Establish roles for each student

Assigning responsibilities to certain people is a possibility in various cooperative learning systems. These could consist of:

- Organizer
- Presenter
- Checker
- Recorder
- Timekeeper

Clear positions within a group may empower students to act by helping them understand their obligations. To guarantee equitable involvement, it may sometimes be desirable to keep positions vacant during brainstorming sessions.

2.5.3. Specify group objectives

It might be easier to direct students through a cooperative activity by setting explicit objectives with numerical targets. For instance, during a brainstorming exercise, you may advise students to individually contribute five ideas in order to attain the group's target of 20 ideas. They will be better able to appreciate the group objective and accept personal accountability as a result.

2.5.4. Think about evaluation

Evaluation of the students' learning is one of the most crucial factors to take into account following group learning. Individual surveys and quizzes may provide light on understanding and development. Along with studying content, you could evaluate pupils' social development and group behaviour. This may demonstrate how their interpersonal abilities may be put to use outside of the classroom.

2.5.5. Increase trust

While trust between groups of students is crucial, you also want students to have faith in your decision to use cooperative learning. For instance, it's crucial to discuss any problems with students right away and come up with solutions if they have learning difficulties when participating in group projects. Before the next group activity, check in with them to see how they are doing and if there is anything you can do to make them feel more at ease. Students who feel comfortable sharing in a trustworthy setting will eventually learn more.

2.6. Disadvantages of collaborative learning

- Collaborative learning has a number of drawbacks, including:
- Some students could find it unpleasant.
- Some students might choose to do nothing.
- Everyone might be held accountable for a mistake.
- Various pupils pick up information at various rates.
- Other students could attempt to take on leadership roles.

- A lot of time might be wasted
- It could be challenging for students who lack the necessary capabilities

3. CONCLUSION

The significance of education is that it enables a person to gain the information and skills required to accomplish his or her objectives. Learning is a way of enhancing knowledge and gaining abilities that will aid in achieving specified objectives, which is an essential truth regarding learning. Increased student accomplishment, a more positive attitude, and stronger interpersonal relationships are all supported by cooperative learning. Cooperative learning encourages the participatory processing of information, which improves students' capacity to think critically. The benefits of cooperative learning are substantial, and cooperative methods are suited for all subject areas. It helps pupils get rid of preconceived notions and broaden their own thinking by taking into account other points of view. In conclusion, using cooperative learning as a teaching method will help students achieve academic and personal success. Instead of setting up scenarios where students compete with one another, this technique fosters an atmosphere where they cooperate to achieve a shared objective. Additionally, cooperative learning simulates actual workplaces and life scenarios where individuals collaborate to discover answers to problems. In physical education, cooperative learning enables instructors to practise collaboration on a regular basis. A number of learning activities are used as part of this teaching style so that students' grasp of a skill, activity, strategy, or piece of information may be improved. The fact that all respondents want to permit more distant cooperative learning placements in the future is among the most alarming results for the field of cooperative learning.

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CHAPTER 17

A COMPREHENSIVE STUDY ON THE IMPORTANCE OF THE RELIGIOUS EDUCATION AND RELIGIOUS TEACHINGS IN EDUCATION

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ABSTRACT: At the basic and secondary levels, the topic of religious education (RE) attempts to increase students' knowledge of the world's faiths. Children will learn about many faiths and their customs, rituals, and beliefs via religious education. In a multicultural culture, religious education also encourages youngsters to be tolerant and respectful of one another. The concept of community service may be introduced to kids via religious education. It inspires young people to consider others who are less privileged. This study Focus on the role of RE in education and why it is important for the students. It fosters their understanding of the persistent spiritual, moral, social, and cultural concerns in their lives and contributes to their own personal development. By talking about difficult topics, it provides students information that they may use to thwart extremism, promote unity, and dispel stereotypes. Any school's religious education programme should be more than just a small percentage of the overall curriculum. It must permeate the welcoming atmosphere at the institution. Because students are the ones who spread moral values, which are the ones that are most respected and treasured for the quality of interactions among all of humanity, such an atmosphere benefits not only the school but also society as a whole.

KEYWORDS: Education, Religious, Religious education, Students, School.

1. INTRODUCTION

At the basic and secondary levels, the topic of religious education (RE) attempts to increase students' knowledge of the world's faiths. At the basic and secondary levels, the topic of religious education (RE) attempts to increase students' knowledge of the world's faiths. Children will learn about many faiths and their customs, rituals, and beliefs via religious education. In a multicultural culture, religious education also encourages youngsters to be tolerant and respectful of one another[1]–[5].

1.1. Resources for Teaching Religious Education:

Religious education could seem like a challenging subject for homeschoolers. It addresses challenging concepts for young readers, like what life is all about and what good and evil are. Religious education is one way to expose students to the idea of community service. It encourages youngsters to think about others who are less fortunate [6], [7]. If children are learning at home due to unusual circumstances, like the coronavirus epidemic, this might be a good opportunity to urge them to consider others and come up with solutions to assist them in difficult situations. Based on college degrees, the Hindu population in the United States is the best educated of 30 religious groups, according to statistics from a Pew Research Centre survey (Figure 1)**.**
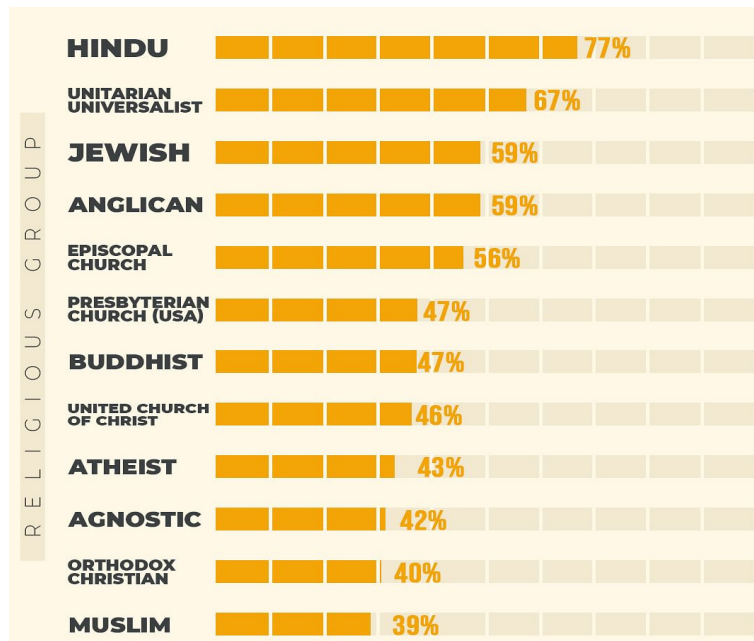
Figure 1: Illustrating the Most Educated Religious Groups in US[thequint].

What religions will be taught to children?

The term of "global religions" is used in the study of religion to discuss the six major world religions. They are categorised as such because they are the biggest and are dispersed globally. Each of these faiths represents a sizable portion of the world's population because approximately 84% of people identify as religious. In KS1 and KS2, students may study a range of global religions. Children are often taught about the six major global faiths in religious education.

1.2. Major Global Religions:

Major six global religious as shown below:

1.2.1. Judaism

The oldest monotheistic religion and one of the biggest faiths in the world is Judaism. Jews believe that there is only one, unique, and mighty God[8]–[10]. They consider themselves to be part of a unique arrangement with God that they refer to as a Covenant. Jews commit their life to upholding God's rules as a way to express gratitude for his protection and direction. View this PowerPoint presentation with your students to provide further context.

1.2.2. Islam

Muslims are those who adhere to the Islamic religion. Due to their exclusivist view of God, they are another monolithic religion. The Arabic term for God, Allah, is used to refer to him. The Five Pillars of Islam, which are five fundamental principles that Muslims must abide by, are another set of five requirements. Muslims pray in a structure known as a mosque and in a book of devotion known as the Qur'an. With the help of this Looking Around a Mosque Photo PowerPoint, instruct your pupils about the locations of Muslims' places of worship.

1.2.3. Buddhism

Another one of the six major global religions, Buddhism has more than 500 million adherents worldwide. Buddhists adhere to the teachings of Buddha, a former prince who attained enlightenment by renunciating the good life. Buddhists believe that Buddha discovered the Four Noble Truths, which are fundamental truths. In order to comprehend these concepts for themselves, the majority of Buddhists devote their life to enlightenment. View this PowerPoint to see the Buddha's life narrative.

1.2.4. Hinduism

Hinduism differs from other faiths because it is a collection of customs and beliefs rather than having a creator. Hindus in India are divided into castes according to their Khama and dharma. When teaching this religion, this lesson pack on Hindu beliefs will be of great assistance. Globally speaking, Hindus are among the least educated of the world's main religious groups, however this is not true of all Hindus, particularly those who reside in economically developed countries.

1.2.5. Sikhi

Sikhi is one of the six major world religions. According to Sikhs, there is only one God, and he is present in all things. This is referred to as sargun, which is Sanskrit for "all excellent things." Sikhi was founded by Guru Nanak, and this site has a wealth of information about him.

1.2.6. Christianity

Christianity centres on the idea that Jesus Christ, who was born on December 25, in Bethlehem, was the Son of God throughout his time on Earth. To live a decent life, Christians adhere to the teachings of Jesus Christ and the bible. The great majority of Christians attend services in places known as churches.

1.3. Two Religious Education Concepts

Education about religion and education in religion need to be distinguished in key ways. The former, often known as religious instruction, is a religious practise created to instil a specific religion in young people and sustain that faith through time. The latter is educational in that it aims to increase children's religious knowledge and comprehension while giving them the freedom to forge their own course in life[2], [11]. Although it may be tempting to assert that only the latter should be referred to as religious education and the former as religious teaching, this does not fit with modern language. Both of these activities are generally referred to as religious education, and a regrettable result is that many people believe that all religious instruction in public schools in the United States is unlawful, not only the first sort. For ease of reference, type A religious education will be used for the former and type B for the latter.

either formally or informally Religious instruction often takes place in the classroom of a small community of believers, the home, the family, or a place of worship. It also happens in countries where the majority of the population follows a single religion in denominational schools, both state-funded and privately run, as well as in public schools (including many Muslim and some Roman Catholic nations). Type A religious education, also known as catechesis or the confessional method, encompasses the dissemination of the principles of a certain religion or denomination. It is justifiable in terms of both the interests of the child (providing emotional stability and continuity with the beliefs of the child's significant others, but more importantly,

encouraging the child to engage with and be transformed by the truths of the faith) and the interests of the faith community (preserving and possibly growing the number of followers and maintaining and developing the faith). This kind of education makes up the vast majority of religious instruction both globally and historically.

On the other hand, type B religious education teaches kids about religionand about a variety of religions without necessarily anticipating that they would form their own particular religious convictions. The goal is to create individuals who are "religiously educated" or "religiously literate," in the sense of comprehending various religious belief systems and having the ability to think intelligently on a variety of religious topics. The justification for Type B religious education is that since religion is so essential to human existence and has had such a significant impact on history, literature, philosophy, art, music, morality, as well as other fields of knowledge, people can hardly be considered educated if they have no knowledge of religion. In terms of goals and techniques, this strategy is completely consistent with liberal education. When presenting various religious and nonreligious worldviews, teachers are obligated to take a neutral and unbiased stance. Learning about many faiths helps youngsters become aware of their options and empowers them to make independent, well-informed decisions about their own convictions and way of life. Learning about the variety of faiths across the globe may aid in the eradication of religious prejudice and aid in the creation of a multicultural society that is tolerant, peaceful, and courteous.

All those hard-learned lessons are now being plainly lost in the 75th year of Independence as the reins of power have been given to individuals and groupings that never really claimed the heritage of independence. One of India's numerous U-turns since gaining independence is the covert inclusion of religious teaching in the curriculum. The most recent example of this is Madhya Pradesh's adoption of "philosophy of Ramcharitmanas" as an optional topic for B.A. students. It is to be taught together with teachings on the "miraculous engineering of the Ram Setu" and the "ideas of the Ram Rajya." The state government has said that it is not pushing a "specific religion" rather it is attempting to educate science, culture, literature, and "sringar," which is a word used to express forms of love and beauty in Indian classical art, in order to avoid criticism. Mohan Yadav, the state's minister of higher education, also incorrectly said to The Indian Express newspaper that because the "Urdu Ghazal" has been included as a topic, the accusation of endorsing one religion cannot hold. The state BJP administration has not yet adopted any additional religious texts in this cycle.

2. DISCUSSION

In Western nations, religious education is a topic that is heavily contested and debated for three basic reasons. Depending on whether it is seen as a religious activity or an educational activity, there is a conceptual challenge at the beginning. The latter is an activity intended to deepen awareness of an essential aspect of human life and to promote cross-cultural understanding. In the former, it may be characterized as nurturing or faith development. Second, when it comes to actual provision, religious education can refer to one of three things: a subject on the school's curriculum, extra instruction provided by religious organizations for their members' children in addition to the public schooling they receive, or a spiritual approach to education as a whole (often found in "faith schools") that rejects modern secular values (Figure 2).

Third, there is a vast variety of national policy and established practise in religious education that exists in many countries. Diverse faiths and denominations have different understandings of

religious education, typically founded on a long history of supply. As a consequence, disparate themes predominate in national discourse, making comparisons across borders challenging.

- Is vital for all kids, regardless of their religion or philosophical views
- Promotes knowledge of many global faiths and beliefs
- Illustrates the impact of religion on people, families, communities, and civilizations.
- Examines how religion affects society and politics.
- Promotes contemplation of matters of justice and truth
- Raises existential concerns
- Provides opportunity for introspection
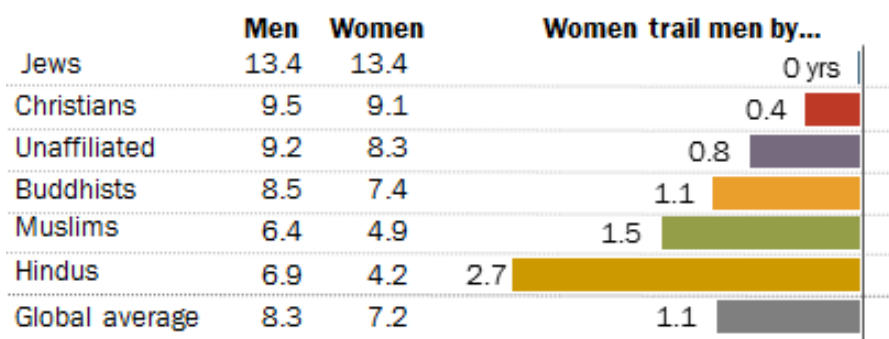- Fosters and reinforces individual identity and civic responsibility

	Men	Women	Women trail men by...	
Jews	13.4	13.4		0 yrs
Christians	9.5	9.1		0.4
Unaffiliated	9.2	8.3		0.8
Buddhists	8.5	7.4		1.1
Muslims	6.4	4.9	1.5	
Hindus	6.9	4.2	2.7	
Global average	8.3	7.2		1.1

Figure 2: Illustrating the Most Educated Religious Groups that have Smallest Gender Groups [pewresearch].

Prepares children for adult life although schooling by religion and schooling in religion are two different things, both are referred to as religious education. As children are taught Bible tales and other lessons in American Sunday schools, teaching religion includes instructing on religious topics. The education provided at establishments run by religious groups is the opposite of this. The teaching of religion is the subject of this essay. Every human community has included instruction in religious doctrine, rituals, and moral responsibilities. Religious education has been crucial to preserving a civilization and its traditions when religion and culture have been intimately entwined, such as in Hinduism and Islam. Education about a religion's ideas and practises has helped to sustain that faith and keep people aware of their history in countries where it is only one among many, like the United States.

