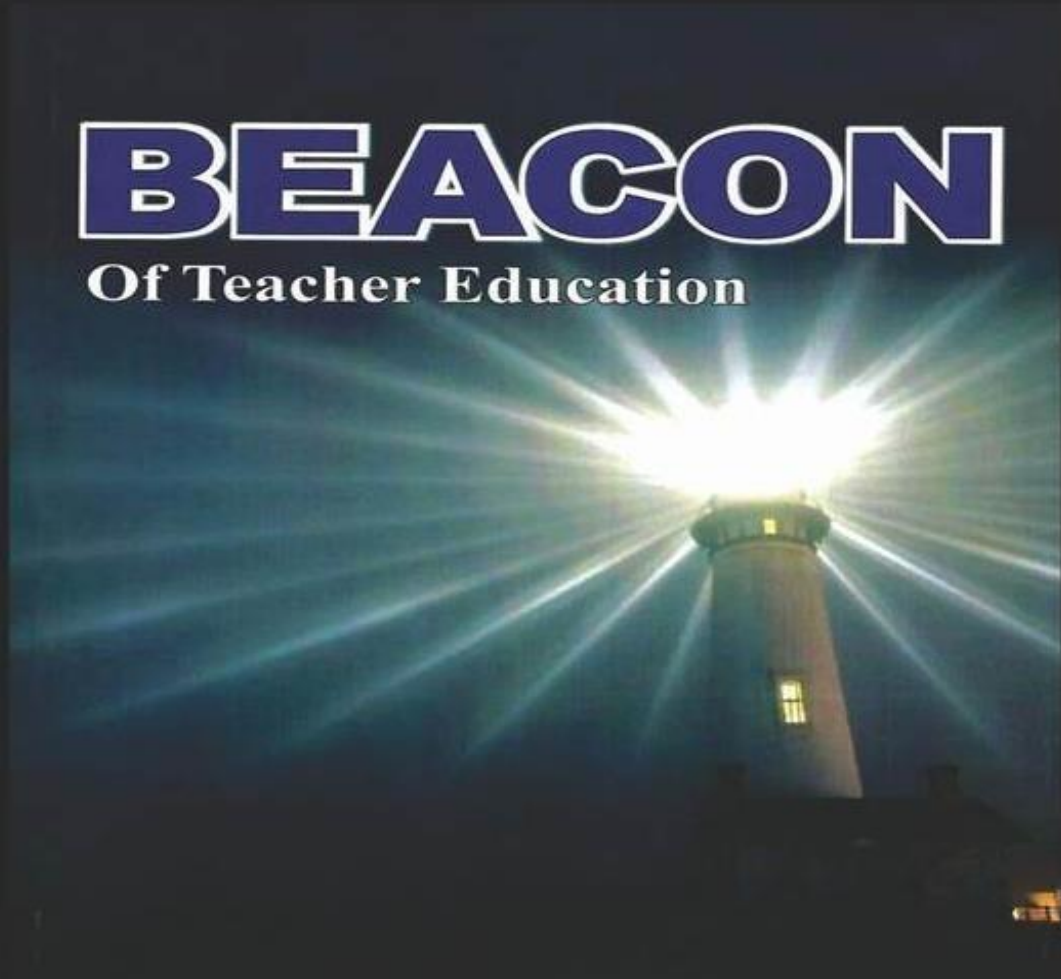


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# BEACON

Of Teacher Education



**Government College of Education (CTE) Panvel,  
Dist. Raigad (Maharashtra), Pin 410 206.**

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VOLUME XIII DECEMBER 2024 ISSN 2319-9962

# **BEACON**

**Of TEACHER EDUCATION**

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# BEACON

## Of Teacher Education

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**Dignified Readers,**

It is with great pride and joy that I present to you the 11th edition of BEACON OF TEACHER EDUCATION, the annually published, peer-reviewed research journal of Government College of Education, Panvel. This journal reflects our unwavering dedication to advancing research in Teacher Education, offering educators and scholars a platform to share insights and innovations.

Teachers hold the key to shaping the nation's future, as the quality of education directly determines a country's progress. Recognizing this, our journal seeks to raise awareness about the pivotal roles and responsibilities of teachers in fostering a transformative and inclusive educational system. Through thoughtful research and collaboration, we aim to empower educators to continually enhance their skills and teaching quality.

The introduction of the New Education Policy (NEP) 2020 has ushered in a new era of reform in India's education system. For teachers, it presents both challenges and opportunities. Understanding its implications is essential to navigating this shift effectively and contributing to a more robust and equitable system of learning. Staying informed and adaptable is the cornerstone of success in this dynamic landscape.

In an age where knowledge and technology are transforming education, our journal becomes a critical resource for exchanging ideas and strategies. By encouraging innovative research and fostering intellectual dialogue, we aim to inspire advancements that will elevate the standards of teaching and learning.

As John Dewey famously stated:

"Education is not preparation for life; education is life itself."

This journal represents a significant milestone for our institution, serving as a guiding light for educators. I am deeply thankful to all contributors, editorial team members, and supporters whose dedication has made this publication possible. Together, let us continue striving toward the shared goal of quality education for all.

**Dr. Raamaa Bhoslay**

Principal, Chief  
Editor

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## **Critical Study of Classroom Study Habits and Academic Performance of Secondary School Students**

Dr. Raamaa A. Bhoslay  
Principal, Govt. College of Edu. Panvel

(Key Words – Classroom Study habits, Academic performance)

### **Abstract**

Study habits and academic performance are interrelated. Academic achievement of secondary students depends on their study habits. Present study was focused on significant relationship between study habits and academic achievement.

In this study Descriptive survey method is used for gathering vast data. For describing, explaining and validating the findings survey method is used by researcher. 50 students randomly selected for survey. All these are VI<sup>th</sup> Class students. A readymade tool prepared by Dr. Palsane and Dr. Sharma is used for data collection. Palsane and Sharma study habits Inventory is a data collection tool. Mean and S.D. were used to describe effect of study habits. T-test was also applied for testing null hypothesis. The results indicated that study habits were significantly and positively correlated with student achievement.

### **1. Introduction**

Study habits and Academic performance are interrelated and dependent on each other. In a schools, students are come from different environment and localities. The present study is a humble attempt to identify the relationship between study habits and Academic achievement of secondary students. This study will help students to create awareness on how students can develop effective study habits which could lead to good academic performance. The present study was probed to find the significant relationship between study habits and academic achievement of secondary students.

Some students have better study habits while the others have poor. Better the Study Habits better is the Academic Achievement. Academic achievement means how much knowledge the individual has acquired from the school. Academic achievement of the student is determined by their Study Habits. Study Habits and Academic achievement are very essential for

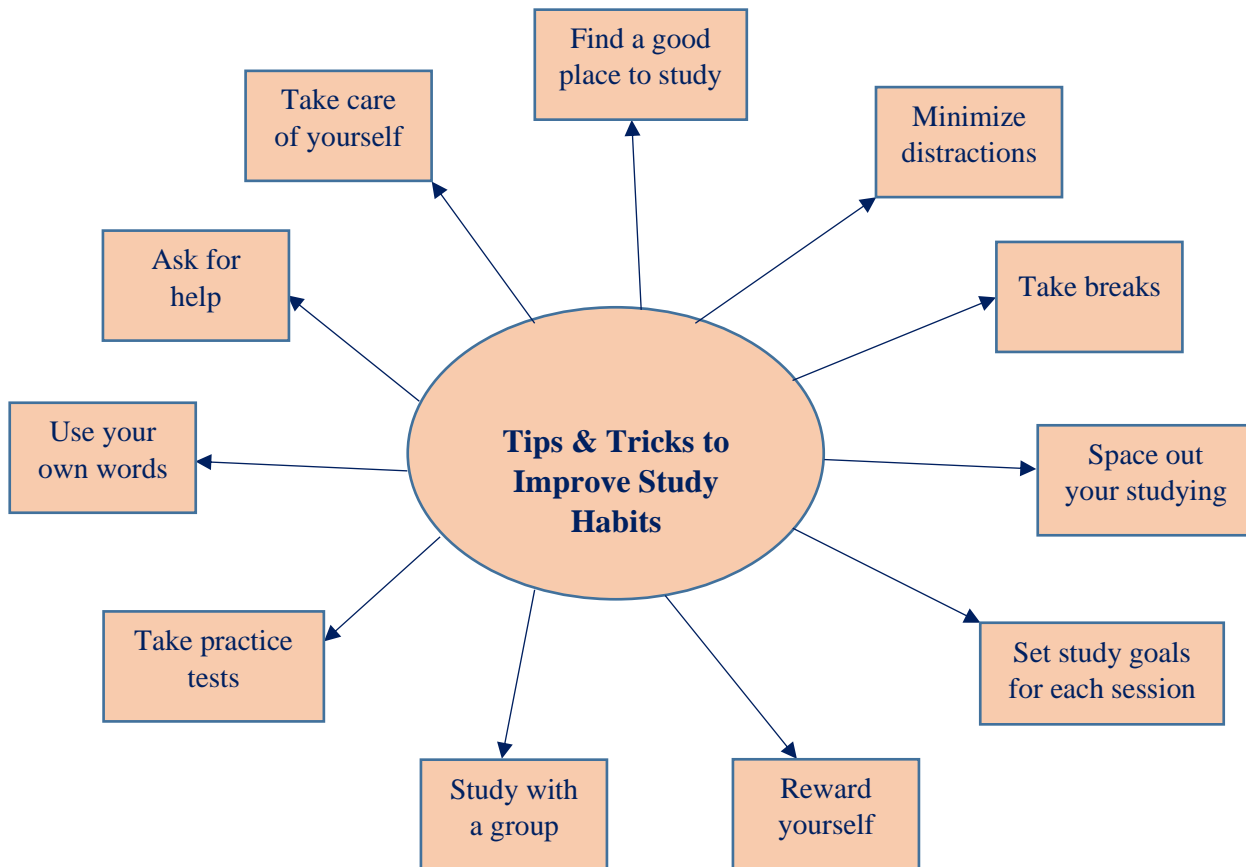
research worker and educationist to know that every child whether he is gifted, backward etc. should be educated in their own way but if they possess good study habits they can show achievement in academics and in every situations and if children do not possess good study habits they cannot excel in life. It is the study habits which help the learner in obtaining meaningful and desirable knowledge. Good study habits act as a strong weapon for the students to excel in life. A simple, small change in study habits makes a big difference in goal setting.

Study Habits decide the academic achievement of students to a great extent.

Academic achievement is the amount of academic content a student learns in a specific time period. This can be any way a student has achieved short-term or long-term academic goals within an academic setting. Testing and assessment are usually performed to gauge a student's academic achievement.

The good news is that anybody can develop good study habits to make studying more

effective, efficient and enjoyable. It's also important to set realistic and achievable goals for yourself. Some tips and tricks to improve your study habits:



### Need and Significance

In order to improve the quality of education we must develop certain innovative strategies which will enhance the educational standards. The researcher thought that student's academic achievement and their excellence in studies depends mentally on their study habits, which is very much influential in their learning process. Hence, the researcher has tried to explore the relationship between classroom study habits and academy performance of the secondary school students.

### Title of the Study

“Critical Study of Classroom Study Habits and Academic Performance of Secondary School Students”

### Operational Definitions of Terms

**Study Habits:** Relationship it means the connection between two variables. In this study, the connection between the classroom study habits and academic performance is to be find out.

**Academic Performance:** The specific and measurable indicators used to access and quantify a student's success or performance in an academic setting. It involves defining observable and tangible variables or criteria that can be used to determine the level of achievement.

### **Objectives of the research:**

- To find out the different classroom study habits and the level of academic achievement of secondary school students.
- To analyze the classroom study habits and the level of academic achievement.
- To co – relate the classroom study habits and the level of academic achievement of secondary school students.

### **Assumptions:**

- This study assumes that there is a Co-relation between study habits and academic achievement.
- Good study habits leads to better academic achievements.

### **Null Hypothesis**

- There is no significant difference between male and female students on classroom study habits.
- There is no significant difference between male and female students on academic achievement
- There is no significant relationship between classroom study habits and academic achievement of higher secondary school students.

### **Scope**

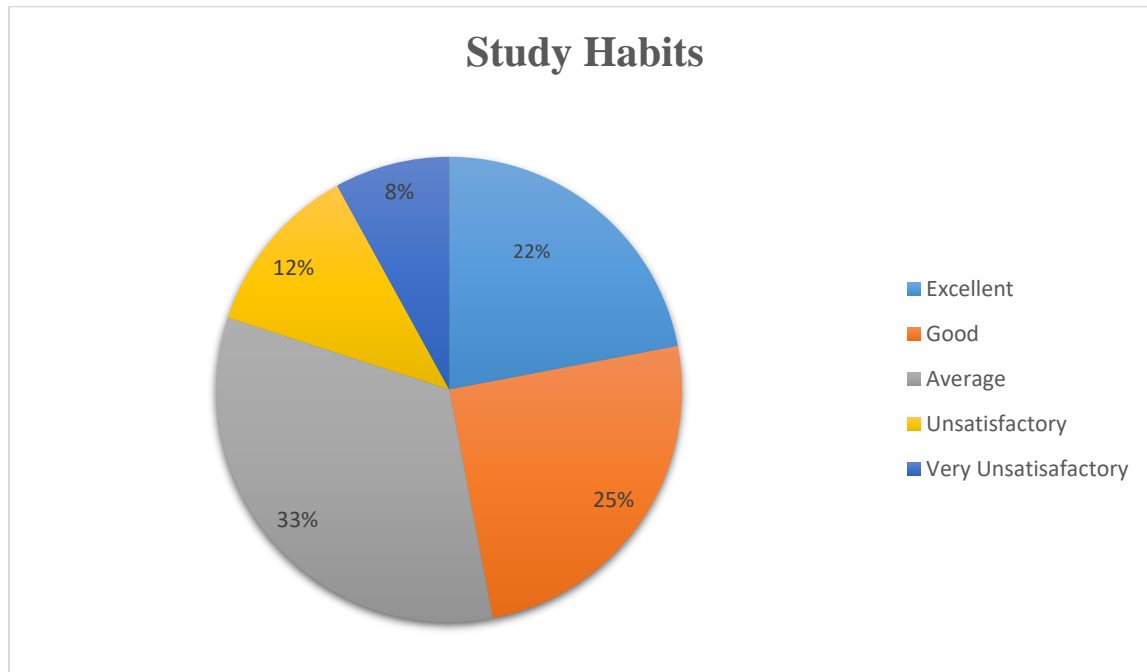
- The present study will focus on the classroom study habits and analyze the academic achievements of students.
- This study will show different behavioral changes in students and their level of concentration on studies.

### **Limitation**

- The samples are randomly selected for the research.
- This study will only focus on the VII standard students.
- There are many external factors that can also affect the research.
- The researcher is only going to observe the classroom study habits which might differ.



## Interpretation of Study Habits



### Major Findings

Findings related to the classroom study habits with academic achievements of secondary school students

- The findings of the perception presents that students with category “A” are having excellent study habits. These students are rare as they are full of good study habits which leads to better academic achievement.
- Most of the students are coming under average study habits, which may lead to better academic achievements. These students may have balance of study habits.
- Some students are also having unsatisfactory study habits which may give them decline in academic achievements.
- The perception in the understanding dimension shows that the classroom study habits may differ from student to student, not every child has the same study habit.
- The academic achievements also differ from student, some students get average marks and there are some students who are below average.

## Conclusion

The study on the relationship of study habit and academic achievement of Secondary School Students, reveals that most of the researchers have data collected on study habits and academic achievement. It also suggests that variable like cognitive skills, meta-cognitive skills and learning & thinking style have been studied either independently or in combination with other variables or in terms of their interaction with various other factors. It is clear from the review of literature that many areas are

continue to exist by the researcher in the field of education.

For the present study, this test played a very important role in interpretation of the study habits of the students and hence, the null hypothesis is rejected. Therefore the test is successful.

Overall, average study habits are seen in most of the students, where there are some god gifted exceptions who have excellent study habits and some students need to focus on their study habits as they are coming under very unsatisfactory study habits.

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## Life Skill Education and it's Relevance

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Ultimate goal of Education anywhere should be to develop a complete human being. For that skills need to be developed in all the domains to live happy, healthy, productive and peaceful life. There are hard skills as well as soft skills. It is the soft skills that facilitate professional ethics and aesthetics. To be a good personality fit for any profession, we need to be quality producers, humanistic communicators and civilized and scientific learners.

All the subjects and various procedures contains skills. Science without experimentation skills, Arts without creativity, Commerce without substance, Mathematic without speculation, Logic without reasoning, Schools without Life skills, Polity without statesmanship and nature beauty are meaningless and empty.

Let us know Education through philosophical approaches-

"Education is the most powerful weapon which you can use to change the world."

- **(Neilson Mandela)**

"Right Education should help the student not only to develop his capacities but to understand his own biggest interest."

- **J.Krishnamurthi**

The end product of education should be a free, creative man who can battle against historical circumstances and adventures of nature.

In this background a family, society and the nation should concentrate the welfare of child, adolescent. "We are guilty of many errors and many errors and faults, but our worst crime is abandoning the children, neglecting, and the foundation of life. Many of the things we need, can wait. The children can't. Right now is the time his bones are being framed, his blood is being developed to

him we can't answer 'Tomorrow', his name is 'Today'(Gabriela Mistral 1948.)

There is the necessity to inculcate the life skills for school children, college students. Our education system must lead us to a Holistic formation and transformation of the individual. It is said that 'If you want to change the world, change yourself'.

Life skills have been defined as "The abilities for adaptive and positive behavior that enable individuals to deal effectively who is flexible in approach and is able to adjust circumstances positive looking person means who is forward looking even in difficult situations and can find a ray of hope and opportunities to find solutions.

Life skills are essentially those abilities, which promote overall wellbeing and competence in adolescents as they face attitude. Children as well as adolescents learn life skills from parents, teachers and significant others who are their role model.