In some instances, religious institutions have served as the main vehicle for transmitting and conserving a society's whole cultural history. The Christian monastic and cathedral schools in the early Middle Ages in Europe were examples of this. For many years, the only educational institutions in Southeast Asia were Buddhist schools. Religion is a fervent belief in a force or powers that determine the fate of individuals. In the modern world, it would seem that education and religion are travelling down two divergent paths. But just as much as religion is a part of education, so too is education a part of religion. However, both are distinct from one another in terms of the current educational system. The truth is that religion itself is a kind of education, and religion has had a variety of influences on education. Nowadays, relatively few institutions really include religious instruction into their curricula or use religion as a teaching tool.

2.1.Importance of Religious Teachings in Education:

Religious instruction is often valued for its ability to help pupils comprehend the role that diverse faiths play in our culture. It assists people in answering the crucial issues of their own inner selves, and this knowledge helps create a society that is more fair and united.Any school's religious education programme should be more than just a small percentage of the overall curriculum. It must permeate the welcoming atmosphere at the institution. Because students are the ones who spread moral values, which are the ones that are most respected and treasured for the quality of interactions among all of humanity, such an atmosphere benefits not only the school but also society as a whole[12]–[14].

Students are integrating tales from religious traditions as part of their personal, social, and emotional growth through hearing and reacting to them. They may use their knowledge of communication, language, and reading to participate in festivities and special events. As students begin to inquire about religion, culture, and worship and adopt attitudes of inquiry and respect, their knowledge and awareness of the world grow as a result of the use of artefacts, music, tales, and artwork from many cultures.Through diverse lessons on myths, figures, events, and locations of particular significance as well as artefacts and beliefs that are a part of contemporary life and society, it exposes pupils to other cultures and faiths. The use of students' imaginations and senses of wonder in their responses to all faiths, traditions, and civilizations is encouraged. Their knowledge of many religions helps them to form a suitable, secular worldview and a strong local religious community.

Through more methodical and thematic study, students continue to learn about the religions and civilizations covered by the curriculum. They look into the principles and practises of the major world religions, taking into account diverse modes of religious expression, learning about the parallels and divergences within and across faiths, and the value of interfaith communication.The depth of a student's awareness of diverse faiths is influenced by their knowledge of cultures, religions, and beliefs in local, national, and international contexts. Students learn about rights and obligations and the value of interfaith communication as a solution to conflicts within and across faiths and beliefs.Students get a deeper understanding of diversity, faiths, and beliefs, as well as how these factors affect people locally, nationally, and internationally.Religious instruction cultivates a person's appreciation of variety and encourages intercultural tolerance. It improves students' social, moral, spiritual, and cultural growth. This also enhances their capacity to apply to real-life circumstances and the study of human rights the teachings of religious traditions and leaders.

Religious beliefs aid in fostering a multicultural and anti-racist atmosphere, appreciating variety in the process.Every religion has a unique set of practises and beliefs. Every religion is multiethnic, with distinct ethnicities, languages, cultures, and practises in various communities, nations, and continents. It dispels certain myths and misconceptions about different faiths. Sikhs are often mistaken for Taliban, despite the fact that, other from certain visually similar traits like beard and turban, there is a great sea of difference between them.

It is possible to make the study of many religious traditions interactive. To help students accept others who have different beliefs and practises without feeling intimidated by their own identity or worldview, schools should provide activities where they may interact with individuals from many religions and cultures.Students examine how religions and cultures have interacted

historically and now, how one religion has affected the growth of another religion, and how religions influence one another in modern society.

Religion has a significant role in life. Schools must provide at least 5% of the curriculum time, ensure its own time slot in the schedule, and make it available to all students from the foundation level through secondary school.All students should get additional credit in school, and English and math department heads should receive equal pay.Religion teaches equality, collaboration, peace, happiness, and other virtues that have a wide range of beneficial effects. Additionally, the existence of God preserves the moral foundation of society, which plays a significant role in reducing crime and antisocial behaviour. Teachers might share their own experiences as well as those of others who have developed a great regard for religion's spiritual side.Most significantly, it encourages problem-solving, communication, cooperation, respect, self-awareness, and open-mindedness.

2.2. *Factors suggest that religion may be taught in schools:*

- It increases brain growth.
- It prevents juvenile delinquency.
- Public or charter schools fare worse than religious institutions.
- It supports children's psychological growth.
- Americans would read more as a result.
- It enlightens kids a little bit more about who they are.
- Majors in religion are more likely to get employment.
- Your education may be furthered through it.
- It may benefit American companies.
- It may dispel depressive thoughts.

2.3. *India's Education System*

India is a country with many faiths and religious activities, as we all know. Our forefathers raised their children according to a special custom in India. The majority of the time, Gurus had their own Gurukul in their own home, and Hindu students from other villages would go there to get their instruction. Buddhism, Jainism, Islam, Judaism, Sikhism, Animism, and Christianity all contributed significantly to the development of the social framework for education. We will now talk about these religions and how they have influenced the global and Indian educational systems.

2.4. *Arguments against Teaching Religion in Schools*

It is important to remember that when offered in a school context, religious education has significant disadvantages. The subject's exclusion of nonreligious organisations' interests is one drawback. Additionally, it disregards the kids' individual opinions and cultural diversity.Benefits and Drawbacks Come with Attending a Religious College

2.5. *Students are a vital part of the campus community*

The campus community at faith-based universities upholds the same religious ideals and beliefs. This gradually leads to stronger links between faculty, staff, and students, which makes the campus seem more united. In order to sustain these linkages, lecturers at many institutions urge

their students to stay involved in religious activities and services as well as other jobs and projects that are connected to the specific academic programmes.

Your beliefs won't be challenged if you attend a faith-based school, and you won't have many chances to talk to others who hold different opinions. It's important to recognise and understand that different people have different faiths and views, and that not everyone will agree with you. Therefore, it could be easier to mingle with students from various origins, philosophies, and faiths at secular colleges with more diverse student populations. Christian institutions often have smaller class numbers than public colleges do. Students may expect to have more opportunities to interact with their classmates and get specialised, one-on-one attention from their lecturers as a consequence. Due to lower student-to-faculty ratios and smaller classes, lectures-heavy courses often allow for dynamic, interesting group activities and classroom debates, which fosters a more intimate, well-rounded learning environment.

It seems reasonable that Christian schools would cost more than one's public state university since the majority of Christian universities are private institutions of higher learning. Although the personal learning settings and small class sizes are advantageous, it is crucial to plan for this expenditure with investments, savings, and/or a sizable financial assistance package. A private Christian institution may require the ordinary student to take out student loans, so it is important to think about whether the benefits of this learning environment outweigh the added burden.

2.6. *Availability of a Strong Sense of Belonging for Students*

What are the Benefits and Drawbacks of Attending a Secular College vs. a Religious College? Feeling of Community. Being surrounded by others who have similar values and adhere to the same religion may be reassuring and comfortable. It enables students to connect through a shared interest, fostering a feeling of community and belonging that is hard to find at bigger, nonreligious universities. While some faith-based schools demand that all enrollees belong to a particular denomination, others welcome both students who practise all major faiths and those who have no affiliation with any major religion. All religious universities have a particular religion at the centre of their systems, regardless of the faiths that are allowed.

Christian universities have the disadvantage that cliques may develop easily, however this isn't true of all institutions. In order to fit into a certain group, pupils may work harder to discriminate against individuals who have even the tiniest distinctions when everyone shares the same ideas and ideals. To put it another way, cliques are less likely to emerge in a variety of environments where kids may explore their own academic, social, and extracurricular interests and discover the individuals and groups that suit them the best.

2.7. *Availability of Faith to Students at Every Step*

Does religion have a big influence on your life? If so, you will appreciate how religion and spirituality permeate all elements of campus rather than being confined to a synagogue or chapel in a specific location. However, keep in mind that various universities may incorporate religion and faith on their campuses in different ways. For instance, one university could have a weekly Bible study in a resident hall, while another would hold a daily prayer meeting before classes start. Another can demand that students finish certain courses on religion and faith.

Many Christian universities are renowned for having severe rules and restrictions because institutions integrate religion throughout the college campus. For instance, some colleges and

universities provide separate dorms for male and female students, enforce dress regulations, have tight curfews, restrict alcohol, and specify visiting policies. While this is wonderful for students who want to avoid the party scene, first-time independent travellers may discover that living and studying in such a tightly controlled environment hinders the "college experience" and restricts their capacity to learn and live independently. Of course, not all religiously affiliated universities are rigid. It does depend on the campus, but it is undoubtedly a factor to take into account.

2.8. *Students can Access Christian Major Fields*

A Christian institution will provide lots of possibilities for students who are thinking about majoring in a religious subject. For instance, two degrees that are often exclusively available in religious colleges are pastoral studies and Christian counselling. Students can anticipate studying these disciplines from a Christian perspective even in popular and common majors provided at secular universities, even if the major itself does not have a strong religious component. In contrast to equivalent majors in liberal colleges or state universities, education majors at faith-based schools may follow a curriculum based on conventional teaching methods.On the other hand, some students could discover that their decision to attend a religious school would be made or broken by the constrained range of majors provided there. To put it another way, big state universities are recognised for providing a wide selection of majors that are difficult to obtain at smaller Christian colleges. You may need to be ready for the possibility that a Christian school may not be the ideal choice in terms of the education and possibilities given at these establishments if you're searching for a unique mix of programmes or a lesser-known major. In the end, you are compelled to either entirely reject the faith-based alternative or make concessions to your preferred course of study.

3. CONCLUSION

It is necessary to consider how religious education affects teenage mental health. By focusing on how to effectively administer religion education to have a beneficial impact on adolescent mental health, school-based mental health education and promotion initiatives may optimise the advantages of religious education. The cosmos is divided into tangible and ethereal elements in religious education. The earth was fashioned by God. The universe is a collection with a specific purpose. The human person is highly regarded and held in great regard; he was made for perfection, eminence, closeness, obedience, and submission to God. Man is accountable since he is endowed with some power and free choice. All of a person's natural abilities are harmoniously realized through religious education in order to accomplish divine objectives. The ultimate goal of education is the same as that of human creation, namely the improvement, elevation, etc. of man. It is crucial to pay close attention to the personalities and worldviews of both the instructor and the pupil.

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CHAPTER 18

AN ANALYSIS OF POVERTY AND ITS DEPLOYMENT IN THE EDUCATIONAL REVOLUTION

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ABSTRACT:The impact of energy poverty on health and educational results for 50 developing nations between 2012 and 2021 is critically examined in this research. We create an aggregate energy development index and conduct an empirical test to see whether thresholds based on the level of poverty and per capita income have an impact on development outcomes. Our empirical findings demonstrate that better health and educational outcomes are related to decreased energy poverty. We discover, however, that energy usage has a less significant beneficial impact on development outcomes than doe's access to power. The threshold regression estimates demonstrate that when the poverty headcount ratio is large, the impact of the energy development index on life expectancy rates is stronger. In contrast, infant mortality rates are more affected by the energy development index in areas with low rates of poverty or high levels of per capita income. In the field of education, we do not see a threshold relationship between poverty and income per person. These results have significant policy ramifications for developing nations, demonstrating that the health of these nations is significantly influenced by poverty and that access to electricity remains a major barrier to attaining greater economic growth.

KEYWORDS:Education, Health, Poverty, Society, Develooment.

1. INTRODUCTION

By 2030, the Sustainable Development Goals (SDGs) established by the United Nations seek to eradicate all types of poverty, including energy poverty. In order to reduce energy poverty, on three key pillars increasing access to power and energy for low-income homes so they can use safer and cleaner cooking fuels, improving electricity usage efficiency, and using more renewable energy sources. According to the World Energy Outlook 2020 study, in 2019 roughly 2.6 billion people (34% of the world's population) and 770 million people (about 10% of the population) respectively lacked access to clean fuel. This issue is made worse by the current COVID-19 pandemic breakout. According to UN projections, the epidemic would cause an additional 71 million people to experience severe poverty worldwide in 2020. Due of the COVID-19 pandemic, the present state of energy poverty is complicated in many developing nations. In several sub-Saharan African nations that had previously had access to electricity, the pandemic has brought about a turn of events that will result in an extra 2% an increase of 13 million people not having access to power in 2020 [1]–[3]. The need for people to utilize their basic home appliances has intensified as a result of following economic lockdowns and increasing confinement and limitations. The power system is put under more strain as a result of this. However, those with low energy levels are more susceptible to physical and mental disorders, as well as social and physical isolation, which pose higher health hazards. People all around the globe are finding it difficult to satisfy their fundamental demands for living, particularly electricity and other types of energy, as a result of the pandemic's increased job losses and decreased investments [4]–[6].

By analyzing the effects of insufficient access to and use of energy and other energy-generating sources on health and educational results for 50 developing nations between 1990 and 2017, this research adds to the body of work on energy poverty. Studies that have already been conducted on energy poverty and these outcomes in developing nations often only employ data from households. In the body of research currently available, there is hardly any international evidence utilizing a panel data technique. In his State of the Union speech in 1964, US President Lyndon B. Johnson outlined a strategy that would eventually be referred to as the "war on poverty." Despite the fact that poverty rates have decreased since Johnson's speech, more Americans overall are now living in poverty than there were in 1964—nearly 47 million people—with children under 18 making up the biggest age group. A new United Nations Children's Emergency Fund (UNICEF) study on the consequences of the global recession and child poverty rates throughout the globe has even more alarming data.Figure 1 embellish the different forms of the poverty [7].
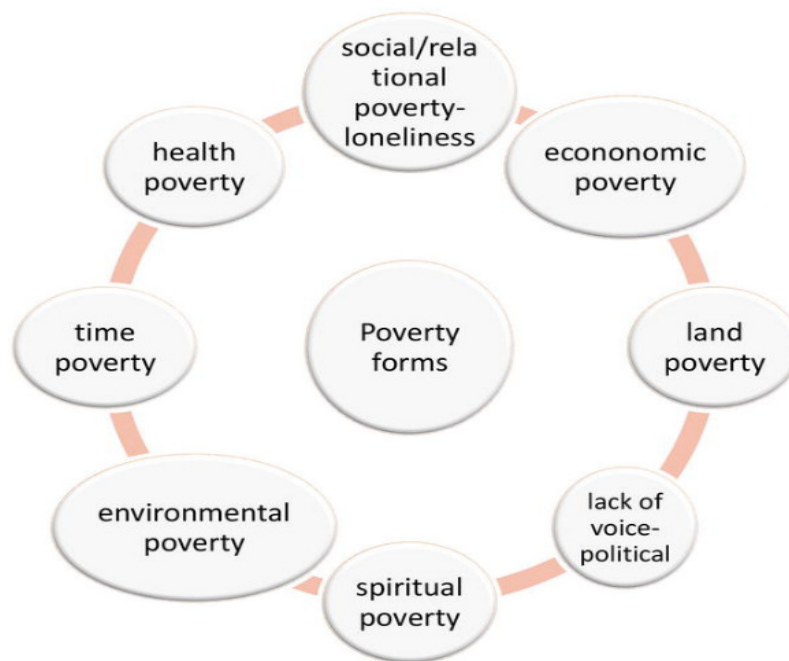

Figure 1: Embellish the different forms of the poverty[8]**.**

When assessing the absolute change in child poverty from 2008 to 2012, the authors use fixed wealth reference points rather than a proportion of median income, and they find that many wealthy nations have greater poverty rates than those nations often disclose. The percentage is shockingly high in the US, where 32% of kids are thought to be living in poverty. The statistics are much more alarming for families with children who live in severe poverty, which is defined as living below 50% of the poverty line. Extreme child poverty grew more in the US during the most recent recession "than it did during the recession of 1982," according to the UNICEF Office of Research, implying that, for the first time since the safety net currently provides less protection for the extremely poor than it did thirty years ago. In reality, between Chile and Bulgaria, the US has the sixth-highest rate of child poverty among Organization for Economic Co-Operation and Development (OECD) nations (OECD 2014a).

Education has always been seen as one of the most significant means of eradicating poverty in the US, both on an individual and social level. The notion that education may operate as a leveler between the wealthy and the poor is implicit in this concept. For instance, Mann, a pioneer in public education, said that education "above all other technologies of human origin, is a vast equalizer of the situations of mankind." It prevents becoming poor, which is better than disarming the poor of its animosity against the wealthy. Arne Duncan, who was the secretary of education at the time, recently echoed similar comments when he said, "In America, education is still the great equalizer".

Empirical studies that have shown a definite relationship between higher education levels and better income and reduced unemployment are used to support these claims. It is also widely known that poverty often correlates with worse academic achievement .However, as income disparities in the US increase, more kids are forced to confront the harsh realities of being living in poverty. Understanding the impacts of material deprived on educational attainment is thus more important than ever[9]–[11]. In the present study, we make an effort to provide an answer to this query by developing less biased estimates of the impact of poverty on academic success using the most recent Programmed for International Student Assessment (PISA) data.Figure 2 discloses the health and the educational impact of the poverty.
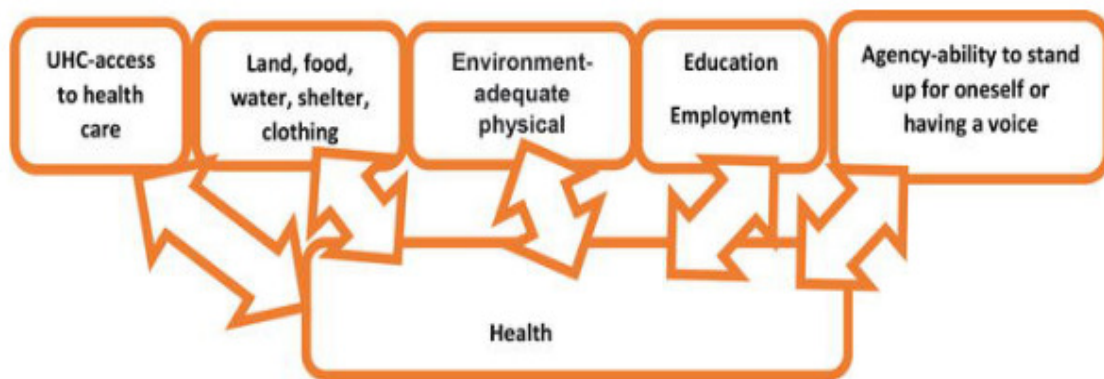

Figure 2: Discloses the health and the educational impact of the poverty[12]**.**

The PISA was deliberately selected since it is an international test that is independent of a specific curriculum and tests the knowledge and abilities that students nearing the conclusion of compulsory education should possess in order to fully participate in a contemporary, global economy. The PISA is distinctive in that it asks students to use their knowledge and abilities both within and outside of the classroom, as well as to replicate what they have studied. Examining how poverty affects this specific skill and knowledge set may provide special insights into how students from underprivileged backgrounds are prepared to go on to the next stage of training or the workforce.

The recent years have seen a surge in scholarly interest in issues related to energy shortage and poverty reduction. Numerous studies have been conducted as a result of the lack of connection to digitization and more advanced energy sources, particularly in rising nations. With increased scientific focus on the causes, effects, and possible solutions to the so-called energy poverty problem, the subject is rapidly gathering steam. In the wake of the crisis, many families have been severely impacted by the prevalent issue of energy poverty. It is claimed that in 2018, over than 34 million individuals in Europe were unable to afford adequate indoor thermal comfort,

serving as an illustration of its pervasiveness. Additionally, almost 2.4 billion people worldwide lack access to dependable energy infrastructure or live without it entirely.

Thus, it is possible to see energy poverty as a global issue that poses massive economic, political, and social issues. Energy is a significant barrier to achieving Sustainable Development Goal 7's (SDG7) economic development objectives. Access to inexpensive, dependable, efficient, and modern energy should be a top priority in line with the SDG7. The persistent uncertainties caused by COVID-19, according to the IEA's most recent World Energy Outlook 2020, threaten the zero emission conversion and vulnerable communities. The continuing COVID-19 pandemic epidemic emphasizes even more the effects of energy poverty on climate change and human well-being since it may stall projected growth and large expenditures in energy. Due to the crucial role that energy access plays in economic growth and overall social welfare, the import and export between energy poverty, development, and existence may therefore become more significant [13]–[15].

This composite index of energy development can be used by international organizations like the World Bank and the UN to direct loan and/or foreign aid disbursements to the most productive sectors, lessen the burden on their funding resources, and manage electricity generating systems in developing countries. We use the aggregate index as well as its two primary components—access to electricity and energy consumption—individually to establish a strong correlation between energy poverty and outcomes in health and education.Figure 3 discloses the causes of the poverty and its management.
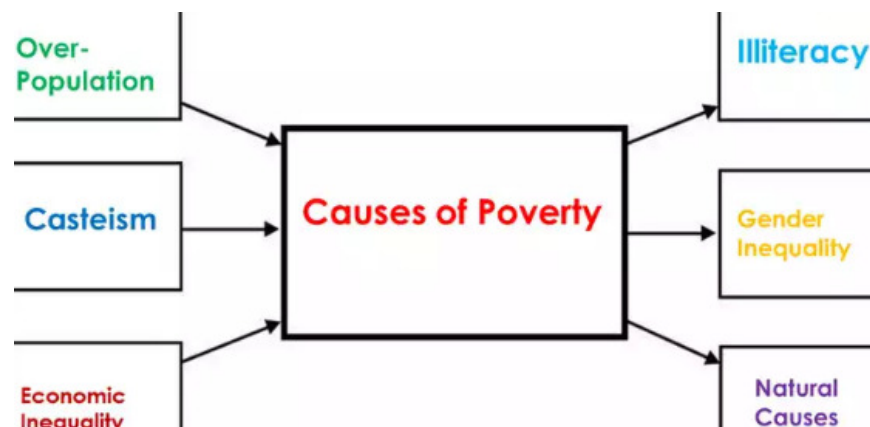

Figure 3: Discloses the causes of the poverty and its management[16]**.**

A fixed effect panel integration technique, a fixed effect three different least squares strategy, the Lewbel method of internal funds instruments-based estimations, and a threshold statistical technique proposed by Hansen are among the empirical approaches we use to investigate the relationship in both energy poverty and economic evolution. The FE-2SLS method makes use of satellite images' nighttime light data as a tool for measuring energy poverty. Numerous studies use satellite photos taken at night to estimate the pace of electrification in poor nations.

Therefore, the rate of electrification and energy consumption in a nation are inversely correlated with the strength of the brightness level of nighttime light recorded from space for that country in a particular year. In order to track moonlight clouds and map the earth's surface's permanent light network, the Defence Meteorological Satellite Program specifically collects night light data exogenously. The measurement is capable of capturing all cumulative pathways for accessing power and using energy. Additionally, it is very improbable that other unobserved variables

might use night light as a conduit to affect health or educational results. It takes tremendous contributions from a single component to change a nation's satellite photos from orbit. However, nighttime light shown in satellite photos can only have an impact on certain development outcomes if more people have access to and use power and/or energy.

Our results have implications for educational policy as well. Our findings indicate that educational interventions must concentrate on the specific effects of student poverty rather than general student underperformance because students in poverty significantly underperform their peers even after taking into account race, immigration status, aspirations, and pre-K education. Through the use of the "pupil premium," for instance, school systems in the UK have experimented with measures that focus assistance for less fortunate kids in certain schools. The US situation may potentially hold promise for these kinds of measures.As secondary data analyzers, we undoubtedly face constraints on our research. First off, the cross-sectional structure of the data places constraints on what we can infer from them and what we can measure. Although the method employed for our research produces cohorts of students matched on key poverty variables, unaccounted heterogeneity cannot be totally ruled out, thus our poverty estimate may not be entirely accurate. Particularly, there's still a chance that the PISA database doesn't include all crucial matching variables, which might lead to a bias caused by persistently missing information.

Due to deliberate deletion in the questionnaire design, we only included variables again from core block of the backstory questionnaire in this regard. However, in order to prevent adding unneeded bias to our models, we followed recommended practices for model selection, robustness testing, and sensitivity analysis. We may be pretty certain that our estimates of the impact of poverty on success are fairly impartial since our robustness study revealed steady estimates of poverty across a variety of contexts.Finally, we considered poverty to be a binary variable. The poverty estimate thus contrasted the mean performance between these two groups. It seems sense that predicted accomplishment gaps would be significantly wider at the SES distribution's extremes. The increasing SES gap in the US must be seriously addressed, since these data demonstrate that impoverishment has a significant influence on PISA outcomes.

The nighttime light data can also measure levels of wealth and urbanization at the national and sub-national levels, and they are frequently used in the literature to serve as a proxy for aggregate income and population densities. This is a limitation of the FE-2SLS identification strategy. A poor association between nighttime data and health and education outcomes via the channel of aggregate income may exist even when the variable empirically meets both the erogeneity and relevance requirements of a valid instrument. As a result, we apply Label's method, which employs an identification strategy of building an internal device based on the existence of heteroskedasticity in the data, as an extra robustness check. When there is worry that the external instrument may be weak, the internally produced instruments might be paired with the external instruments to boost the reliability of estimations.

We uncover compelling evidence, using an aggregate EDI, that more energy development is linked to better health and educational results in emerging nations. However, the beneficial impact is not consistent across the two aspects of energy development. After accounting for endogeneity, a one standard deviation (SD) rise in the EDI results in improvements in life expectancy rates between 0.764 and 0.783 SD and reductions in infant mortality rates between 4.957 and 5.222 SD. Access to electricity has a greater impact on health outcomes than energy usage, one of the two key EDI aspects. In the same vein, we discover that one SD rise in the EDI

boosts advancement to secondary school between 3.298 and 3.719 SD and enhances average student achievement.

2. LITERATURE REVIEW

Wang et al. in their study embellish that the goal of China's "The Targeted Poverty Alleviation Policy" is to end severe poverty in rural China by the year 2020. Although several objective aspects of rural poverty China have been extensively examined, less focus has been placed on poverty line arrangements and mental deprivation, which are influenced by the outcomes of policies. This study uses a nationally representative survey of rural households from 2019 to assess subjective poverty in rural China and explore its drivers in order to close a research gap. According to our findings, the mean subjectively poverty level for rural families is much higher than the federal poverty limit at 8297 yuan per person [17].

Gweshengwe et al. in their study embellish that it is unusual to address the impact of these traits on poverty analysis in the wide but fragmented history and literature on the elements or underlying aspects of the notion of poverty. This essay looks at the traits of poverty and how they affect the study of poverty. In addition to some original data, it mostly used secondary data. Findings show that poverty is often multifaceted, complicated, context- or individual-specific, absolute, or relative. Poverty study should take into account the features of poverty since they have a big impact on it. The magnitude and intensity of poverty experienced by a particular community are revealed through the language of poverty. Additionally, it helps poverty analysts to minimise societal preconceptions regarding poverty and protect people's dignity [18].

Castaño-Rosa, et al. in their study embellish that Energy poverty has previously been examined in Japan and is defined as the inability to provide acceptable levels of household energy services. Energy-poor homes and other pertinent components of this problem are, however, neglected as a consequence of the lack of formal policy objectives and definitions of energy poverty. This research is the first to look at energy poverty vulnerabilities from the viewpoint of the contextual elements that contribute to it in Japan. The research employs a novel multifaceted methodology that addresses the concerns of cost and accessibility of various energy sources as well as the impact of emerging technology on the likelihood of living in energy poverty. The research explores a number of topics that were under-examined in earlier literature, such as the problem of industrialised nations' access to low-carbon energy. The findings demonstrate how geography, infrastructure, and household characteristics might affect a Japanese home's chance of experiencing energy poverty [19].

In this paper, the author elaborates the fundamental ideas behind the concept of poverty. This essay examines the characteristics of poverty and how they impact research on it. It mostly made use of secondary data along with some original data. According to research, poverty is frequently complex, multifaceted, context- or person-specific, absolute, or relative. The characteristics of poverty should be considered when studying it because they have a significant influence on it. The language of poverty reveals the scope and depth of the poverty a particular community is dealing with. It also assists poverty analysts in minimizing societal stereotypes of poverty and preserving people's dignity.

3. DISCUSSION

Energy poverty is mostly caused by a lack of access to power, clean fuels, and effective energy usage, all of which have recognised responsibilities in poverty and economic. However, when an

economy moves through successive phases of economic growth, the link between various aspects of energy poverty could not stay the same. Electricity is almost nonexistent in poor countries with average annual per capita incomes of less than $300, and more than 90% of the public relies on traditional cooking methods such using wood and cow dung. These nations often have high rates of poverty, poor health and education systems with high mortality rates, shorter life expectancies, and lower rates of human capital accumulation across the board. The switch to contemporary energy happens together with advancements in technology and a rising level of life. Then, homes start using more electronic gadgets including clean cooking appliances, electric lighting, and other things. Therefore, energy use is involuntarily low at a very low level of economic advancement, when poverty is rampant and access to power is nearly nonexistent. However, it is anticipated that the use of electricity and contemporary clean fuels would have a greater influence on economic growth with almost universal availability. As a result, from a policy standpoint, it is critical to assess the relative significance of total primary energy succession and its components independently in terms of the results of economic growth at mode shape levels of both poverty and affluence. Using a composite energy index and its two primary components—access to electricity and per capita energy usage, respectively—we examine their relative significance.Figure 4 discloses the types of the poverty and its basic effect and changes.
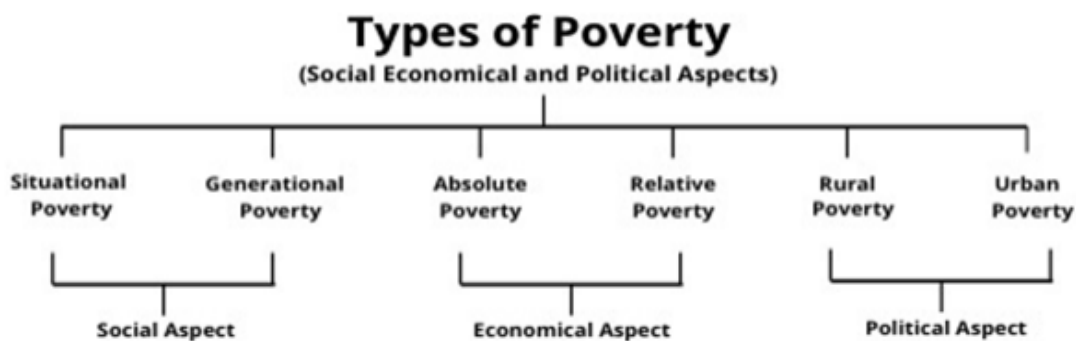

Figure 4: Discloses the types of the poverty and its basic effect and changes[20]**.**

Numerous academics have highlighted the prevalence of energy poverty in certain nations with slow economic development. The term "energy poverty" was originally used by Boardman, who proposed that a family qualifies as "energy-poor" if its yearly energy use surpasses 10% of its income. Attempts to connect energy poverty with restrictions on fuel availability and the security of inexpensive and enough heat in industrialized nations have been made in later research. Fuel poverty means thermal discomfort and is connected to the unique features of homes, as it is claimed in Kahului. In addition, we annually create an aggregate energy development index (EDI) for all 50 economies, using the guidelines of the IEA (2010) report on energy poverty and the UNDP's technique for creating a human development index. This multifaceted aggregate index is created on the access to, use of, reliance on renewable energy sources, and overall energy consumption of four major parameters. Policymakers will be able to monitor global energy development over time with the use of this composite index of all aggregate data. Additionally, the composite index may be used to evaluate countries and identify those that need money for energy-related projects, especially to improve energy access and efficiency.