**Thinking/Cognitive Skills:**

- Decision Making
- Creative Thinking
- Critical Thinking
- Problem Solving

**Social Skills:**

- Interpersonal Relationships

**Emotional Skills:**

Self-awareness skill includes recognition of 'self', our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. With the help of self-awareness one can develop the life skills like effective communication, interpersonal relations and empathy. In this present situation, we should focus on our feelings, emotions and introspect us.

with the demands and challenges of everyday life. (WHO) Adaptive means, that person,

the realities of life. These are also beginning of wisdom, which focuses on behaviour change or developmental approach to address a balance of three areas-knowledge, skills and There are three types of Life Skills- Thinking or cognitive skills, **Social skills and Emotional skills.**

Effective Communication.

**Emotional Skills:**

- Self-Awareness
- Empathy
- Coping with Stress
- Coping with Emotions.

**1. Self-Awareness:**

**2. Empathy:**

If we expect love, and successful relationship with others, we need to understand and care about people's feelings, desires and needs. We should understand ourselves as well as others, so then we will be prepared to communicate our needs and desires.

Empathy can help us to accept others who may be different from ourselves. So that cultural diversity should be promoted. Empathy can help us to encourage nurturing behavior towards people in need of care and assistance, or tolerance in case with AIDS suffering or people with mental disorders.

#### Coping with Emotions:

Emotions are natural feelings. Emotions aren't good or bad, how they are get expressed, is important. So managing emotions is a big part of learning process and also of education. For managing emotions, one should identify emotions, analyze the bothering situations, analyze the effect on one's life. Emotions like joy, happiness can have positive effects on our health and also on life and the other hand, intense emotions like anger, sadness have negative effects on our health. So we should manage our emotions and live a healthy life.

#### Coping with Stress:

Coping with stress means to identify the sources of stress in our lives, recognizing how this affects us and acting in ways, that helps us control our levels of stress, by changing our environment or lifestyle. Positive attitude, accepting the things, situations, possessing a good sense of humour these are the key solutions for coping with stress.

#### Decision Making:

Decision making helps us to deal constructively with decisions about our lives. It can affect our health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of

different options and also effects of those decisions.

#### Creative Thinking:

Creativity is the ability to imagine or invent something new. It is a novel way of doing things. Fluency, flexibility, originality and elaboration are the components of creativity. One can develop creativity through practicing.

#### Critical Thinking:

Critical thinking is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to our health, lifestyle by helping us to recognize and assess the factors that influence our attitude and behavior just like values, use of social media.

For creating something new we need to think creatively and critically. Critical thinker is able to make use of information, situations to solve problems and to seek relevant sources of information. It is useful to solve our personal, social and national issues.

#### Problem Solving:

Problem solving helps us to deal constructively with problem in our lives. Alternatives to issues are looked at when people sit together and address the problem. Creative and critical thinking skills are extremely supportive in addressing problems.

#### Interpersonal Relationship:

Interpersonal relationship skill helps us to relate in positive ways with the people, we interact with. Keeping friendly relationships is healthier for our physical, mental and social wellbeing. Nowadays there

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is great urge to maintain healthy relationship with our family, friends and society also.

Effective Communication:

Effective communication means, that, we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our culture and situations. It's

the need to express our desires and opinions. Good listening is important attitude which helps to build and strengthen good relationships.

Life skills development and is a life - long process that helps individuals grow and mature, build confidence in their decisions, taken on the basis adequate information.

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## **‘Creativity of 8<sup>th</sup> standard students’ A Study**

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**Government College of Education Panvel**

### **Abstract**

This study aimed to study creativity of 8<sup>th</sup> standard students with respect to gender and urban rural areas. The data was collected from 1016 students of 8<sup>th</sup> standard (544 Girls & 472 Boys). Researcher selected 11 Marathi medium schools from the New Mumbai area. Creativity test by Baquer Mehdi was used to collect data from 8<sup>th</sup> standard students. The mean, standard deviation and t- test was used to analyze data. Researcher found that there was a significant difference between creativity of girls and boys of 8<sup>th</sup> standard. The test scores of girls' creativity were higher than those of boys. This means that girls' creativity is found to be higher than boys. The result further indicated that there was no significant difference in Creativity of urban and rural students. Creativity of urban area students was the same as rural area students.

**Introduction:** - Human beings are characterized by their capacity for thought which enables them to innovate. The process of creativity is essentially a cognitive one. Examples of creativity can be seen in various forms including the sculptures created by artists, the ideas conceived by poets, the discoveries made by researchers and the melodies composed by musicians.

Creativity refers to the capacity to generate novel outcomes. This process involves rearrangement and reorganization of existing elements to create something new. The cultivation of creativity in India's future

generation is essential for the creation of innovative India .This involves developing an advanced thought process that encourages Innovation and research . The nurturing of creativity is the key to progress in all areas. Psychologist J.P.Guilford defines creativity as the ability to produce ideas that are both novel and useful in emphasizing divergent thinking as Central to the creative process.According to Guilford creativity is characterized by ability to generate multiple solutions or ideas which involves flexibility, originality ,fluency and elaboration.

**Need of study:-** For the creation of Creative India there is a need for creative citizens. The future citizens of India are today's students who are receiving education in schools. For Societal progress there is a need for innovative ideas. It is essential to determine whether students possess that tendency to think creatively. Today's students are future authors, poets, researcher. Various socially useful creations and Discovery emerge from diverse research. Education is an all round development process for students. In all round development physical, emotional, intellectual and social development is expected. But in the present education system more attention is paid to intellectual development. To that extent creativity is neglected.

Researcher decided to study creativity of 8<sup>th</sup> standard students. This is the age group that goes from childhood to adolescence. The researcher was eager to know the level of creativity present in the 8th standard students. Besides this researcher decided to study the comparison of creativity among girls and boys of 8th standard. Researcher also studied comparison of creativity of 8th standard students among urban and rural areas.

### **Objectives**

1. To study creativity of 8th standard students.
2. To compare Creativity of 8th standard students on the basis of gender.
3. To compare creativity of 8th standard students on the basis of urban and rural areas.

### **Null Hypothesis**

1. There is no significant difference between creativity of girls and boys of 8th standard.
2. There is no significant difference between creativity of 8th standard students in urban and rural areas.

### **Assumption:-**

1. Creativity is more or less present in every person

### **Scope and limitations of the research:-**

1. The present study was limited to 8th standard students.
2. In the present study only 1016 students from the New Mumbai area were considered.
3. In the present study schools were selected which are having SSC board curriculum.
4. In the present study only one variable creativity was considered.

**Methodology of the study:-** The study was designed to compare creativity of 8th standard students on the basis of gender. It was also designed to compare creativity of 8th standard students on the basis of urban and rural areas. So descriptive type of research was used. Under descriptive research, a survey method was used.

**Sample of the study:-** The sample consists of 1016 students of 8th standard from the Marathi medium schools belonging to SSC board. The schools were from the New Mumbai area. 544 girls and 472 boys were





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|       |     |     |      |   |       |      |             |
|-------|-----|-----|------|---|-------|------|-------------|
| Girls | 156 | 544 | 1014 | 5 | 1.645 | 0.05 | Significant |
| Boys  | 145 | 472 |      |   | 2.326 | 0.01 | Significant |

**Result :** From table 2, it was observed that the table t value is 1.645 and 2.326 at 0.05 and 0.01 level But the calculated t value is 5 which is greater than both values. It means that t value is significant. So the null hypothesis was rejected. So there was a significant difference among girls and boys with reference to creativity.

**Objective 3: Compare Creativity on the basis of urban and rural areas.** Table 3: Mean and t value of Creativity of 8th standard students from urban and rural areas.

| Group | Mean | No. of students | Degrees of freedom | Calculated t value | Table t | Level | significance    |
|-------|------|-----------------|--------------------|--------------------|---------|-------|-----------------|
| Urban | 155  | 836             | 1014               | 1.62               | 1.645   | 0.05  | Not Significant |
| Rural | 133  | 180             |                    |                    | 2.326   | 0.01  | Not Significant |

**Result :** From table 3, it was observed that the table t value is 1.645 and 2.326 at 0.05 and 0.01 level But the calculated t value is 1.62. which is less than both values. It means that t value is significant. So the null hypothesis was accepted. So there was no significant difference in creativity among urban and rural students.

**Conclusions:-**

1.The number of students having very high creativity and low creativity is 15% and 19%

respectively. Students having average creativity are more in number.

2. Calculated t was not significant, so there was a significant difference among girls and

boys with reference to creativity, The test scores of girls creativity were higher than

those of boys. This means that girls' creativity is found to be higher than boys .

3. Calculated t was not significant so there was a not significant difference in

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Creativity of urban and rural students.  
Creativity of urban area students was the  
same as rural area students.

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## **Study of professional development of college professors in Panvel city.**

**Dr. Nilima Arvind More**

**Professor**

**Government College Of Education, Panvel**

**Abstract :-** We all live in the age of competition and computers. We know the educational qualification to become a professor. After qualifying requirements a person gets a job in a college as a assistant professor. It is mandatory to be the college rated by NAAC. It requires many things. One of them is the professional development/enhancement of professors. Professional development requires refresher courses, orientation courses, seminars, workshops, professional writing, college programs, long-term vacation courses and research. The rate of professional development of female college professors was found to be lower as compared to the professional development of male college professors. The researcher decided to find out the reasons behind this

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**Key words:-** Professional development and college professors .