4. CONCLUSION

The research on energy poverty and its connection to outcomes in health and education up to this point has mostly been limited to one nation or a small number of countries utilising data at the

household level. In the existing research, there is hardly any information on how energy consumption and availability in other countries affect results in health and education. This study closes the knowledge gap by using a broad sample of 50 developing nations from Asia, Africa, Latin America, and Europe between 1990 and 2017. Previous research hypothesises that better energy efficiency will have an increasing returns to scale impact on economic growth and productivity owing to the good effects on education and health. Our data demonstrate that more energy development is connected with higher-quality health and educational outcomes, providing empirical support for this concept at the global level. More particular, our findings demonstrate that better energy development correlates with longer life expectancies, lower newborn mortality rates, faster transitions from primary to secondary schools, and longer average school years. These findings hold up well when using different estimating techniques and endogeneity has been taken into account. The essential aspects of energy development are compared, and we discover that access to electricity has a stronger and more beneficial impact on development outcomes than energy usage.

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CHAPTER 19

A COMPREHENSIVE STUDY ON INFLATION AND ITS EFFECT ON THE DEVELOPMENT

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ABSTRACT: Currently, nations are worried about inflation and how it may affect their own economies. Economists have said that this inflation is a result of currency and currency, which has been triggered in certain nations by their monetary policies. According to analysis based on the theory of monetary quantity, it was discovered that continual expansion in the money supply promotes inflation over the long run but does not do so over a short period of time. The construction industry is crucial to economic development because of its considerable impact on GDP and other industries. Inflation is one of a number of factors that influence a nation's economy. Since inflation is retaliating in either a good or negative way, its role in economic development cannot be ignored. This essay examines the impact of inflation on the economy and the building sector.

KEYWORDS: Inflation,Monetary, Development, GDP, Growth.

1. INTRODUCTION

Price increases, or inflation, may be thought of as the gradual loss of buying power. The average price rise of a selection of products and services over time may serve as a proxy for the pace at which buying power declines. A unit of currency essentially buys less as a result of the increase in pricing, which is sometimes stated as a percentage. Deflation, which happens when prices fall and buying power rises, may be compared to inflation.

- The pace at which the cost of goods and services increases is known as inflation.
- Regulation price level, cost increases, and built-in inflation are the three categories into which inflation is frequently divided.
- The Rate of Inflation and the Purchasing Managers Index are the two most often used inflation indices.
- Depending on the perspective and pace of change, inflation may be perceived favorably or negatively[1]–[3].

Those who own physical assets, such as real estate or stored commodities, may benefit from inflation as it will increase the value of their holdings.Figure 1 discloses the inflation factors that are cost of living.
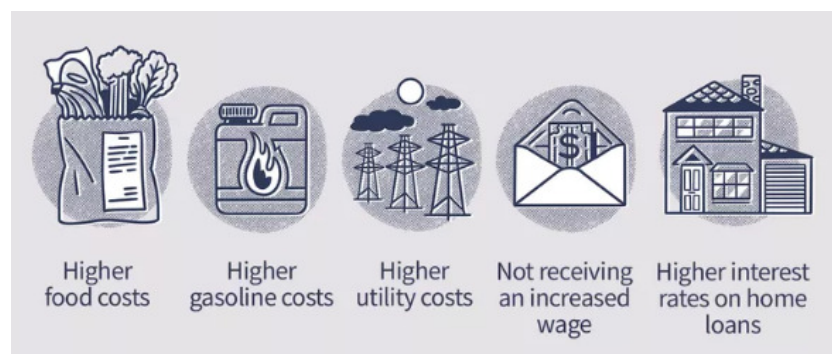

| Higher food costs | Higher gasoline costs | Higher utility costs | Not receiving an increased wage | Higher interest rates on home loans |

Figure 1: Discloses the inflation factors that are cost of living[4]**.**

Every country strives for sustainable economic development, and one key indicator of prospective economic circumstances is inflation. Any uncertainty that results from the change in real interest rates is an indication of the absurdity of policy actions and makes it difficult to compute and monitor monetary policy analyses on time. While accurate predictions of the inflation rate are crucial for monetary policy [5], [6]. To evaluate and track the effects of inflation levels, a number of variables should be taken into account, including the interest rate, potential production, exchange rate, money supply, wage rate, trade openness, and expectations. However, inflation is significant in the economic world since it never causes the purchase power of money to stagnate. Inflation is defined as "a increase in the price level of a products or administration or market bowl of goods and/or services".

1.1.Inflation:

Human requirements go beyond simply one or two things, even if it is simple to track price changes over time for certain products. For a pleasant existence, people need a wide variety of items as well as a variety of services. Commodities like food grains, metal, and fuel are among them, as are utilities like power and transportation, as well as services like labour, entertainment, and health care. The objective of measuring inflation is to determine the overall effect of increases in price for a variety of goods and services. It enables a single value statement of the rise in the cost of goods and services over time in an economy.Figure 2 discloses the cost of inflation and the investment nature.
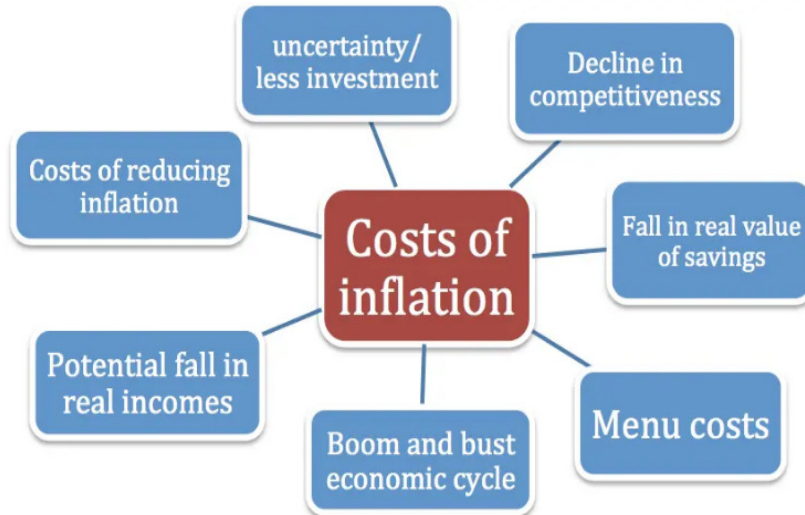

Figure 2: Discloses the cost of inflation and the investment nature[7]**.**

Due to its powerful effects, inflation has long been acknowledged, and as Scopus's index indicates, it has also been respected in the study community since 1945. The most publications ever were 3628 papers in 2018, which is the greatest amount of publications. Some study on the monetary policy was done in the early 1900s, but from 1969 forward, it acquired speed in the area of inflation research as a result of market impact and industry demand. Research on inflation is still being done today to improve both economic development and the impact of inflation on various businesses. One-third of the nations in the world depend heavily on agricultural, mineral,

and energy goods as a source of revenue. Inflation expectations and, more importantly, the setting of nominal interest rates, have an impact on investment and consumption choices. The firm's holdings of liquid assets are influenced by inflation, and any variation in inflation impacts the liquidity of the firm's liquid assets.

The majority of policymakers feel that inflation is brought on by the money supply. As a result, certain nations experienced hyperinflation, such as Venezuela, where inflation was 652.67 percent in 2017 and South Sudan, where it was 192.18 percent.Figure 3 discloses the pricing of the effective working nature of the system.
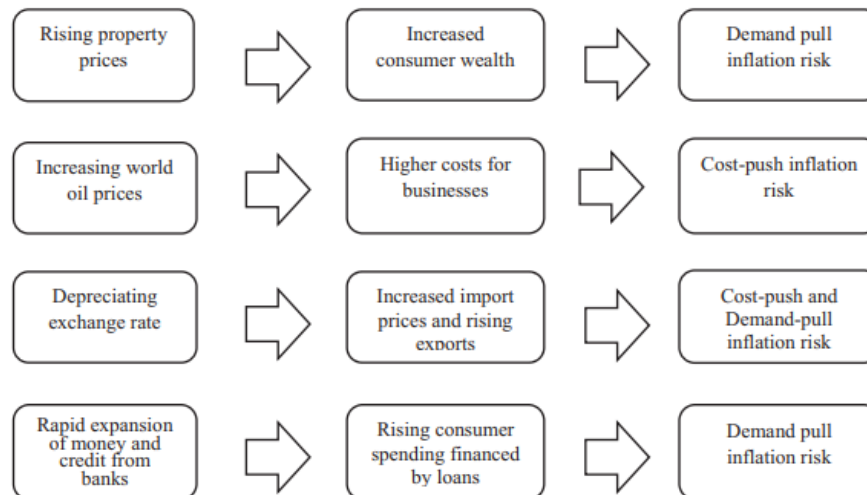

Figure 3: Discloses the pricing of the effective working nature of the system[8].

- *Interest Rates And Inflation:*

When inflation is strong, the real interest rate decreases and the nominal interest rate does not rise because the real interest rate is computed as the nominal interest rate less the inflation rate. Consequently, a decline in the economy and a rise in unemployment will result from the growing nominal interest rate since it limits the size of the businesses.Real income and inflation, Real incomes of employees are correlated with the inflation rate when real income is equal to nominal income minus inflation rate. As a result, when inflation rises while nominal income stays the same, workers' real incomes decline. High inflation will result in an increase in the government's foreign debt since it has increased the exchange rate and led the local currency to depreciate more quickly than foreign currency.Figure 4 discloses the services by the cost capacity and the turnover.
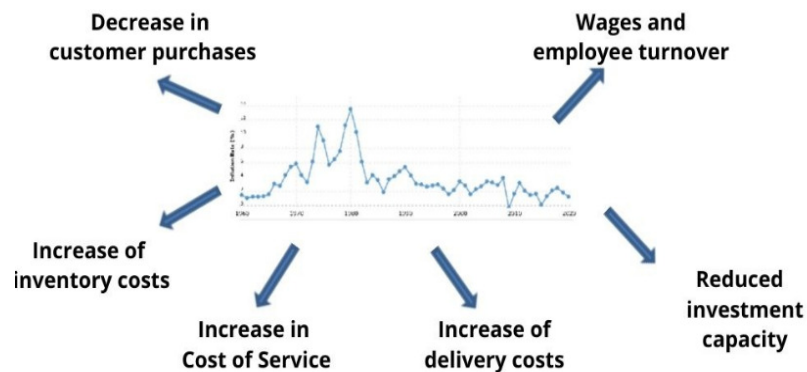
Figure 4: Discloses the services by the cost capacity and the turnover[9]**.**

As prices grow, fewer products and services may be purchased with a given amount of money. The general public's cost of living is affected by this loss of buying power, which eventually slows economic development. According to economists' general understanding, prolonged inflation happens when a country's money supply expands faster than its economy. To counteract this, the monetary authority (often the central bank) implements the appropriate measures to control the money supply and credit in order to maintain acceptable levels of inflation and a healthy economy.

Theoretically, the relation between inflation and the monetary policy of an economy is explained by the popular theory of monetarism. For instance, huge quantities of gold and particularly silver poured into the economy of Spain and other European nations after the Spanish conquest of the Aztec and Inca empires [10]–[12]. The value of dollars decreased as the money supply grew quickly, which helped to fuel the fast rise in prices. Depending on what kinds of products and services are being purchased, there are several techniques to monitor inflation. It is the counterpart of deflation, which occurs when the inflation rate goes below 0% and represents a broad reduction in prices. Remember that disinflation, a word used to describe a slowdown of the (positive) pace of inflation, should not be confused with deflation.

1.2.The Roots of Inflation:

Inflation is caused by a rise in the quantity of money, albeit this may happen via a variety of economic causes. The monetary authorities may boost a nation's money supply by:

- Printing more currency and distributing it to people
- Legally depreciating decreasing the value of the money that is legal tender
- Acquiring treasury bonds from banks on the stock exchange in order to create fresh money as reserve account credits via the banking system the most common method.

In each of these scenarios, the money ultimately loses its ability to buy things. Three different sorts of inflationary processes may be identified as a result of this: demand-pull volatility, cost increases, and built-in monetary policy.

1.3.Input-Output Effect:

Demand-pull inflation is when the economy's total demand for commodities and services rises more quickly than its ability to provide them. This happens when the availability of money and credit increases. This raises demand, which causes price hikes. More money leads to happier

consumers since more individuals have more money. Consequently, more money is spent, which raises prices. Higher demand and a less adaptable supply lead to a demand-supply mismatch, which raises prices.

Even a low rate of inflation that is consistent and simple to anticipate, which some people would ordinarily consider ideal, may cause significant issues for the economy. This is due to the manner, setting, and timing of the new money's entry into the economy. Every time fresh money and credit enter the system, they inevitably end up in the hands of certain people or businesses. As individuals spend the new money and it moves from hand to person and account to account throughout the economy, the process of price level readjustment to the increased money supply continues.

It is true that inflation raises certain prices early and other ones afterwards. The Cantillon effect, or sequential shift in prices and buying power, indicates that the process of inflation does not merely raise the overall level of prices over time. Along the process, it also distorts comparable pricing, salaries, and return rates. Most economists agree that distortions in relative prices that move the economy out of its equilibrium are bad for it, and Austrian economics even contend that this process is a key contributor to economic downturn cycles.
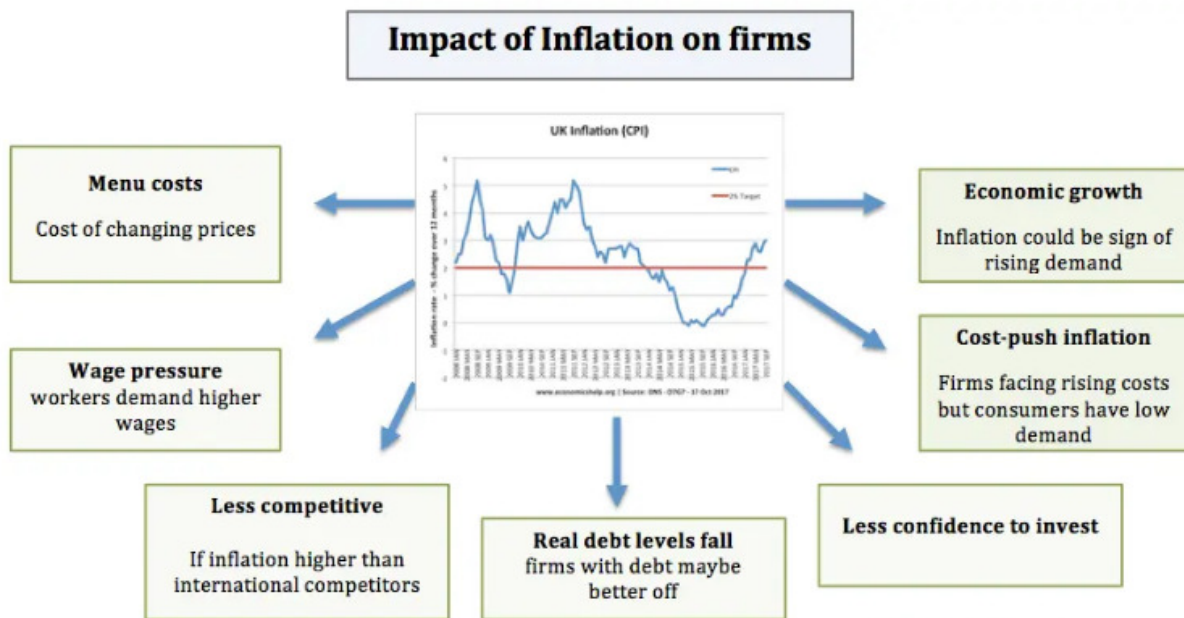

Figure 5: Embellish the impact of inflation on the firm[13]**.**

2. LITERATURE REVIEW

Musarat et al. in their study embellish that the construction industry is crucial to economic development because of its considerable impact on GDP and other industries. Inflation is one of a number of factors that influence a nation's economy. Since inflation is retaliating in either a good or negative way, its role in economic development cannot be ignored. This essay examines the impact of inflation on the economy and the building sector. It has been determined that since the costs of building materials, labour, and equipment are subject to yearly change, most construction projects' economics and budgeting fail to account for inflation, which results in

project cost overruns. Furthermore, a framework emphasizing the close connection between the construction sector and inflation has been developed [14].

Coibion et al. in their study embellish that the author evaluate the likelihood that central banks would use inflation expectations as a stabilization tool. We examine current research on how agents' expectations are generated and how they impact their financial choices. Empirical data indicates that individuals' and businesses' expectations of inflation have an impact on their behaviour, but the underlying processes are still unknown, particularly for businesses. Policymakers are unable to actively regulate inflation expectations due to two additional constraints. First, there are systematically inadequate surveys of companies' expectations that are currently accessible. This problem can only be solved by conducting extensive, nationally representative polls of enterprises. Second, in low-inflation circumstances, neither individuals' nor enterprises' expectations are much affected by monetary policy statements [15].

Mandeya et al. in their study embellish that Financial stability and, ultimately, economic growth, are highly dependent on inflation and inflation uncertainty. Using quarterly data spanning the period 1961Q1 to 2019Q4, we used autoregressive distributed lag (ARDL) estimate methods to examine the effect of inflation and inflation uncertainty on growth in South Africa. We explored the combined effects of inflation and inflation uncertainty in South Africa, unlike earlier research on the country, and we were the first to compare the effects of both factors on growth before and after inflation targeting. This gave the chance to evaluate the success of inflation targeting and look into any changes in the behaviour of the variables. The author discovered that inflation has a negative impact on growth in both the short and long terms, but inflation uncertainty in South Africa is a short-term phenomenon with little significance over the long term. Policymakers should keep pursuing measures that guarantee price stability in order to encourage growth.The study examined the effects of inflation and inflation uncertainty on South African economic development from 1961Q1 to 2019Q4 [16].In this paper, the author elaborates the inflation's impact on economic growth, regardless of whether it is retaliating positively or negatively. The effect of inflation on the society and the construction industry is examined in this article. It has been shown that most preparers' economic analysis and accounting fail to inflation adjusted, which leads to project cost overruns, since the prices of wood products, labour, and equipment are susceptible to annual fluctuation. A paradigm has also been established that emphasises the intimate relationship between the building industry and inflation.

3. DISCUSSION

One of the primary engines of economic expansion and development is the construction sector and its activities. Construction and engineering services contribute significantly to the global economic recovery by creating employment opportunities for millions of individuals. In July 2019, the construction sector employed 7,505,000 people, and by 2026, it was expected to add 864,700 new jobs at a roughly 12% annual growth rate. Additionally, it increases income as a result of international commerce in engineering services and building supplies. The construction sector is significant not just because of its enormous scale, but also because of what it contributes to other industries. It is clear that the construction sector makes a significant contribution, highlighting its significance for the expansion of the nation's economy. Any building project's primary criterion is budget. It is typical for the budget to be altered in projects with a protracted timeline. The cost of labour, construction materials, and equipment all rises yearly as a result of inflation, which is one of the causes of this. The cost of labour, materials, and equipment rises as

a consequence of inflation, which affects both the project's original and end costs. Figure 6: Discloses the graph of the global economy and the advanced economy.
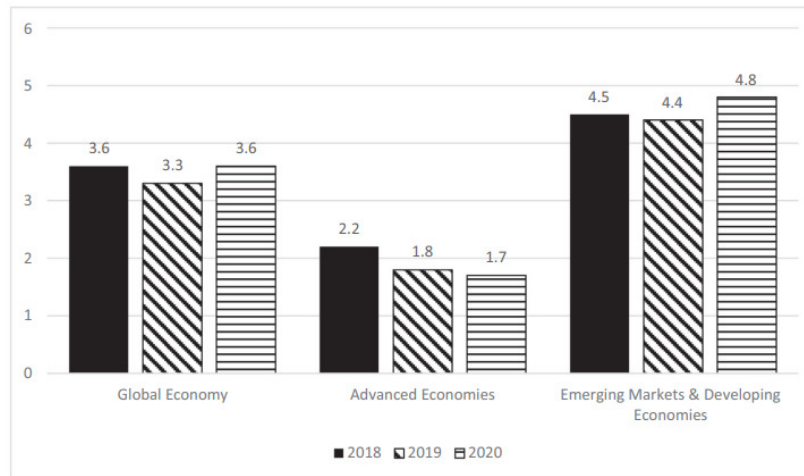

Figure 6: Discloses the graph of the global economy and the advanced economy[17]**.**

Economic development is unstable because construction expenses are unstable and materials and other costs are constantly changing in price. Inflation has an impact on not just economic development but on the labour market and the consumer price index. Although labour and material prices obviously have an impact on inflation, contractor and supplier margins have a significant impact. Inflation in the construction business varies throughout markets and across different industries. Even it varies depending on the substance. Given the significant expenditures required, the construction sector is crucial for any country looking to develop its economy. However, the inflation issue is becoming worse and is hurting the building sector. The cost of materials, equipment, and other building project inputs is rising as a result of inflation. When project partners are left with little choice but to postpone the project in order to avoid cost overruns, which are largely caused by inflation, 35% to 60% of the total cost of construction is influenced by the building materials. The time lag behavior of these components is the underlying theory behind how inflation impacts the cost of construction materials, labour pay, and machinery hire rates.

3.1. Indicator of Wholesale Prices (WPI):

Another well-liked index of inflation is the WPI. It measures and monitors changes in product prices prior to the retail level. While WPI commodities vary from nation to country, they often contain wholesale or producer-level goods[18]–[20]. For instance, it contains cotton apparel pricing as well as raw cotton, cotton yarn, and cotton grey items prices.WPI is used by many nations and organizations, although the producer price index is also used by several nations, including the U.S.

3.2. Indicator of Producer Prices (PPI):

A collection of indices known as the PPI tracks the average trend in selling prices received over time by domestic manufacturers of intermediate products and services. In contrast to the CPI, which measures price increases from the viewpoint of the consumer, the PPI monitors price changes from the seller's perspective. In all variations, it is feasible that the price increase of one component, such as oil, will partially offset the price decrease of another, such as wheat. Overall,

each index reflects the average weighted price change for the specified components, which may be relevant at the level of the whole economy, a specific industry, or a particular product.

4. CONCLUSION

One of the main factors that significantly affects a nation's economy is inflation. Every industry is affected by inflation, either favorably or unfavorably. The literature makes notice of the fact that industry is not the only sector affected by inflation; often, industrial factors also severely affect the nation's inflation rate. The construction sector is also feeling the effects of inflation, which has been linked to project cost overruns in several studies. The project's original budget and the final budget diverged as a consequence of annual fluctuations in construction material costs, labour pay, and machinery hire rates. To solve the issue of cost overruns, a method for creating the budget at the beginning of the project while taking inflation into account before finishing the budget projection is required.

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CHAPTER 20

AN ANALYSIS OF FRAMEWORK FOR SOCIAL SUSTAINABILITY EVALUATION IN SUSTAINABLE BUILDING

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*ABSTRACT:*The sustainability idea is now widely accepted in the global construction sector. The topic of social sustainability has received less attention, despite recent tendencies toward taking into account environmental and economic issues in sustainability evaluation framework for buildings. Social concerns were thus less present in the primary categories of sustainability evaluation methodologies. Such frameworks thus fell short of properly addressing social dimensions of sustainability and left gaps in the analytical support required for sustainable decision-making. While there have been studies on social dimensions of sustainability all around the globe, there haven't been any in emerging nations. This research attempts to address social sustainability in residential building development by prioritizing social sustainability criteria based on the context of Iran in order to address this problem. In this study, criterion priorities were determined with the help of local experts using a multi-criteria decision-making process after utilising social sustainability indicators. Results showed that of the suggested criteria, local experts deemed safety concerns to be the most crucial, while site considerations and equipment were deemed to be the least crucial. This information was used to analyse the social sustainability of residential structures in Iran. In terms of social sustainability in planning and building in this nation, performance and flexibility criteria came in second behind safety concerns. From the findings, it can be inferred that creating a social sustainability scheme that takes into account the goals in a given nation might be a critical first step in offering a flexible sustainability evaluation for buildings, particularly in developing nations like Iran. This study may provide insight into how other developing nations adapt this framework for social sustainability to fit their own circumstances and provide decision-makers with a useful method for assessing the social sustainability of a residential structure.

KEYWORDS:Development, Management,Mining Social,Sustainability.

1. INTRODUCTION

The majority of architects attempt to base their designs on sustainability, which is now regarded as the most significant design consideration in architecture. Perhaps one of the most crucial actions in this introducing the topic of green economy and include this category in long-term global planning. The Brundtland Report was first issued in 1987 by the Commissioner for the Environment and Development under the title "Our Common Future". The Commissioners was first exposed to sustainable development in this report as "development that satisfies the demands of the contemporary without compromising the capacity of future successors to satisfy their own needs". The World Commission laid the groundwork for the 1992 United Nations Conference in Rio and the 2002 World Summit on Sustainable Development. The meaning of the phrase "sustainable development" nowadays seems to have changed. This is due to the phrase being overused in numerous contexts and developing into a stereotype, although little real action has occurred in Iran[1]–[3].Therefore, even if everyone agrees on the definition of this phrase, Iranian architects and professionals in the area of planning and design are still unsure of what it means. Due to this, developing nations like Iran take relatively little initiative to design the production of homes that adhere to sustainability principles. As a result, a flexible framework for

environmental, social, and achieved by the company of housing evaluation is required. In addition to preventing and decreasing waste in the first place, moving toward a circular economy, lowering resource consumption, and combating pollution globally calls for the adaptation of current policies and services as well as a transformation of consumer culture . Consequently. By 2050, 68% of the world's population would reside in urban regions, according to UN projections. Rural populations are moving to cities as the world's population risk.Figure 1 discloses the sustainability management and the effective nature.
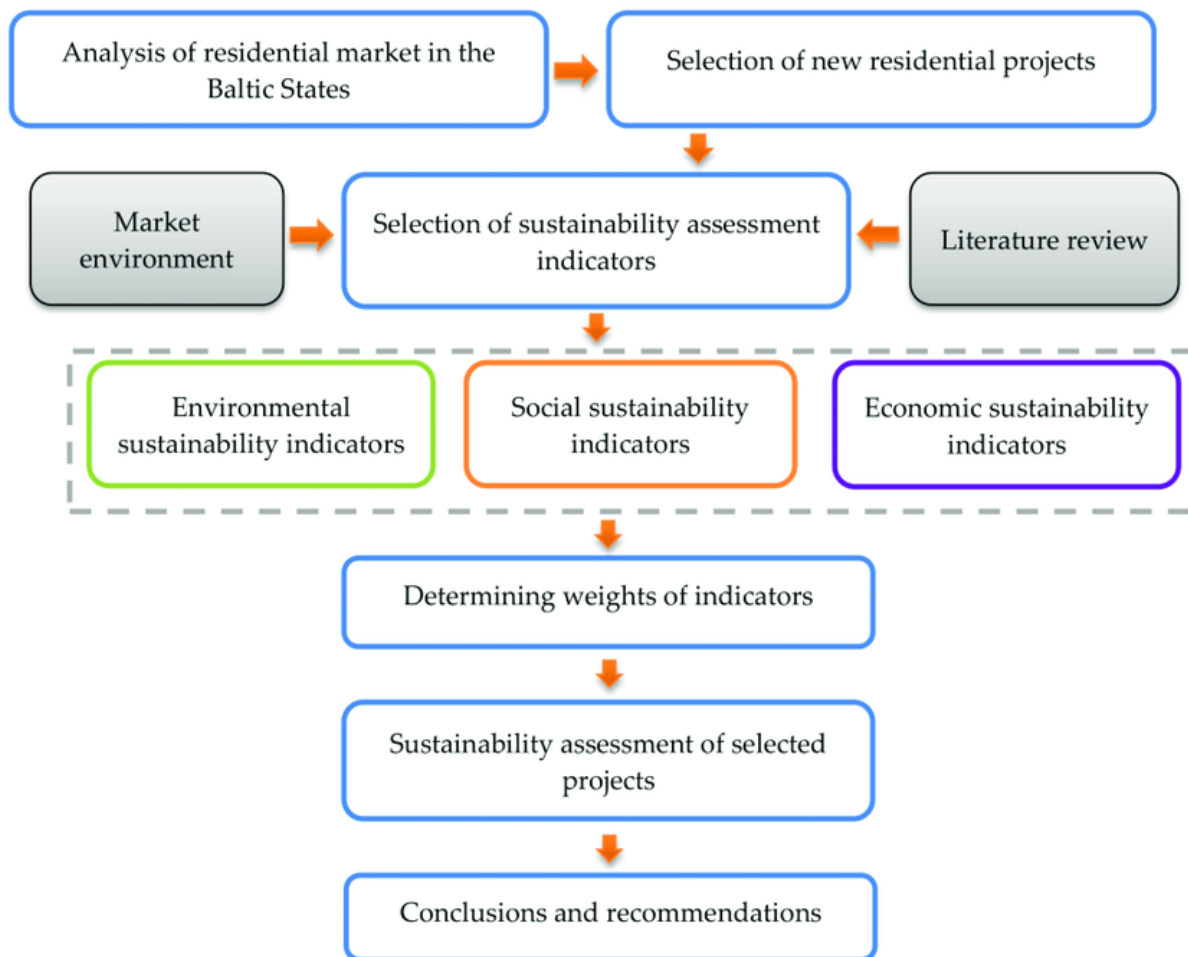

Figure 1: Discloses the sustainability management and the effective nature[4]**.**

The fast rise in wealth and quality of living, particularly in emerging and industrialising nations, is correlated, says the Global Waste Management Outlook, with higher resource use and waste production. Global urban garbage production estimated at 2 billion tonnes of municipal solid waste annually) is rising along with population density, urbanisation, and industrialisation. Systems for managing municipal solid waste (MSW) are under a lot of strain, and the World Bank's Urban Development section issues a warning that municipal finances will eventually run out.Urban garbage generation is a significant worldwide concern because, if left unchecked, it endangers both human health and the environment. Emissions from trash breakdown in landfills and the sheer fact that graves are currently full are both causes for concern. The move by China

to ban the import of foreign rubbish was hailed as a "wake-up call" for worldwide recycling. Waste management (WM) is regarded by the Environmental Agency as a "fundamental human right." well over half of the self-sustaining development targets are being addressed 2 WM has the greatest political importance since it promises to significantly reduce greenhouse gas emissions. According to the World Economic and Social Survey 2013, among the most urgent concerns of our day are trash production reduction, garbage collection system improvement, and recycling systems, and investments in strategy are required in the majority of cities worldwide. The European Commission published the Waste Framework Directive and the Circular Economy package to solve our resource crisis. In addition to reducing trash overall, the goals call for recycling 50% of urban garbage by 2020 and utilizing "waste" as a resource wherever feasible[5]–[10].