**Introduction:-** Education is a never ending process. Although it is true that it continues from birth to death. Education is generally associated with degrees and degrees with jobs. That is why a person who has a master's degree in any subject and has passed the SET examination of Pune University or NET examination of UGC can become a assistant professor. PhD degree is kept optional. There is a huge competition for the jobs of assistant professor. When an assistant

professor who completes all the requirements for the job and joins a college, his/her professional growth is necessary.

**Importance and need of research:-** Today, if the college is to be kept alive, NAAC rating has to be obtained. For this, professional development of college professors are important. By reviewing the professional growth, it will be known how many professors have achieved professional growth. Professors are required to complete two refresher

courses and one orientation course within 6 years of joining the college. In addition to these, seminars, workshops, professional writing studies, college programs, short term courses and action research are all essential aspects of the development.

**Overview of Related Literature:-**

The researcher has reviewed the researches that have been done on this topic in the past related to the chosen topic as follows.

Pandit Bansibhari and Lata More (2006) Professionalism of Teaching College of Education at Nawapur. A correlational study has been conducted between commitment and job satisfaction and they have obtained the following conclusions.

The proportion of teachers with excellent/high professional commitment is only 10% while the proportion of teachers with professional is not good enough is 54%.

Professional commitment is gender neutral. Professional commitment and job satisfaction are positively correlated.

Nalini Srivastava and Pratibha (2009) studied the relationship between teaching competence and

professional responsibility in the natural arts of teaching. They have revived the following related literature. Bhasin (1988) found no difference in naturalistic teaching skills of urban and rural teachers.

Bhuya (1986), Singh (1987), Buch (1987), More (1988), Shah (1991), Vyas (1982), Kukreti (1991), Kukreti (1992) all found a relationship between teaching ability with both professional responsibility and successful teaching. Balchandran (1981), Kang (1982) and Shrivastav (1993) found professional responsibility and perfect teaching in between these two things. Gupta and Kaur (1993) found that teachers who use and evaluate different teaching techniques in their classrooms have greater proportionate abilities for development.

**Resarch title :- A study of professional development of college professors in Panvel city.**

**Definitions of important terms**

Functional definitions intended for researchers of certain terminology included in the statement of the research problem as follows.

\* **Professional Development** :- After entering in the profession the professional growth.

\* **Professor**:- A teacher who teaches students studying after 12<sup>th</sup> .

\* **Panvel** :- A taluka in Raigad district of Maharashtra.

**Objectives of the research:-**

\* To find out the professional development of college professors.

\* To find out the women faculty's perspective on professional development and available situations.

\* To compare the professional development of male and female college teachers

\*To find out the effect of the professional development of professors on classroom teaching.

**Sample selection** :- For the present research the sample was selected using simple random method of probability method. The total of 110 college professors were selected in the present study .

**Research tool**:- For the present research, the researcher used the instrument Shodhika. After the data collection, the researcher adopted the organizational method of graphs,

percentage etc and drew conclusions from it.

**Procedure**:- The researcher adopted survey method for this research. The researcher selected the following 5 colleges out of 7 colleges for the present research.

1. C.K. T. College.
2. A.S.S.C.S. College of Arts, Commerce and Science.
3. Vasudev Pillai Commerce, Science College.
4. Vispute B.Ed. College.
5. Pillai B.Ed. College and Research Centre.

First of all the researcher took the permission of the Hon'ble Principals of the above 5 colleges. After the consent of the Principals, the shodhika were filled by the professors. After filling the Shodhika, the answers to the objective questions were collected. Similarly, different professors gave different answers to open questions. All responses were collected. Shodhika responses of male and female professors were compared. Statistical analysis was done on the basis of the information received.

**Analysis of Information:-** The following conclusions were drawn from the information received.

**Findings:-** 35% of college male faculty members and 31.5% of female faculty members have completed orientation, refresher courses, seminars, workshops, professional writing, short -term courses and research. Male professors have completed orientation and refresher courses in their university, in other universities as well as outside of Maharashtra . 3% male professors and 1.5% female professors went outside of Maharashtra and completed orientation as well as refresher courses. Only 6.5% female professors avoid attending such courses because of their young children. 68% of female professors are allowed by home congregations to attend such courses. 1% of the male professors feel difficulty due to the presence of professors from other subjects in orientation and refresher courses. All the male and female professors feel that they are not inferior to other professors. All male and female professors were happy to be with other subject professors in such type of courses. 35% of male professors and 31.5% of female professors felt that completing orientation and refresher courses made a difference in teaching definitely.

**Recommendations:-**

From the findings of the present research, the researcher has made some recommendations for professional development.

\* Even if the professors are appointed in the college on contractual or part-time basis, they should be provided such facilities for orientation and refresher courses.

\* Learning of Teaching methods, teaching techniques etc should not be limited only to the B.Ed. course but it should be made compulsory for the professors of all subjects.

\* It should be mandatory to conduct orientation and refresher courses for faculty of all subjects.

\* Even in the 21<sup>st</sup> century, women professors are unable to attend orientation and refresher courses due to children or other family responsibilities/constraints. We also learn the equality of men and women in values and core elements. To change this picture it is necessary for all of us to reflect and suggest strong / powerful business solutions and alternatives.

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## Total Quality Management in Education: A Research Paper

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### Abstract

Total Quality Management (TQM) has emerged as a comprehensive management approach focused on continuous improvement, customer satisfaction, and organizational excellence. In the context of education, TQM can enhance institutional effectiveness by fostering a culture of quality, accountability, and innovation. This paper explores the application of TQM principles in education, discussing key concepts, benefits, challenges, and strategies for successful implementation.

### Introduction

The concept of Total Quality Management, initially developed for manufacturing, has found relevance in diverse fields, including education. Education systems worldwide face increasing demands to provide high-quality services that meet the expectations of students, parents, employers, and society. TQM provides a framework for educational institutions to systematically improve their processes and outcomes while promoting a student-centered approach.

Total Quality Management (TQM) in education is an approach that focuses on continuous improvement and excellence in all aspects of the educational system. Its components include:

#### 1. Leadership Commitment

Strong and visionary leadership is essential for guiding institutions toward achieving quality standards. School leaders, principals, and administrators must support and inspire quality improvement initiatives.

#### 2. Customer Focus

The primary customers in education are students, along with parents and the community.

Meeting and exceeding their expectations is a key component of TQM.

#### 3. Continuous Improvement

Schools and educational institutions should strive for ongoing improvement in teaching methods, curriculum, and processes. Regular feedback and assessments help identify areas for growth.

#### 4. Employee Involvement

Teachers, staff, and administrators should actively participate in decision-making and quality improvement efforts. Teamwork and collaboration are critical for success.

#### 5. Process Management

Emphasis on improving and optimizing processes such as curriculum delivery, assessment methods, and administrative

tasks. A systematic approach ensures efficiency and effectiveness.

#### 6. Data-Driven Decision Making

Using quantitative and qualitative data to identify gaps, measure progress, and make informed decisions. Data includes student performance metrics, teacher evaluations, and stakeholder feedback.

#### 7. Strategic Planning

Clear goals and objectives should be set, with a focus on long-term improvement. Planning involves aligning institutional resources and actions with desired outcomes.

#### 8. Stakeholder Engagement

Involving all stakeholders, including students, parents, teachers, and the

community, in quality initiatives. Open communication and feedback are vital for fostering trust and collaboration.

#### 9. Benchmarking

Comparing educational practices and outcomes with other institutions to identify best practices and set achievable goals.

#### 10. Quality Culture

Promoting a culture where excellence, accountability, and innovation are valued and encouraged.

Recognition and rewards for quality achievements motivate stakeholders to uphold standards.

TQM in education aims to create an environment where every individual contributes to the continuous enhancement of the learning experience.

### Total Quality Management in Education: components



### **Key Concepts of TQM in Education**

#### 1. Customer Focus:

In education, the "customers" include students, parents, employers, and society. Understanding and meeting their needs is central to TQM.

#### 2. Continuous Improvement:

Institutions aim for constant enhancement in teaching methodologies, administrative processes, and student outcomes.

#### 3. Employee Involvement:

Teachers, administrators, and support staff collaborate in decision-making and quality initiatives.

#### 4. Process-Oriented Approach:

Educational processes—curriculum design, teaching methods, and assessment systems—are streamlined to ensure quality delivery.

#### 5. Leadership Commitment:

Strong leadership ensures a clear vision, commitment to quality, and alignment of goals across the institution.

### **Benefits of TQM in Education**

#### Improved Learning Outcomes:

TQM enhances teaching effectiveness, leading to better student performance.

#### Increased Stakeholder Satisfaction:

Institutions that embrace TQM are more likely to meet stakeholder expectations, resulting in higher satisfaction levels.

#### Enhanced Institutional Reputation:

A commitment to quality attracts students, funding, and partnerships.

#### Effective Resource Utilization:

TQM ensures optimal use of resources, reducing waste and inefficiency.

#### Fostering Innovation:

Continuous improvement encourages creativity in pedagogy and institutional management.

### **Challenges in Implementing TQM in Education**

#### 1. Resistance to Change:

Cultural resistance among staff and faculty can hinder the adoption of TQM principles.

#### 2. Resource Constraints:

Financial and human resources may limit the scope of quality initiatives.

#### 3. Measurement Difficulties:

Defining and measuring "quality" in education is inherently complex.

#### 4. Leadership Gaps:

Lack of strong leadership can lead to inconsistent implementation.

#### 5. Bureaucratic Obstacles:

Rigid administrative structures may slow down the process of change.

### **Strategies for Successful Implementation**

- 1. Training and Development:**  
Educators and staff need training on TQM principles and practices.
- 2. Stakeholder Engagement:**  
Involving students, parents, and employers in decision-making fosters a sense of ownership.
- 3. Clear Vision and Goals:**  
Institutions must articulate clear objectives aligned with quality standards.
- 4. Feedback Mechanisms:**  
Regular feedback from stakeholders helps identify areas for improvement.
- 5. Adopting Technology:**  
Leveraging digital tools for data collection, analysis, and communication supports TQM implementation.

Total Quality Management offers a powerful framework for educational institutions to achieve excellence. While challenges exist, a committed approach to quality improvement can transform the educational landscape, ensuring better outcomes for all stakeholders. By embedding TQM principles into their operations, educational institutions can meet the evolving needs of society and maintain their relevance in an increasingly competitive environment.

### **Case Studies**

- 1. Example 1: Higher Education Institution**  
A university implemented TQM principles to improve its academic programs and administrative processes. This led to increased student satisfaction and better accreditation outcomes.
- 2. Example 2: Primary School System**  
A school district adopted TQM to enhance teacher training and curriculum development, resulting in improved standardized test scores.

### **Conclusion**

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## **The Ecological Systems Theory and its Implications.**

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### **Abstract**

Development psychology is a scientific approach that aims to explain growth, change and consistency through the lifespan. It examines how thinking, feeling behavior changes throughout a person's life. It also studies the influence of nature and nurture on the process of human development. The study of developmental is important to understand how individual's learn and adapt. The American Psychologist Association describes developmental psychology as the study of human growth and changes across the lifespan, including physical, cognitive, social, intellectual, perceptual, personality, and emotional growth. Most theories within this discipline focuses on developmental childhood, as it is during this period an individual's lifespan when the most changes occurs. The main areas of developmental psychologists are the stages of physical, emotional, social and intellectual development from the prenatal stage to infancy, childhood, adolescence and adulthood. The most influential developmental psychologists include Urie Bronfenbrenner, Erik Erikson, Sigmund Freud, Anna Freud, Jean Piaget, Lev Vygotsky, Barbara Rogoff, Esther Thelen. This paper explores the ecological system theory formulated by Uri Bronfenbrenner.

**Key Words:-** Developmental Psychology, ecological system, microsystem, mesosystem, exosystem, macrosystem, chronosystem.

### **Introduction**

Development is the progressive series of changes in structure, function, and behavior patterns that occur over the lifespan of a human being or other organism. It means a change in shape, form or structure so as to improve its working or functioning. Development

is a process by which an individual grows and changes throughout the life cycle. Or it refers to qualitative changes that begins at conception and continue through the lifespan. For egs – a baby begins to crawl, then stand, then starts walking, so these change in movement is called development. Development

implies qualitative changes or changes in character leading to maturity of improvement in functioning.

According to Crow and Crow, “Development is concerned with growth as well as those changes in behavior which results from environmental simulations”

According to Elizabeth Hurlock, “Development means progressive series of changes that occur in an orderly predictable pattern as a result of maturation and experience.”

### **Principles of Development**

- Development is continuous and lifelong process
- Development follows an orderly pattern
- Development is spiral and not linear
- Development is complex
- Development is the product of the interaction between maturation and learning
- Development brings qualitative changes.
- Development is individual process
- Development is wide and comprehensive. It refers to overall changes in the individual.

### **Understanding psychological perspective of development.**

Development psychology is a scientific approach that aims to explain growth, change and consistency through the lifespan. It examines how thinking, feeling behavior changes throughout a person’s life. It also studies the influence of nature and nurture on the process of human development. The study of developmental is important to understand how individual’s learn and adapt. Developmental Psychology provides ways to manage and control cognitive, behavioral and emotional challenges in children, adolescents as well as in adults. The American Psychologist Association describes developmental psychology as the study of human growth and changes across the lifespan, including physical, cognitive, social, intellectual, perceptual, personality, and emotional growth. Most theories within this discipline focuses on developmental childhood, as it is during this period an individual’s lifespan when the most changes occurs.

The main areas of developmental psychologists are the stages of physical, emotional, social and intellectual development from the prenatal stage to

infancy, childhood, adolescence and adulthood. The most influential developmental psychologists include Urie Bronfenbrenner, Erik Erikson, Sigmund Freud, Anna Freud, Jean Piaget, Lev Vygotsky, Barbara Rogoff, Esther Thelen. This paper explores the ecological system theory formulated by Uri Bronfenbrenner.

### **Uri Bronfenbrenner's Ecological systems**

- Urie Bronfenbrenner developed his theory known as the "The Ecological Systems Theory" later, in the 1990s; he revised the name to "Bioecological Model", to explain how everything in a child and the child's environment, affects how a child grows and develops this theory states that human development is influenced by the different types of environmental systems. According to the ecological systems theory, children find themselves enmeshed in various ecosystems, from the most intimate home ecological system to the larger school system, and then to the most expansive system which

includes society and culture. Each of these ecological systems inevitably interacts with and influence each other in all aspects of the children's lives. This theory specifies five types of environmental systems, with bi-directional influences and between the systems. These five systems are microsystem, mesosystem, exosystem, macrosystem and chronosystem. Each system contains roles, norms and rules that can powerfully shape development.

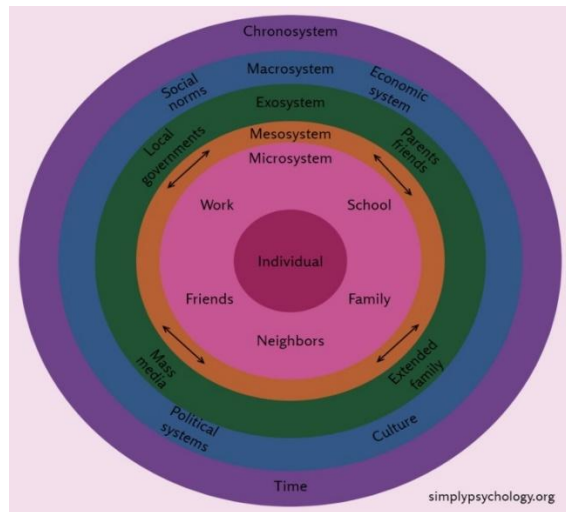
### **The five Ecological system are:-**

- 1) **The Microsystems** – The microsystem is the first level of Uri Bronfenbrenner's theory and are the things that have direct contact with the child in their immediate environment, such as parents, siblings, teachers, and school peers. The child's reactions to individuals in their microsystem can influence how they treat them in return. The interactions within microsystems are very important and are crucial for fostering and supporting the



child's development. If a child has a strong nurturing relationship with their parents, this is said to positively affect the child, whereas distant and unaffectionate parents may hurt the child.

- 2) **The Mesosystems:-** The mesosystem encompasses the interactions between the child's microsystems, such as the interactions between the child's parents and teachers or between school peers and siblings. The mesosystem is where a person's individual microsystems do not function independently, but are interconnected and assert influence upon one another. For instance, if a child's parents communicate with the child's teacher, this interaction may influence the child's development, sibling's relations at home vs peer relations at home.



Bronfenbrenner's Ecological Systems Theory Model

- 3) **The Exosystem-** The Exosystem incorporates other formal and informal social structures, which do not themselves contain the child but directly influence them as these social structures affect one of the microsystems. Examples of exosystems include the neighbors, parent's friends, their workplace etc. if one of the parents has a dispute with the neighbor that can affect the child's development.
- 4) **The Macrosystem—**The Macrosystem is the largest and the most remote set of people and things known to the child, which still has a great influence

over the child. The focus of this system is how cultural elements affect child's development such as socioeconomic status, wealth, poverty and ethnicity. The macrosystem differs from the previous ecosystems as it does not refer to the specific environments of a developing child, but the already established society and culture in which the child is developing in. For example the development of a child living in a poor country would be different from a child belonging a rich country.

5) **The Chronosystem** - The Chronosystem refers to the chronological nature of life events and how they interact and change the individual and their circumstances through transition. These are the events in the world around a person at all four levels which has a major impact on person's development through time. An example for this is children behavior affected due to parent's divorce. The chronosystem includes the

transitions and shifts in one's lifespan. This may also involve the socio-historical contexts that may influence a person, example war or militants.

### **Classroom application of the Ecological Systems Theory**

- An understanding of the Ecological Systems Theory of Uri Bronferbrenner will help teacher and school counselors views child development as a complex system of relationships affected by different levels of the child's environment from his/her immediate family members, the school settings to a broad level of cultural values, laws and customs. The interactions nearest to the individual have the greatest influence on the development of the individual.
- It is inclusive of all the systems children and their families are involved in, reflecting the dynamic nature of family relationships, thus providing an holistic approach in understanding children's behavior.