Because of their many advantages over conventional construction methods, including their speedier and safer construction methods, better predictability of completion times, superior quality, reduced labour requirements on the job site, reduced resource waste, and reduced environmental sensitivity, modular building structures have gained a lot of attention from the contractor industry in recent years.Figure 2 embellish the sustainable mining.
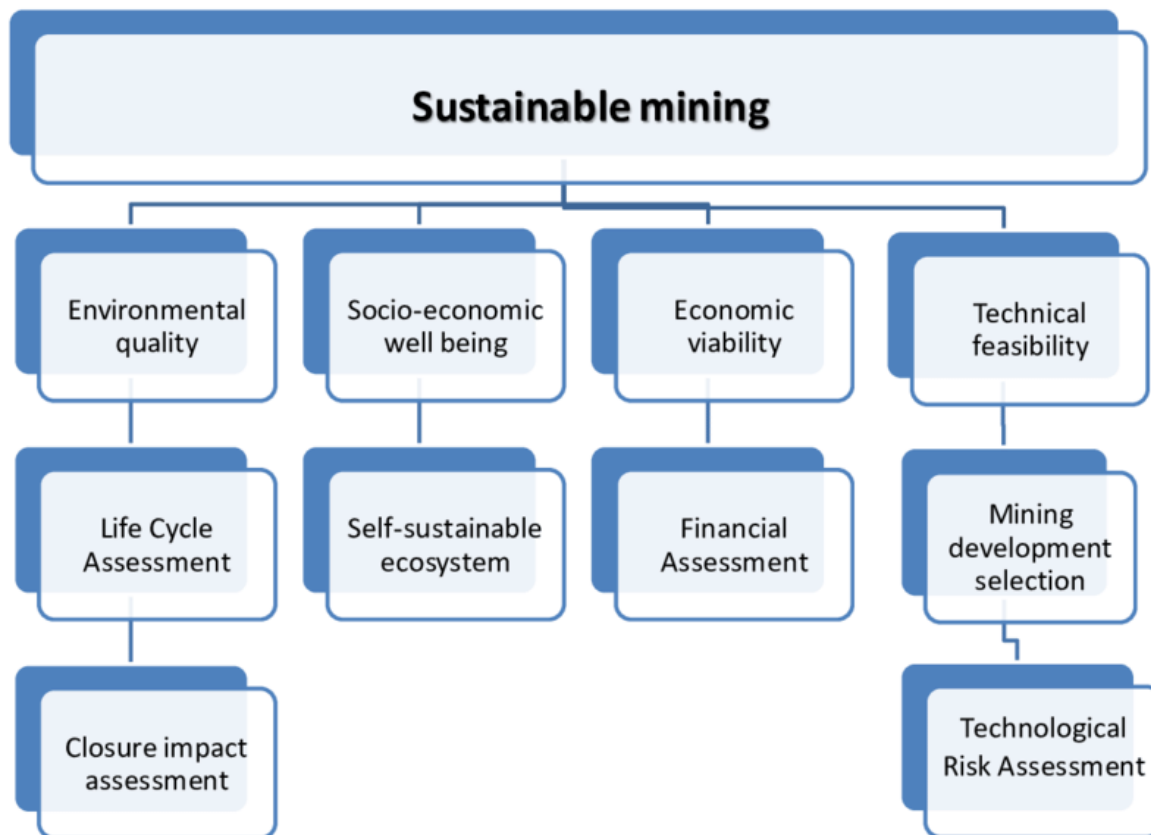

Figure 2: Embellish the sustainable mining

The whole structure of a modular building is made up of modules, which are manufactured and transported from a factory located off-site. Apartments, hotels, schools, hospitals, offices, dorms for college students, and other sorts of structures where repeating modules are desirable are

among the known uses of modular buildings. This kind of building method is not novel in today's world; it has been employed fairly in countries like the US, Japan, Sweden, and the UK, while also gaining popularity in countries like Australia, Germany, the Netherlands, China, and Hong Kong. When the UK housing industry decided to use off-site building methods to build at least 25% of the new social housing, modular construction saw a boost. The modular building strategy is more effective than the conventional way at addressing worldwide needs, according to sufficient data. According to a research on prospective building techniques in China, there is a severe housing scarcity as well as a highly robust industrial sector. Therefore, it is determined that a quick building process is required to satisfy the existing housing demand.

Enhancing sustainability, or lowering the economic, environmental, and social repercussions of the building industry, is a crucial component of contemporary construction. Construction waste creation has a significant negative influence on the environment. According to reports, 32% of energy is used, 30% of carbon dioxide is released, and 30 to 40% of garbage is produced throughout the building process .Plaster, concrete, rubber, blocks, asphalt, and chemicals make up the majority of the construction wastes created throughout production to demolition, which make up around 10–30% of all landfill trash.

2. LITERATURE REVIEW

Abdelraheem et al. in their study embellish that the goal of this work is to examine how information technology (gathering, processing, storing, and transferring data and information) affects the quality of accounting information via a field study of the Nile Bank in Sudan. To perform the field study, the researchers used a descriptive analytical technique. (120) questionnaires were distributed by the researchers, and (104) of them were collected. The research came to the conclusion that factors related to information technology (such as gathering, processing, storing, and transferring data and information) had an influence on factors related to the quality of accounting information (relevance, reliability, understandability, consistency, comparability) [11]**.**

Divayana et al. in their study embellish that This study aims to show that the Description-Input-Verification-Action-Yack-Analysis-Nominate-Actualization (DIVAYANA) model, which serves as an assessment model for the implementation of information technology-based learning at ICT vocational schools, contains innovations. In order to decide how best to deploy information technology-based learning at ICT vocational schools, policymakers might utilise this approach to prioritise recommendations. This study was a part of development research, which only considered the first five phases of development according to the Borg and Gall model. The five steps were planning, gathering research and information, developing a prototype, doing a test run, and revising the final product [12]**.**

Tarigan et al. in their study illustrates that the retail sector has been expanding too quickly in order to satisfy client demand for a wide range of items. To fulfil the need based on demand, the retailer requires outstanding assistance from the supplier. An information system that is quick and secure may be used to provide this help. For the advantage of all parties, retailers, suppliers, and consumers should be connected utilising information technology and supply chain

management. This research looked at how information technology influences supply chain practises' effects on store performance. Using a questionnaire, the research examined 86 retailers living in the Indonesian city of Surabaya. SPSS software version 25 was used for data analysis to test the hypothesis.

3. DISCUSSION

The capacity of underdeveloped nations to use such rating methodologies for their structures was constrained by the lack of consideration given to the social component of sustainability. This results from the fact that many well-known sustainability initiatives were created using the framework of rich nations while disregarding the sustainability concerns of developing nations. Such programmes were found to be mostly environmentally focused instruments that fell short of achieving sustainability evaluation in terms of social factors. Researchers tried to create their own sustainable development framework in order to measure sustainability in emerging nations.

For example, numerous studies took into account social indicators in life cycle assessment plans for nations where it had been established that environmental and economic sustainability could not be the exclusive criterion for evaluation. Similar to several other developing nations, Iran has shown that human considerations are among the most significant influences on traditional Iranian architecture. As a result, social sustainability principles have emerged as one of the essential means of achieving this nation's sustainable development goals. Unfortunately, the absence of particular sustainability programmes in many developing nations has led to the bulk construction of residential structures without consideration for the social aspects of sustainability. Iran dominates different user levels to the extent that 40% of large cities are covered with residential structures. In order to properly meet human needs, this requires that the residential construction sector be recognised for both its enormous social worth and its ecological and economic implications.

Overall, creating a framework that prioritises resource efficiency in the context of a nation is required to solve sustainability challenges in the design and construction business. The goal of this research is to include social aspects of sustainable development into Iran's framework for evaluating residential constructions. The main objective of this research is to offer a framework for assessing social sustainability in residential buildings. This framework will serve as a foundation for future research on social indicators, which are important for Iran's sustainability concerns and will serve as a source of inspiration for additional social sustainability solutions. For researchers and professionals to further develop a more comprehensive assessment scheme, taking into account more specific indicators in terms of social aspects of sustainable agriculture significant issues Iranian residential buildings, the introduction of the priority weights of social sustainability underpinnings will serve as a reference[13]–[16].

By using this method, the research hopes to highlight how important it is to develop a context-based sustainability assessment framework that takes into account sustainability concerns specific to a certain nation. This implies that developing nations may, like industrialized nations, create a framework that serves as a standard for evaluating housing sustainability while also integrating their own sustainability-related concerns, such social factors, into local laws or

choices. While there have been several studies done on the use of sustainability standards in planning and building around the globe, Iran has not yet addressed social sustainability issues like social planning for sustainable construction. In actuality, sustainability-related planning and management for residential building development in Iran is a brand-new problem.

This study used quantitative approach to investigate key elements in the administration of residential building development planning in Iran. The assessment of characteristics from the viewpoint of specialists in the sustainability discussion might be a helpful strategy in this phase. A methodical strategy is used to manage sustainability initiatives in terms of their relevance based on the problems of Iran in order to establish a responsive social collective purpose. In order for sustainability to be successfully implemented in Iran, building experts and strategists need to give some of the most important design and construction requirements a greater priority than other criteria. The analytical hierarchical process (AHP) is a well-known technique for criterion prioritising that may be useful in the decision-making process.

On the other hand, Iran has several uncertainties when it comes to residential construction and social concerns. Comparing social sustainability indicators to both economic and environmental ones, researchers found that they are more difficult to discover, choose, and quantify. When using the AHP approach, it could be challenging for experts to provide precise evaluations of the outcomes of paired comparisons. Fuzzy logic is employed in this study to handle apprehension and doubt of expert opinion and weighting in order to solve the ambiguity and diversity in priorities of local experts about economic measures and their subjective perspective. As a result, the decision maker's qualitative opinion was represented as quantitative data using a quantitative technique.

A solid design strategy is essential for modular structures since a subpar design may significantly increase project costs and lead times. The present design method for modular structures uses traditional limit state design criteria that take stability, strength, and serviceability into account. Singleton and Hutchinson reported that the modular techniques with new materials failed to meet the expectations of the asset owners due to the lack of design guidelines for prefabricated modular buildings. This is because it is widely believed that prefabricated components do not meet the minimum standard requirements and do not have long-term performance. The design loads of any building must take all potential situations into account in order to be safe[17]–[20].

 Due to the fact that the production of modules and on-site assembly produce short-term loading that might impact the load-transfer systems, the structural loads in conventional and modular construction vary. Additionally, compared to the conventional way, the building procedure needs different infrastructure. Offsite construction necessitates a very thorough design at the beginning stages because the impact of geometric errors and install must be taken into account. Because of this, the design specifications for modular buildings are significantly diverse and may function differently from those for comparable conventional structures. The existing design of modular structures, however, is mostly based on the standard architecture system used by traditional buildings and does not follow adequate design criteria. Since the design phase decides up to 80% of a building's running expenses, it is thought vital to establish appropriate design criteria for modular buildings.Researchers and design engineers are now working to develop standards for

the development of mechanical components. The guide for the Design of Configurable Structures offers technical advice to encourage the use of modular structures that are secure and of the highest calibre. A guidance for designers is offered in Lawson et AL Design.'s in Modular Construction. It gathers information on steel, concrete, and wood modules and discusses their unique characteristics and important design elements, however the ideas and systems are not comprehensive.

According to Lawson and Richards , the out of verticality with regard to ground datum should not be more than 8 mm each module or 80 mm overall. Additionally, the eccentricity for the design of the account of the fact and bunch side walls, respectively, shall not be less than 35 mm and 25 mm. The Precision engineered Residential and Mobile Home Safety Act, which contains the International Residential Code, Transnational Building Code, International Energy Conservation Code, and Transnational Fuel Gas Code, must be followed by modular buildings in the US.

To handle uncertain information, fuzzy-based approaches are seen as an extended kind of interval analysis. One critique of this approach, however, is that value judgments cannot be included on a discrete scale rather than a continuous one. The fuzzy logic modification of the AHP approach suggested by Ref. was used to tackle this issue. Researchers found that the Fuzzy-AHP technique was more accurate and reliable for translating linguistic preferences. It is important to note that Chang's approach was found to be the most extensively used Fuzzy AHP method for research. With this method, experts' hazy replies may be combined to provide a decision-making analysis that is more accurate and more in line with human reality. Fuzzy AHP was used for this research because it is thought to be one of the most popular approaches for evaluating sustainability while taking into account the ambiguity of expert opinions. The decision-making process among several criteria is made feasible by this multi-criteria assessment approach by taking into account the multidimensionality of the actual world[21]–[24].

There are four components to this research the theoretical basis part reviews the literature on the creation of social environmental assessment framework first. The majority of the industrialized nations' evaluation frameworks, which are used internationally, contain the most popular social sustainability criteria, which are drawn upon in this section. In the methodology section, pairwise comparison and assessment of key measures based on Iranian social sustainability were done using the Fuzzy-AHP approach after creating a minimal social sustainability criteria for residential structures in Iran. It is important to note that the appraisal of regional practitioners and authorities on the good governance of residential structures served as the basis for the priority. The proportions of social factors are next analysed in the findings section taking context into account. The findings are analysed, and the study's conclusions are given.

4. CONCLUSION

This essay offers a critical analysis and methodical research of contemporary developments, mechanical capabilities, difficulties, and potential of modular buildings. After that, it offers advice on how to get through various obstacles to the widespread use of modular structures. The

following findings are reached from this retrospective analysis, critical analysis, and the writers' perspectives and experiences:

- The adaptable construction method is often used in commercial structures, and its use in the industrial, healthcare, educational, and residential sectors is on the rise. Medium-rise structures may be constructed using timber-framed modules, but high-rise buildings may need to be built with concrete and stainless-steel modules.
- With fast growing in Australia and China, modular building is a prevalent practise in the UK, Sweden, Japan, and the USA.
- Under circumstances of static, vibrant impact, cyclic, seismic, explosion, fire, and long-term sustained loads, the constructed modules have shown good performance. Utilizing modular approaches, it is possible to decrease the number of materials used, trash generated, transportation-related noise and disturbance, embodied energy, safety risks, carbon dioxide emissions, and manufacturing hours while increasing productivity.
- The adoption rate of construction materials in the building sector has lagged below expectations, despite having advantages that have been well-documented. According to this research, the major cause of the adoption obstacles is a lack of logistical assistance rather than the product itself.
- The creation of design rules, worker training, growing investor interest, improved transportability, and secure interconnecting linkages connecting modules will lower the cost and open the door to the possible expansion of prefabricated modular structures.The future generation of housing is made out of prefabricated modular structures.

By 2030, it's anticipated that the percentage of modular building in Australia alone would rise to 10% from its present 3% share. Additionally, composite materials have come into use as an alternative to conventional building supplies for modular structures.

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CHAPTER 21

IMPACT OF VIDEO GAMES ON BEHAVIOR AND PERFORMANCE ON CHILD DEVELOPMENT: PROS AND CONS

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ABSTRACT:The term "video game" refers to interactive digital entertainment that can be "played" on a computer, a gaming console, a phone, or a tablet. Kids' hand-eye cooperation and problem-solving abilities may be enhanced by some games. Children who are sedentary may move more when playing video games that require them to walk or control the game with their own physical motion, but not as much as they would if they were playing outside or participating in sports. The objective of the study to discuss about the video games with the effect on children behaviors and its advantages and disadvantages. The conclusion of the study that Online games can be utilized to boost test scores, help educate living and job skills, enhance brain function, and promote physical activity. The result of the study finds that playing the video games for the children are the useful for increase their decision ability and improve their mental skills, but the expanding more time in the games affect the behavior of the children that is not good sign for the future.