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- The microsystem is the most influential level of the ecological systems theory. This is the most immediate environmental setting containing the developing child, such as family and school.
- In today's world influences from various social media, video gaming etc can be considered in the exosystem of a child. This implies that exosystem may expand over time to include new modern developments.
- Teachers and parents should maintain open, respectful communication with each other and work together to benefit child's development.
- If the parents and teachers have good relations. This should positively shape the child's development.
- Teachers should take into considerations not only the individual characteristics of children but also the influence of various systems i.e their family, school and community.
- For teachers and school counselors, understanding that a child's development and behaviors can be influenced by anything within one or more of the five systems within bioecological model can help in better understanding a child's behavioral functioning.
- The environment in which an individual grow up in affects every aspect of the individual's life. This understanding can help the teachers and school counselors to be more compassionate towards children with challenging behaviors and look and analyse the big picture of what may be playing a role in the child's behavior.
- This theory emphasized on the powerful influence of multiple contexts on the child directly through parents. A child's behavior, his aptitude for learning is the result of cumulative effect of the specific, enduring, supportive interactions children have with all of the individuals in their life.
- This theory helps in understanding the diversity of

interrelated influences on child's development.

**Critical Evaluation:-**

- ❖ The Ecological Model of child's development focus too much on the biological and cognitive aspects of human development, but not much on socio-emotional aspect of human development.
- ❖ The extent to which the system of the model can shape child development is unclear. For instance the model may present the factors that are contributing to a certain situation, the model does not gives an insight into how much an effect has over another this will make it difficult for families to focus which aspect of the model they can focus more on to make a change in their environment or personal actions.
- ❖ This theory leads to the assumptions that those who do not have strong and positive ecological systems lack in development while

this may be true in some cases many people can still develop into well-rounded individuals without positive influences from their ecological systems.

- ❖ For instance, it is not true to say that all people who grow up in poverty-stricken areas of the world will develop negatively, similarly if a child's teachers and parents do not get along, some children may not experience any negative effects if it does not concern them.
- ❖ This theory describes only the negative effects of how individuals will develop if exposed to adversity. The theory is lacking in including resilience, as it does have a way to explain how an individual brought up in a negative environment survives and becomes successful.

**Conclusion:** The Ecological Model, since its publication in 1979, it has influenced many psychologists in terms of, the manner of analyzing the

patterns, and the effects of different environmental systems that a person encounters. As a result of his ground breaking work in human ecology, these environments – from the family to economic, social and political structures – have come to be viewed as part of the life course from childhood through adulthood. The Ecological model is a useful framework for psychologists, sociologists and teachers studying child development.

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## **Spiritual Intelligence among Adolescence Students.**

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### **Abstract:**

Spirituality is a source of creativity open to us all. It brings the quality of aliveness, artistic expression, earnest endeavours and playfulness. It opens us to life and to each other. Spirituality a threat that runs through our life, bringing hope, compensation, thankfulness, courage, peace, and a sense of purpose and meaning to the everyday, while reaching beyond the immediate world of the visible and tangible. It drives us to seek and stay true to values not ruled by material success. Spirituality is one of the innermost needs of human, in a way that some experts have considered it to comprise the highest levels of cognitive, moral and emotional development basis and constant efforts of man to respond to questions of life.

Adolescence is the period in which the foundation for future education, major life roles, relationships and working toward long-term productive goals are established. This period is the best time to develop positive emotions and training skills, because adolescents are seeking to find their identity and their future personality at this period.

Spirituality can be viewed as a form of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals. Spiritual intelligence has a significant influence on the quality of life and it is understood that adolescence is a sensitive period, which requires specific training to make a brighter future and be exposed to the difficulties. Spiritual intelligence, as the basis of individual's beliefs, has a major role in various fields. Therefore, the purpose of the present study is to examine the relationship between Spiritual Intelligence and Adolescence.

**Keywords: Spiritual Intelligence, Adolescence.**

### **INTRODUCTION**

In the last few decades, the importance of spirituality and spiritual growth in man has increasingly attracted the attention of psychologists and mental health professionals to itself. In a way, that World Health

Organization in definition of dimensions of man's existence refers to physical, psychological, social and spiritual dimensions and proposes the fourth dimension, spiritual dimension, in the growth and development of human. Spirituality as a constant effort of human to answer the questions of life.

Spiritual intelligence (SI) is that intelligence which is required when we begin to open up to our spirit's journey and to quest for a greater understanding of life. It is what we seek for, to find a higher purpose and a greater sense of self, to become wise by accessing our natural birth right of wisdom. At its deepest level, Spiritual Intelligence is a mode of response to situations that we encounter every day. Once we realize the truth of the Secretin credo that 'the unexamined life is not worth living', Spiritual Intelligence comes into play. Spiritual Intelligence itself may be understood as a formalized technique for harnessing our strengths and transmuting our weaknesses, once these have been identified as such, into an effective arsenal for realizing the potential inherent in everybody to lead a harmonious and satisfying life. It would not be hyperbolic, therefore, to claim that we need to understand spiritual intelligence in the full amplitude of its signification in order to live by the light of the insights it affords.

According to Zohar & Marshall, SI is described as "The intelligence with which we address and solve problems of meaning and value. The intelligence with which we can place our actions and our lives in a wider, richer, meaning giving context; the intelligence with which we can assess that, one course of action or one life-path is more meaningful than another" (Zohar & Marshall 2000). We use SI to deal with existential problems and to be guided – to live life at a deeper level of meaning – to have an understanding of who we

are and what things mean to us and our place in this world. An individual's spirituality can be assessed very well by looking at his relationship with others.

➤ **Objective of the study:-**

To study the gender deference and their Spiritual Intelligence.

➤ **Hypothesis:-**

There will be no significant deference between the mean scores of spiritual intelligence of male and female students.

➤ **Methodology:-**

The researcher used descriptive and Survey method, for present research. ➤ **Target Group:-**

Adolescences age group (18-20), i e - 11<sup>th</sup> and 12<sup>th</sup> standards students are the sample of present study. 60 subjects (30 male, 30 female) were selected as the sample of the study by using random sampling method. The sample were selected from V.K. junior college of Marathi medium from New Panvel.

➤ **Research Tool:-**

Spiritual intelligence scale, prepared and standardized by researcher was used as data collection tool. In this scale, 86 items and 14 dimensions are included. Reliability of the scale by Cronbach alpha coefficient computed 0.888, the Guttman split-half coefficient was 0.881, and Spearman-Brown Coefficient was 0.882.



➤ **Variable :-**

Independent variable :- Gender -  
1) Male 2) Female.

Dependent variable :- Spiritual  
Intelligence.

➤ **Statistical Technique :-**

The descriptive statistical procedure is used .i.e. Mean, SD was computed the 't' test. The raw data is compared to the spiritual intelligence of gender in order to reject or accept hypotheses.

➤ **Analysis :-**

The measure objective of this research is to study the Gender difference and their spiritual intelligence. The sample was distributed in two groups of male

and female. Spiritual intelligence scale prepared by researcher was administered. Score were analysed with the help of t-test. Thus the mean, SD, and T value are calculated. It is presented in the below table.

Table.

| Gender | N  | Mean   | df    | t-value | Level of significance |
|--------|----|--------|-------|---------|-----------------------|
| Male   | 30 | 333.23 | 55.37 | 0.79    | 0.01                  |
| Female | 30 | 350.73 |       |         |                       |

As shown in the above table, the mean score of male is 333.23 and the mean score of female is 350.73 the t value is 0.79 is significant at 0.01 level. The mean score of male is comparatively smaller than the mean score of female. It clearly shows that there is significant gender difference on spiritual intelligence.

Thus, by comparing mean scores, female student's mean scores is higher than the mean of scores achieved by the male students. Hence, the hypothesis were tested and rejected, as the female students were found to have higher in spiritual intelligence than male students, which shows that gender is affecting variable to spiritual intelligence.

**Conclusion:-**

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## Assistive Technology for Learning Disabilities

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**Abstract:** - When we are talking about population, there are different types of people, some are normal, some are mentally unstable and some are disabled. We cannot ignore about disabled people, as in India people with disabilities are about 4.52% of the population, i.e., 63.28 million, as per ICMR's publication from the NFHS-5 survey 2019-21. This paper describes the learning disability and solutions for disabled students who face various problems while having education. Every human society has a few members who suffer from one or the other type of disability. So, what is disability?

**Key Words:** - Disability, Learning Disability, Assistive Technology

### **Disability:**

Disability as defined by the American Disability Act refers to “a physical or mental condition/impairment that limits one or more major life activities substantially.”

**WHO** defines disability as “an umbrella term, covering impairments, activity limitations and participation restrictions. An impairment is a problem in body function or structure, an activity limitation is a problem experienced by an individual in involvement in life situations. Disability is thus not just a health problem. It is a complex phenomenon, reflecting an interaction between features of a person’s body and features of the society in which he

or she lives.” (WHO as cited in Central Statistics Office, Ministry of Statistics and Programme Implementation Government of India, 2011)

Where does disability come from?

Some are born with disability. It is called congenital disability. Disabilities are also acquired and it commonly arise from accidents, illness, working conditions that expose a person to an unhealthy environment.

### **Persons with Disability Act, 1995:**

Though the Act is built upon the premise of equal opportunity protection of rights and full participation, it provides definitions of disabled person following the medical

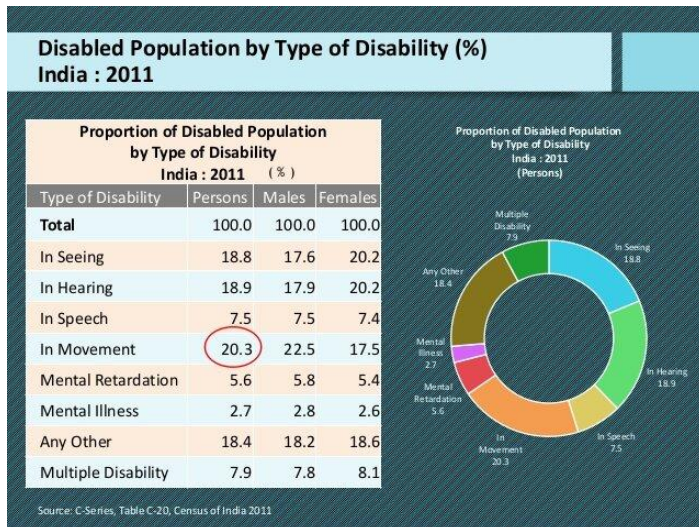
model. According to the Persons with Disabilities Act, 1995, "Person with disability" means a person suffering from not less than forty percent of any disability as certified by a medical authority. As per the act "Disability" means-i) Blindness ii) Low vision iii) Leprosy-cured iv) Hearing impairment v) Loco motor disability vi) Mental retardation vii) Mental illness, which were defined as below:

1. Blindness refers to a condition where a person suffers from any of the following conditions with total absence of sight, visual acuity not exceeding 6/60 or 20/200 in the better eye with correcting lenses and limitation of the field of vision subtending an angle of 20 degree or worse. Person with low vision means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive device.
2. Leprosy cured person means any person who has been cured of leprosy but is

suffering from loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye lid but with no manifest deformity, manifest deformity and paresis; but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity, extreme physical deformity as well as advanced age which prevents him from undertaking any gainful occupation.

3. Hearing impairment means loss of sixty decibels or more in the better ear in the conversational range of frequencies.
4. Loco motor disability means disability of the bones, joints muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy.
5. Mental retardation refers to a condition of arrested or incomplete development of mind of a person which is specially characterized by sub normality of intelligence.
6. Mental illness means any mental disorder other than mental retardation.

**As per Census 2011 these are the disabilities observed: -**



These people face problems in education too. So, below are the types of learning disabilities seen in education.

**What are learning disabilities?**

Learning disabilities are a group of neurodevelopmental disorders that can significantly hamper a person’s ability to [learn](#) new things. As a result, the person may have trouble with tasks such as speaking, reading, writing, paying attention, understanding information, remembering things, performing mathematical calculations, or coordinating movements.

**Types of learning disabilities**

|                              |                                   |
|------------------------------|-----------------------------------|
| Dyslexia                     | Processing language               |
| Dyscalculia                  | Math skills                       |
| Dysgraphia                   | Written expressions               |
| Dyspraxia                    | Fine motor skills                 |
| Auditory Processing Disorder | Interpreting auditory information |
| Visual Processing Disorder   | Interpreting visual information   |
| ADHD                         | Concentration and focus           |

**How technology is playing a key role in managing above learning disabilities?**

In today’s time, several mobile/digital assistive technologies are available that can help people with learning disabilities. To

overcome Dyslexia, abbreviation expanders, academic therapy, alternative keyboards, audiobooks, and usage of the text reading and word processing computer programs are available. Dysgraphia is often handled with handwriting training tools. For the treatment of APD, electronic devices such as assistive listening technology are used as frequency modulation systems that directly deliver the sound/voice into the ear. Similarly, for people with Dyscalculia, talking calculators, data (information) managers, electronic math worksheets are available that assist in math problems on a computer screen. Apart from these, freeform database software, speech synthesizers/screen readers, word-prediction programs, graphic organizers and outlining, phonetic spelling software, personal FM listening systems, optical character recognition, and several other [digital assistive technologies](#) are available for different types of learning disabilities.

#### **Types of Assistive Technology used at school includes:**

- **Speech to text** is voice or speech recognition software that takes a student's spoken words and converts them to typed words on a computer or other digital device. Also called Voice-to-text, it was originally

developed as an assistive technology for the hearing impaired but has become invaluable as a tool for students with Learning Disabilities.

- **Text to speech** programs convert text into spoken output. The program reads aloud digital text found on computers, smartphones, and tablets. Text to speech is used to read back a student's original work, scanned or downloaded worksheets as well as textbooks. Text to speech was originally developed as an assistive technology for the sight impaired but has become an invaluable tool for students with Learning Disabilities.
- **Rocket Notebooks** Notes taken in these notebooks are (with the accompanying App) uploaded to various cloud services such as Google Drive, Dropbox and more, using a smartphone or tablet This helps students to organize their work and create a digital portfolio. Great for Math!
- **Smart Pens** use audio recording technology and special notebooks to record the teacher's lecture allowing students to take minimal notes. It is helpful to students that struggle to listen and write notes at the same time.
- **Scanning pens** use OCR technology. They are used to read aloud text from worksheets,

textbooks and novel studies. Scanning pens give students (especially students with dyslexia) greater independence allowing them access to content that cannot always be delivered in a digital format.

**With technology, we can use further Treatment for Learning Disabilities:**

1. Educational Interventions
2. Behavioural Therapy: [cognitive-behavioral therapy \(CBT\)](#) and [applied behavior analysis \(ABA\)](#),
3. Assistive Technologies
4. Parent and Teacher Support

**companies in the learning disabilities treatment market** include Ginger Software, Oticon, Adaptive Tech Solutions, Speech Therapy Works, Youth Living Skills, Koninklijke Philips, Sight and Sound Technology, ZYGO-USA, Sonova Group, Sensory, Vocalect Biometric Solutions, and several others.

For the advancement of these people, Government has taken steps which would be beneficial for disabled.

**IDEA-** Individuals Disabilities Education Act- (US): Laws regarding Assistive Technology the federal government recognized the need for assistive technology for students in the revisions of

the Individuals Disabilities Education Act (IDEA) in 1997 and 2004.

- **Government act for Disabled people- India**
- India has different Laws that pertain to people with disabilities-
  1. The mental health Act of 1987
  2. The persons with Disabilities Act 1995
  3. The national trust for welfare of persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple disabilities Act of 1999
- Constitutional provisions on Disability in India

Article- 15, 16, 41, 46, 249

**Conclusion:**

Learning disabilities encompass a diverse range of challenges that impact individuals' academic, social, and emotional well-being. Understanding the types, causes, and treatment options for learning disabilities is essential for promoting early identification, intervention, and support. Additionally, [Online therapy](#) and counselling play a vital role in supporting individuals with learning disabilities, complementing educational interventions and assistive technologies. Personalized therapy, including cognitive-behaviour therapy and applied behaviour analysis, addresses specific behaviour and emotional challenges, promoting adaptive skills and self-regulation. [Online Counsellors](#) provide a safe space for individuals to explore their experiences, build self-esteem, and develop effective coping strategies. Collaboration between [online therapists](#), educators, and families ensures a holistic approach, fostering a supportive environment that enables individuals with learning disabilities to navigate their academic, social, and professional lives with confidence and [resilience](#). Through continuous support and tailored interventions, the guidance of the [top psychologists in India](#) empowers individuals to reach their full potential and lead fulfilling lives.

Additionally, you may schedule an appointment with the top professional psychologists and receive Mental health counselling at the [Counselling Centre](#) which has many locations in Delhi, Mumbai, Chennai, Hyderabad.



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## **A view towards Autism and its awareness**

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### **Abstract:**

*Autism spectrum disorder impacts the nervous system and affects the overall cognitive, emotional, social and physical health of the affected individual.*

*The range and severity of symptoms can vary widely. Common symptoms include difficulty with communication, difficulty with social interactions, obsessive interests and repetitive behaviours.*

*Early recognition, as well as behavioural, educational and family therapies may reduce symptoms and support development and learning. ASD is an umbrella term that includes a range of neurodevelopment features. Autism is not a disease, but it can have a significant impact on a person's life.*

*Its effects can vary widely. Some people will need lifelong support, while others can live and work independently. In some cases, the features of the condition may be present from infancy. In others, the signs may become more obvious as the individual becomes older.*

*Behavioral management therapy, **Cognitive behavior therapy**, Early intervention., Educational and school-based therapies, Joint attention therapy, **Medication** treatment., Nutritional therapy **Occupational therapy**, music therapy these are the **treatments for autism***

*According to the research on Autism , nearly one in **five** children with autism are on a special diet. There is no specific ASD diet, but removing*

*certain **proteins** may relieve symptoms. The **gluten-free, casein-free (GFCF)** diet has the most research and is one of the most common dietary interventions*

**Keywords: Autism, types and traits, causes, and early intervention**

### **What is Autism?**

Autism is a devastating neurological and biological disorder that typically presents in children between the ages in 18 months to five years of age. **Autism currently affects 1**

**in every 68 children today. It is estimated there are over 3 million people in the United States alone with**

**autism.** Autism affects each individual differently and at different levels of severity. Some people with autism are severely affected, cannot speak, require constant one-on-one care, and are never able to live independently. While others who have less severe symptoms, can communicate, and eventually acquire the necessary skills to live on their own.