KEYWORDS:Child Development, Children, Entertainment, Online Games, Video Games.

1. INTRODUCTION

Many things that both youngsters and adults can do on smartphones and computers have increased as technology has advanced. Children used to congregate and play ball gameplay, sports, or even other games that required physical interaction in bygone eras. The modern era has resulted in the current phenomenon of children being locked up in houses with little opportunity to know their next-door neighbors. As a result of this turn of events, leisure time is spent either connecting with friends via social media platforms or starting to play virtual games like FIFA or Need for Speed (NFS). Digital games have created a disparity between children's thinking abilities and development in the modern era and in the past[1], [2].

Videogames have been used in thorough program to help adolescents and children who are severely retarded or have severe developmental problems such as autism develop social skills. Case studies, such as those by Demarest14, are convincing. According to Demarest's consideration of her own autistic 7-year-old son, despite serious shortcomings in language and understanding, as well as emotional and social difficulties, videogame playing was one activity in which he excelled. This was ego-boosting for him as well as self-calming. Videogames supplied the visual patterns, speed, and storyline that aid in the development of children's fundamental skills[3], [4].These abilities were later applied to a communication system. Learning disabled children can benefit from videogames that aid in the development of spatial abilities, issue exercises, and mathematical ability. It is best to use desktop technology to improve achievement and motivation in the learning disabled.Children with emotionally driven and attentional difficulties may benefit from the use of videogames in their treatment[5].
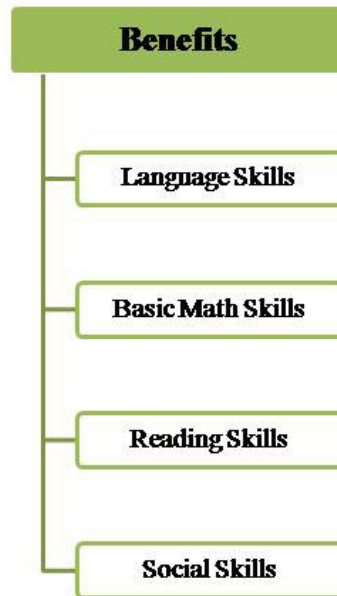
Figure 1: Illustrating the Benefits of the Playing the Video Games [5].

Improved thinking ability:

Children playing video games must make split-second decisions, failing which they are penalized. The child improves their skills to stay at the top of the game, which has an impact on their mental growth outside the realm of the game.Due to the speed at which kids play video games, these games should help kids develop their thinking abilities. According to Hughes, playing video games with kids can help them become more used to their surroundings and even teach them certain survival skills. Students who are likely to be playing video games on their phones and computers have rudimentary knowledge of some areas of life, such as reading fine print and operating a vehicle. Consequently, students learn some tips on how to endure in hazardous circumstances, such busy roadways[2], [6]. Children must be taught early life principles like multitasking in order to succeed in real life. Hughes affirms that kids who play video games become accustomed to multitasking. The participants are required to set goals and keep up with a dynamic environment at the start of the game. By exposing kids to the types of decisions they may face in the future, this helps develop their thinking skills. The United States has been employing warfare simulators to train their commanders on making quick decisions due to the advantages of video games on quick thinking. Video games help kids develop these abilities and develop some mental awareness of difficult situations[7], [8].

Reducing the consequences of sadness and stress:

Although most houses perceive video games as recreational activities that occasionally result in parental reprimands, they are crucial for the cognitive development of children. The games are crucial instruments in shaping a child's physical development in addition to helping them improve their cerebral and cognitive skills. It has been demonstrated that playing games like Pokémon Go encourages physical engagement in kids who struggle with engagement. Video games have the appeal to look at and play that is one of their traits. By using this appeal, they

help youngsters develop socially and reduce hazards like stress and sadness. For children to develop to their full potential, they must be raised in a caring atmosphere[9], [10].

2. LITERATURE REVIEW

Maria Anna Donati et al.[11] studied about video gaming practises in adolescents and children during the lockdown, which will begin in March 2020 in Italy. The findings revealed that they were involved in video games, particularly boys and adolescents, and that they had a high rate of GD symptoms. In addition, the parents spent a significant amount of time playing video games. A path model was validated that explained the mechanisms by which parental variables were related to their offspring's video game time and GD symptoms while controlling for gender and age. Overall, the findings emphasise the importance of educating parents on effective video game behaviour and monitoring their children's video gaming habits.

Elham Dirandeh et al. [12] discussed the impact of video games on adolescent behaviour and performance. The author constructed questionnaire that was filled out by the students' parents. School performance, student behaviour, and videogame usage patterns were all questioned. According to the author findings, nearly all youths were interested in playing games, and 76.8% of schoolchildren played video games on a regular basis. When both genders spent more time playing video games, they had a higher percentage of shouting and overeating.

J. A. Anguera et al.[13] discussed group of cerebral mechanisms known as cognitive control describe how we engage with our complicated environment in a goal-directed way. Humans frequently try to circumvent these control mechanisms by juggling many tasks at once (multitasking), which leads to interference due to basic information processing constraints. These results demonstrate the robust plasticity of the prefrontal cognitive control system in the ageing brain and offer the first evidence to our knowledge of the use of a specially created video game to measure cognitive abilities across the lifespan, examine underlying neural mechanisms, and act as a potent cognitive training tool.

Concetta De Pasquale et al.[14] studied to determine the prevalence of videogame use and addiction in a sample of Italian children during the COVID-19 pandemic, as well as their relationship with anxiety symptoms. The "Videogame Addiction Scale for Children" (VASC), the "Test of Anxiety and Depression (TAD)," and the Children's Anxiety Meter—State were all completed by 172 children (CAM-S). Demographic variables, as well as information on access to electronic tools and game preferences, were gathered. State anxiety was identified as a predictor of videogame use and addiction in the regression analysis. More research is needed to confirm these findings and maximise the developmental benefits of videogames while avoiding the negative consequences.

Rong Shao and Yunqiang Wang [15] discussed the subjects self-reported their exposure to violent video games, family environment, normative beliefs about aggression, and aggressive behaviour to assess the moderated mediation effect of normative beliefs about aggression and family environment on exposure to violent video games and adolescent aggression. That moderated mediation model incorporates elements of the General Aggression Model (GAM) and the Catalyst Model (CM). The author findings revealed that a significant positive correlation

between adolescent aggression and exposure to violent video games; normative beliefs about aggression had a mediation effect on exposure to violent video games and adolescent aggression, while family environment moderated the first part of the mediation process.

3. DISCUSSION

Video games have number of positive effects, ranging from memory and concentration and problem-solving to elevated mood and interpersonal skills. While some may argue that video games make you lazy, damage your brain, or ruin your life outside of work, video real games have many physical, cognitive, and social benefits. Whenever anyone tells you that users play too several video games, refer to this list of ten reasons why online gaming are good for the brain shown in the Figure 2 [2], [16].
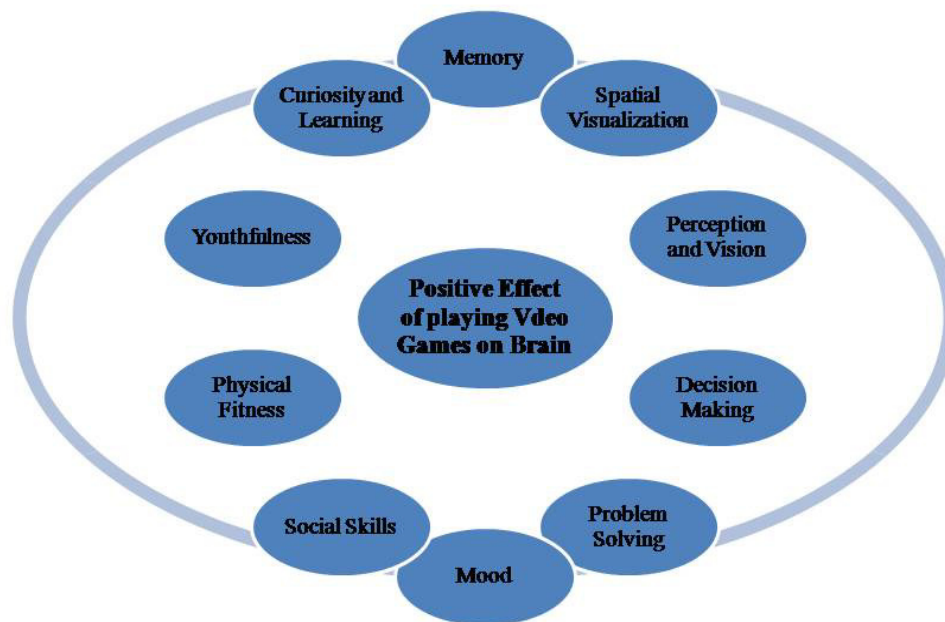

Figure 2: Illustrating the Positive Effect of the Video Games on the Children Brain.

3.1.Violent behavior:

Video games encourage antisocial interaction and human isolation. Because of the nature of modern society, people prefer to spend their lives within the confines of their compounds, away from the disturbances of the outside world. These behaviours have been graciously handed down to the youth. Because video games are addictive, children may spend a lot of time playing them, ignoring social interactions, even with family members. This is especially true when students participated in competitive sports. If a child does not understand that contest in game play is actually very healthy, those who may separate themselves and favour to spend a great deal of time on the phone and computer screens[17].Violent video game users had higher multi deficit traits than those who had recently stopped playing video games or those who had never played them. A person's values are shaped by society. Excessive consumers' moral development is slowed as a result of the amount of time they spend playing video games. This isolation has

resulted in immature morality and moral disengagement. As a result, society has produced individuals who prefer to interact with peers on social media platforms rather than one-on-one[18].

Videogames clearly have the ability to capture the focus of young people and adolescents. However, it is critical to assess the extent to which videogame technology has influenced childhood education. Because videogames can engage children in educational experiences, the rise of "edutainment" media has resulted. Simply observing children demonstrates that they prefer this approach to learning.

However, it seems that very few commercially available games have educational value. Some data shows that videogames can help to develop or reinforce important skills. Playing video games improves spatial visualization ability. Playing video games were also more beneficial for kids who began with relatively low skill levels. Distinctions in spatial learning skills may be mitigated by videogames[6], [19].

3.2. Social Exclusion and Antisocial Behavior:

Video games encourage social isolation and antisocial behavior. People choose to live their lives inside the walls of their compounds, hidden from the disruption of the outside world, because of the nature of modern society. The kids have been liberally given these traits to emulate. Because video games are so addicting, kids may spend a lot of time playing them and disregard social connections, even with family members. This can be the case, in example, when kids play competitive games.

A child may isolate and choose to spend lots of time staring at displays on their phone and computer if they do not know that competitiveness in games is actually good.Compared to people who have recently stopped playing video games and people who have never played them, violent video game users have higher inter-personal deficit features.

An individual is moulded by society, who aligns them with the principles that comprise it. Video game players spend a lot of time playing them, which delays moral growth among compulsive players. Because of this seclusion, moral reasoning and engagement have become immature. The end result of this is that society has created people who prefer to communicate with peers online rather than face-to-face.

3.3. Gaming Demographics by Age:

According to the Figure 3 with age, the proportion of people applying who spend the money on video games decreases.The eldest age group, those aged 18 to 24, has the highest proportion of video game players. Around 16% of applicants under the age of 24 have purchased video games, followed by 14% of those aged 25-27 and 12% of those aged 28-30.Gaming is up slightly among applicants aged 41 and up, which could be due to items purchased made by children or a new interest in mobile computing or console games.
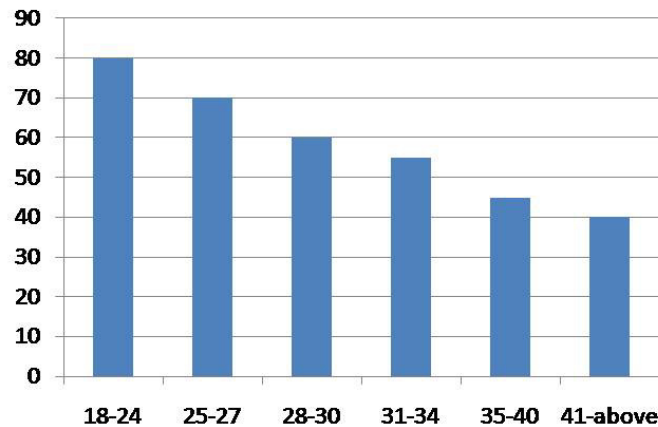
Figure 3: Illustrating the Age-Specific Gaming Demographics.

3.4.Education Level of Gamers:

According to the Figure 4 the applicants with a high school diploma were most likely to buy video games, followed by those with an Associate's or Bachelor's degree.Applicants with graduate degrees are much less likely than with four-year or shortened degrees to play video games. Among the advanced degrees examined, applicants with Ph.D.'s and JDs were most probable to be game players, while dental professionals were the least likely.The link between graduate degrees as well as better interest rate in the gaming industry may be due to age. Applicants with a DDS or MD degree are typically older, having finished 8-10 years of category after high school, compared to the four years for a Bachelor's degree and two years for an Associate's.
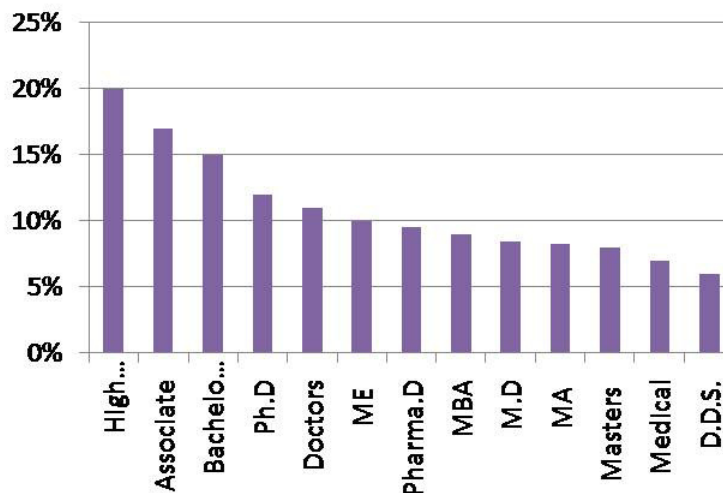

Figure 4: Illustrating the Gamer Radio According to the Education.

3.5.Benefits and Drawbacks of Video Games for Children:

Some argue that all screen-based technique is harmful to children. Others assert that, when used responsibly, video games and other forms of technology can be beneficial to children. The following are some advantages and disadvantages of children playing video games.

3.6.Benefits of Video Games:

- It has been shown to improve mental processing speeds.
- Can boost pro-social behaviour
- It has been shown to enhance memory.
- Increases brain region and brain adaptability
- Can help with reading fluency and speed
- Increases social participation

3.7.Drawbacks of Video Games:

- Has been linked to rising rates of childhood obesity
- More than hour of video game play per day can have an effect on psychological adjustment.
- Children's violent outbursts can be exacerbated by violent video games.
- Increases the likelihood of addiction to video games
- This can lead to a lack of desire to complete other tasks.

4. CONCLUSION

The transition from the analogue to the comment era has been a boon to human evolution. Man's innovations have improved life by making it more efficient. The advanced parent is preoccupied with money-making activities, which means that their youth only see them on occasion. Surprisingly, the compensation comes in the form of gadgets, which have made these people more anti - social as they communicate with games and other types of data. It has been established that video games make a contribution to children's positive development by instilling values such as adaptability and positive competitive pressure. These games also supposed to teach children the importance of teamwork and cooperation, both of which are essential skills in developmental psychology. With such positive contributions, video games have also made a contribution to violent behavior, a decline in prosocial, and even poor academic performance. This is the context in which video games are evaluated. Because they have two parts, legislation should be at an only those high if family are to see the better in their children's development that they have always desired.

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CHAPTER 22

AN OVERVIEW ON GIRLS' EDUCATION AND EMPOWERMENT

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ABSTRACT: Women's education is a major concern for both the civil society and government in India, as knowledgeable women can play an essential part in the country's development.Due to its capability to help women adjust to problems, confront their recognized parts, and alter their lives, teaching represents a turning point in women's emancipation. The study's goal is to discuss the girl's employment and educational opportunities. The conclusion of the study Women's education is critical to a country's development. It is critical provide the women and girls with adequate educational resources. Women and girls have the would-be to contribute to their countries' financial development.The empowerment of women is essential for the welfare and socioeconomic development of families, regions, and nations. When females lead secure, contented, and useful lives, they can realise their full potential. They can raise happier, healthier kids while simultaneously contributing their expertise to the working population. As a result, given that India has recently been on the verge of becoming a superpower, we cannot undervalue the value of education.

KEYWORDS:Culture, Empowerment, Education, Girls' Education, Women.

1. INTRODUCTION

There are always those people in every community, state, and country who lack certain fundamental rights, but they are not conscious of these rights. Females would be at the highest of the lists if take the societal elements into account. In reality, women play a crucial role in every culture. Everybody is conscious of this reality, yet nobody wants to accept it. The value that women are given in today's society is decreasing. The growing propensity of undervaluing females, such as forcing them to conquer a subordinate role in civilization and robbing them of their important moralities, made it clear how important it was to empower women. Enjoy the benefits of living in a free country today, but keep in mind whether each individual is genuinely free or able to experience freedom in the truest sense of the word [1]. When it comes to the country, each Indian citizen is granted certain fundamental rights. Our nation's structure does not discriminate among men and women, but society denies women certain fundamental rights guaranteed by our Constitution. Because of the current situation, it was necessary to liberate women from all shackles and to empower them. This is nothing more than women's empowerment. Women's enfranchisement is not restricted to Indian society. When we consider the global picture in this respect, see that women are treated equally in developed countries. If one recalls history, women have always been given a supplementary place in society, but the difference between men and women created by Nature is only natural[2], [3] and become aware of this fact through education. When American women realized this, they protested the injustice done to them by launching a massive movement in which they demanded equal rights.

The process of creating a social environment in which one can make decisions for social reform, either individually or collectively, is known as empowerment. Empowerment increases one's knowledge, power, and experience while enhancing intrinsic talent. Allowing or authorising someone to think, act, and manage their work independently is the process of empowerment [4]. It is the process of gaining control of one's identity and the circumstances of one's life. There are always certain people who lack basic rights in any community, state, and country, but these people are usually not aware of these moralities. If included such things from civilization, females would win. In reality, females are the maximum significant component of each community. Everyone is aware of this reality, yet nobody wants to embrace it. As a result, women are becoming less important in today's culture. The necessity for women's empowerment became clear as a result of this rising tendency of undervaluing women to the extent of denying them of their fundamental rights and demoting them to a secondary status in society. Women's empowerment is a hot topic that receives a lot of discussion and attention [5], [6].We must ask ourselves now if every person of our nation is actually free or able to experience freedom in the truest sense. The globe has long struggled with levels of discrimination against women and inequalities between men and women. As a result, women's struggle for gender equality is a universal phenomenon. Education, work, property, marriage, and politics are just a few areas where women and men should be considered equal.As a outcome of their fight for impartiality, several ladies' establishments and activities have been established. Although the Constitution of nation does not distinguish between men and women, women have been denied some fundamental rights that are protected by the Constitution. Individual empowerment encourages people to believe in their own strengths, participate more actively in society and politics, and realise their full potential [7].

1.1. Importance of Female Education:

"An individual can be educated by educating a man, but a whole family can be educated by educating a woman. Mother India's empowerment follows women's empowerment." JAWAHARLAL NEHRU, PT. Ladies' qualification in India is serious to the overall development of the nation. It not only subsidizes to expansion of semi of the humanoid resource department, but also to the enhancement of the quality of lifetime at household and abroad. It is not incorrect to assert that education is the answer to all problems. There have been numerous definitions of education proposed by thinkers, but the most important meaning is that proposed by M. Phule. "Education is that which illustrates the distinction between what is good and what is evil," M. Phule says. If we consider the above definition, we can conclude that whatever revolutions have occurred in our history, education has been at the heart of them. Education entails changing one's behaviour in all aspects, including mentality, outlook, and attitude. Educated women not only encourage their girl children's education, but they can also provide better guidance to all of their children. Furthermore, educated women can aid in the reduction of infant mortality and population growth[8], [9].

1.2."Characteristics of Women Empowerment":

- Giving women power is empowering women. It enhances women's quality of life. It boosts women's independence and sense of self-worth.

- The process of giving women the authority they need to recognise their rights and effectively fulfil their obligations to others and to themselves is known as women empowerment.

- Women's emancipation enables them to organise themselves, boost their independence, and increase their autonomy.

- Control over material, intellectual, and ideological resources is a necessary component of women's empowerment.

- All gender-based discrimination is ended through empowering women in all societal organisations and systems.

- Empowering women entails revealing the authoritarian powers of existing sexual identity social relations.

- Women's empowerment empowers women to face life's challenges and overcome disabilities, incapacities, and inequalities.

- Larger capacity to strategy their decisions &independence from the constraints imposed by tradition, confidence, and preparation.

- Ladies' empowerments is a dynamic process that strengthens ladies' capabilities to modification the structures and philosophies that keep them deferential. Women's empowerment is a procedure of raising consciousness and developing capability[10], [11].

2. LITERATURE REVIEW

Jahan Aijaz and Shashikal A.D.J et al. [12] revealed that the most potent weapon associated with female strength is training Education plays an important role in shaping women's attitudes toward strengthening as well as their condition in family and society. A well-informed, educated, and well-used lady will be able to assert her rights and make solid obligations to the advancement procedure. As a result, training leads to female advancement and raises awareness of women's rights, making it engaging at all levels.

Dr.M.Shunmuga sundaram et al.[13]discussions in the Madurai district to classify effect of education on ladies' overall empowerments and to increase women's understanding of various forms of empowerment. For the study, 455 women between the ages of 20 and 50 were chosen. The study's findings indicate that educational qualifications play an important role in women's empowerment, and it concludes that if female equality is to be achieved, it can only be accomplished through the medium of education. As a result, it is critical to increase women's educational attainment.

Sharifa Rania Mahmud et al.[14]explained that today's total population is seven billion or more, and that by 2050, it will be nine billion. Over 53% are women who are facing worsening circumstances as they approach death. As ladies, they face challenges in treatment decisions, and as a result, ladies are dismissed and detached from performing social obligations for the purported powerless ladies' well-being. In many developed countries, women's health, education, nutrition, and financial power are still mediocre when compared to men. Ladies who live in

provincial territories are in charge of a large portion of the residential work without regard for effect investigation that is carried out in rural areas. Ladies in cities are unable to help with assembly work. As well as in that paper, viciousness against women (VAW) is discussed**.**

Banashri Mandal[15] researched on Women's education in "pre-colonial", modern India, and colonial, various forms of women's empowerment,women's rights, violence against women, legal defense for females in the "Indian constitution", the role of non-governmental organizations (NGOs) in ladies' empowerment, "government program" and systems for women's empowerment, how education has aided ladies' empowerments, and how ladies' empowerments is altering Indian society in the twenty-first century have all been researched. The history of women's education in Indian civilization throughout the Vedic era was therefore good. This study defines women's empowerment as enhancing and strengthening ladies' community, financial, politicals, and lawful authority to guarantee equivalent moralities for females& to foster their self-assurance.

3. DISCUSSION

3.1.Education and Empowerment of Girls and Women:

From birth to the age of eighteen, a girl-child is a biological daughter. Her early childhood included crèche and nursery education from birth to five years (0-5); primary school from six to twelve years (6-12); and secondary school from twelve to eighteen years. During these times, the girl-child is usually cared for by her parents, older siblings, or a guardian until she reaches the age of 18. Between the ages of 0 and 18 years, she is adaptable, tends to develop her character as well as personality, and appears to observe, imitate, and also repeat most of what her caregiver does. At that point, the advancement of her divine, physical, emotional, and mental lives begins and continues. A girl-child is defined as a person under the age of 14 in the National Child Welfare Policy. This female child will eventually mature into a woman and marry. Her responsibilities will then be to bear and raise children, care for elderly parents or sick loved ones, and prepare meals for the family. Her parents will raise her to obey, respect, and be submissive[16], [17]. In a nutshell, she becomes her parents' property as a child and her husband's property as an adult.' Females are discouraged and disadvantaged as a result of gender apartheid. This, however, leads to suppression, decreased confidence, and poor performance. Education provides data to assist men and women with little or no expertise improve their emotional, financial, mental, physiological, political, religious, and social abilities. This implies that one will be awarded a graduate degree. Higher education will become equally accessible to all based on merit, and parents will have the first right to choose the best for their children's education. Gender inequality and secession in empowerment and education are not emphasized in sustainable development because everyone has a role to play in a society's economic, social, physical, and spiritual development. There are two types of education: formal education and informal education[18].

3.2.Challenges in Girls education:

The key to success is to educate girls. It is the most effective strategy to lessen inequality and create communities. By educating girls, we contribute to the fight against poverty. However,

there are numerous sorts of discrimination against kids all around the world, female. Inadequate nutrition, limited or no access to healthcare, and a significant achievement gap exist for girls in education.

3.2.1. *Discrimination against Women in India:*

Girls in India experience prejudice both inside and outside of their homes. In India, inequality implies unequal opportunities for girls. India is the only country in the world where girls under the age of five outnumber boys. Girls are encouraged to do more housework and drop out of school at a younger ages. Most of the period, their activities are limited to obtaining an education and engaging in social interactions[19].

3.2.2. *Poverty:*

Gender-based preferences and poverty are two key obstacles to girls' education. Girls are compelled to work to earn a living pay or stay at home in order to support the family. Over 1.5 million Indian girls are getting married before they become 18 years old, according to a UN research. They cannot go to school after being married. These young females eventually become mothers at an early age, which is bad for the health of both the mother and the child [20].

3.2.3. *Separation from Home:*

Despite the fact that 80 percent of Indian schools are located in villages, the majority of them are inoperable. There is a severe shortage of teachers, classrooms, and infrastructure. Youngsters in rural areas are frequently required to walk a long spacing to school in another village or city. Most parents prefer not to send their daughters to school because they are afraid of violence and harassment against girls[21].

3.2.4. *Inadequate toilet facilities in schools:*

One of the most significant barriers to education in developing countries such as India is the lack of completely separate toilets for boys and girls. Because of hygiene issues, adolescent girls commonly miss school and end up dropping out. Due to extreme taboo, colleges do not supply sanitary napkins, which frequently leads to girls of having a period age dropping out of school[22].

3.3. *Ways to Empower Women:*

For as long as anyone can remember, women have been rejected a lot of rights and have been categorized as helpers rather than participants in any endeavor. Despite the reality that the tendency has shifted, it has yet to reach the desired level of equality between men and women.

Customarily, it was said that a female's place in the kitchen is and that she is only there to serve and attend to her husband. However, the truth is that women, like men, should be given equal opportunities. Women's empowerment is starting to take shape in most nations and has made significant contributions to the advancement of women's rights. Even though female violence is still prevalent, significant steps have been taken to eradicate it, particularly in developed

countries. However, much work needs to be done to empower women[23]. Women can be empowered in a variety of ways, including:

3.3.1. *Women should be given leadership positions:*

Women are known to be the best leaders, but they are consistently denied these opportunities due to their gender. When a woman is given a position of leadership, she becomes a pillar for other women and advocates for their rights. The society will also see her potential and gain confidence in her, seeing women as part of the development process rather than just an assistant. . Women leading will also inspire young girls to become future leaders and to fight for these positions without fear of discrimination[24].

3.3.2. *Equal Educational Opportunities for Women and Girls:*

A well-educated woman is a shining star in her community and a role model for other women and girls. The best method for empowering a woman is to provide her with an education on par with her male counterparts. In some communities, women are not educated and are only given out for marriage at a young age, resulting in oppression. A well-educated woman understands her rights and will always advocate on behalf of other women[25].

3.3.3. *Provide Assistance to Women and Girls in Need:*

A number of girls are subjected to violence, sex trafficking, child labor, and other atrocities that violate their rights. It is critical to assist such girls by eradicating child labor, sex trafficking, and other acts that degrade the girl child. It is also critical to protect women and girls by providing them with counselling, medical assistance, and other services. This will assist girls and women in developing into respected and honored members of society[26].

3.3.4. *Women must be respected and valued:*

Another way to empower a woman is to show her complete respect and value everything she does. This will motivate them to keep doing their best because they will know that their efforts are appreciated. Listening to them, starting to learn from them, trying to encourage their passion, and many other things fall into this category[27].

3.3.5. *Stop Gender Violence:*

Physical or sexual violence against a woman is the most heinous form of violence and abuse. It demoralizes women and reduces their potential and even input at work. By putting an end to violence against women, they will gain the ability and courage to express their opinions and offer suggestions for how to run society. It is obvious that women provide the best solutions, advice, ideas, and even opinions, and thus ignoring their role in development is a major setback. Empowering women empowers the entire society, resulting in significant progress[28].

3.4. Benefits of Educating a Girl-Child:

When female children benefit from quality and ubiquitous education, there is advancement in the family, nation, community, and society, as well as the abolition of many vices in developing countries like Nigeria. The following are the primary advantages:

- An increase in literacy rates and enrollment of girls in institutions in most regions.
- Increased political representation and participation around the world.
- Girl-child learning will boost her confidence and self-esteem, as well as provide new possibilities for girls to discover and enhance their potentials and skills.
- When people accept rights and equal access to education, poverty declines because they engage fully in economic and business activity.
- Reduced infant, child mortality, maternal mortality, and child malnutrition.
- Less gender discrimination.
- Reduction in human trafficking. When women are poor and uneducated, they are more susceptible to human trafficking than men.
- A reduction in marriage and childbirth in most regions where female children are more educated than male children.
- There will be an increase in family planning among educated women and men, resulting in fewer babies born into the family.
- These girls will be empowered and will grow into empowered women with enhanced hearing abilities in the near future.
- They will be immune to HIV/AIDS infection.
- She appears to have a positive impact on her family, with improved communication with her spouse and children, as well as improved nutrition and childcare.
- These advantages will be passed down from generation to generation[29].

In fact, there are no disadvantages to educating female children because they contribute significantly to the growth and development of their families and society as a whole. They also solve major problems, just like their male counterparts. Male and female children must both be educated and have equal rights in society.

4. CONCLUSION

When women are empowered, they have the ability to speak up, receive a proper education, have a stable income, are less likely to be victims of early child marriage or domestic violence, and are less likely to face and endure street harassment. Also, when women are empowered, their daughters are empowered as well. Women are also kept out of poverty through empowerment. Even if one them manages to escape the situation, they will undoubtedly bring others with them. Our world will be transformed by the next generation of empowered female leaders and change agents. Furthermore, as long as women fight for equality rather than superiority in all aspects of life. Nothing can empower women without their individual or group efforts, as well as their ability to recognize their own welfare. To summarize, women's empowerment cannot occur unless women join forces and assist other women in self-empowerment, for which they'll be

compensated for their support, love, and care for one another. In addition, they will live in a more advanced and educated society.

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