**Typically, autism affects individuals in five key areas:**

- 1.Communication (verbal and non-verbal)
- 2.Social skills
- 3.Behaviors
- 4.Learning
- 5.Medical issues

### **Common Autistic Traits:**

People diagnosed with autism process, respond, and interact with information in different ways. In some cases, individuals with autism may not be able to speak, may have self stimulatory behaviors (such as hand flapping, vocal utterances, repetitive behaviors), may be aggressive or be self-injurious. Each individual with autism is affected differently. But like with all people - **not all individuals with autism are alike. In fact, very few people with autism have the exact same issues. Very few individuals with autism are**

**affected with all the issues specified above.**

**Some Autistic traits could include:**

- Scatter/splinter skills of abilities –
- such as poor gross motor or fine motor skills and the ability to read at a very young age, Lack of imaginative play or imitation.
- Oversensitive or under sensitive to pain
- Desire for the same daily schedule, toys, type of clothes or an insistent on “sameness”
- Repeating words, phrases in place of typical language or conversation (This is known as echolalia)
- Much difficulty expressing needs – they may use pointing, gestures versus words, or tantrums
- Finding situations funny or laughing at times when it is inappropriate (*i.e.*, laughing at a baby crying.)
- Activity is noticeably under active or over active
- Excessive or frequent tantrums
- Can be aggressive or self injurious
- Prefers to be alone – may have social skills deficits
- People with autism can act deaf or be non responsive to verbal cues
- Odd play such as; spinning objects, or using toys for something besides their intended purpose or using an odd attraction to an item that is inappropriate for age
- Non existent or poor eye contact
- Non responsive to typical teaching methods
- May respond negatively to crowds or not able to mix well with others
- Difficulty with holding a conversation
- May not like hugs, or to be cuddled.
- Sensitivity to loud noises, tags in clothes, coarse clothing, lights, and smells
- Frequently uses peripheral vision to track items (*e.g.*, rolling car along countertop at eye-level)
- Highly self-limited diet (narrow down foods they’ll eat to a very limited few items when previously a broader range was

accepted (*e.g.*, bread, chicken nuggets, cheese, milk, and crackers – period.)

- A high amount of severe food allergies
- History of chronic ear infections as an infant
- Severe gastro-intestinal issues; chronic loose and/or foul-smelling stools.

### **Causes of Autism -**

Experts are still uncertain about all the causes of autism. In all likelihood, there are multiple causes – rather than just one. It appears to be that a number of different circumstances — including environmental, biologic, and genetic factors – set the stage for autism and make a child more likely to have the disorder.

There is reason to believe that genes play a major role in the development of autism. It has been found that identical twins are more likely to both be affected than twins who are fraternal (not genetically identical). In a family with one autistic child, the chance of

having another child with autism is about 5 percent – or one in 20 – much higher than in the normal population.

Sometimes, parents or other relatives of an autistic child have mild social impairments (such as repetitive behaviors and social or communication problems) that look very much like autism. Research also has found that some emotional disorders (such as manic depression) occur more often in families of a child with autism.

At least one group of researchers has found a link between an abnormal gene and autism. The gene may be just one of three to five or more genes that interact in some way to cause the condition. Scientists suspect that a faulty gene or genes might make a person more likely to develop autism when there are also other factors present, such as a chemical imbalance, viruses or chemicals, or a lack of oxygen at birth.

In a few cases, autistic behavior is caused by:

**Rubella (German measles)** in the pregnant mother

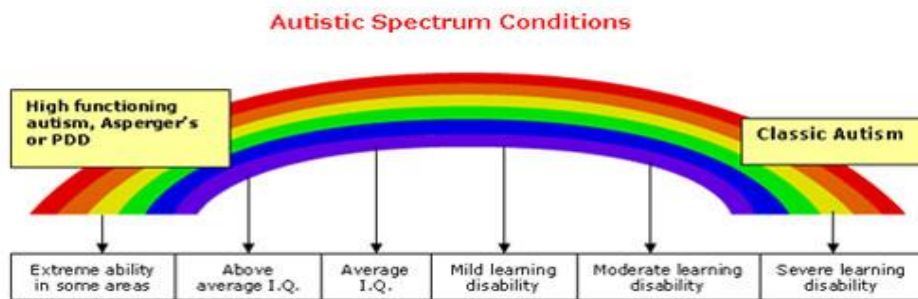
**Tuberous sclerosis** (a rare genetic disorder that causes benign tumors to grow in the brain as well as in other vital organs)

**Fragile X syndrome** (the most common inherited form of intellectual disability)

**Encephalitis** (brain inflammation)

Untreated phenylketonuria (PKU) – when the body lacks an enzyme needed for normal metabolism

**Types of Autism :**





### Sensory issues related to Autism

Children with Autism Spectrum Disorders such as [autism](#) or [Asperger's syndrome](#) see their world in a very different way. The filtering mechanism in their brains often works in a different way in assimilating the senses such as touch, smell, hearing, taste and sight. They may be extremely sensitive to some senses and find seemingly routine events fascinating - the patterns of light on a wall, or the rustling leaves in the wind. The autistic child may also be unresponsive to sensations that their parents find unpleasant, such as extreme heat, cold or pain.

Sensory experiences that parents don't even notice may be

extremely frightening or unpleasant for a child - the feel of a certain fabric, sounds of certain frequency, particular colors or seemingly bland foods. The child's reactions can easily be interpreted as wilful misbehavior. Along with this will frequently be difficulties in movement, coordination and sensing where one's body is in a given space, leading to clumsiness and difficulty with tasks such as dressing.

These are problems with sensory integration, as the nervous system has difficulty receiving, filtering, organizing and making use of sensory information, commonly known as [Sensory Integration Dysfunction](#).

Sensory Integration involves various systems in our bodies:

- The vestibular system responds to movement and gravity

- The proprioceptive system receives feedback from joints and muscles and joints

- Our five senses - Sight, Hearing, Touch, Eyesight and Smell.



### Diet For ASD-

This is a dietary intervention to lessen the digestive, bowel, and behavioral issues sometimes found in children with autism spectrum disorders (ASD). Recent research indicates a link between autism and gastrointestinal issues, which

can include difficulties digesting gluten, casein, and soy proteins. Eliminating gluten (wheat), casein (milk and milk products), and soy often alleviates gastrointestinal problems, although additional factors often must be addressed as well (intestinal yeast



overgrowth, for example). The GFCFSF diet may be considered an “alternative” therapy and viewed with skepticism by some school administrators, medical personnel, and others. But for some children, eliminating gluten and casein helps lessen self-stimulating behaviors, increases focus, and resolves gastrointestinal distress. That’s

why many parents swear by it. The diet is not a cure for autism nor is it a substitute for educational or behavioral interventions. Rather, by making the child more comfortable, the GFCFSF diet helps the child become more receptive to learning and makes a positive impact on the child’s overall health, demeanor, and behavior.

| GLUTEN FREE FOOD LIST  |  |  |  |
|--|--|--|--|
| <b>Produce</b> <ul style="list-style-type: none"> <li>-Apples</li> <li>-Avocado</li> <li>-Baby tomatoes</li> <li>-Bananas</li> <li>-Bell Peppers</li> <li>-Blueberries</li> <li>-Broccoli</li> <li>-Brussel Sprouts</li> <li>-Beets</li> <li>-Carrots</li> <li>-Cauliflower</li> <li>-Celery</li> <li>-Cucumber</li> <li>-Ginger Root</li> <li>-Green onion</li> <li>-Kale</li> <li>-Lemon</li> <li>-Mushrooms</li> <li>-Pomegranate</li> <li>-Plantains</li> <li>-Red and yellow Onion</li> <li>-Turmeric Root</li> <li>-Small Sweet peppers</li> <li>-Spinach</li> <li>-Strawberries</li> <li>-Sweet potato</li> </ul> | <b>Meat ORGANIC/ HORMONE FREE</b> <ul style="list-style-type: none"> <li>-Eggs</li> <li>-Chicken breast</li> <li>-Ground turkey meat</li> <li>-Shell Fish</li> <li>-Fish- Flounder, salmon, mahi-mahi, etc...</li> <li>-Bacon- 150mg sodium</li> <li>-Grass Fed Beef/Bison</li> </ul> <b>Oils</b> <ul style="list-style-type: none"> <li>-Extra virgin olive oil</li> <li>-Coconut oil</li> <li>-Palm Oil</li> <li>-Avocado Oil</li> </ul> <b>Nuts &amp; Seeds</b> <ul style="list-style-type: none"> <li>-Almonds</li> <li>-Cashews</li> <li>-Walnuts</li> <li>-Chai Seeds</li> <li>-Sunflower Seeds</li> </ul> | <b>Dairy/ Replacements</b> <ul style="list-style-type: none"> <li>-Almond Milk</li> <li>-Well sourced Dairy products: Must be organic and hormone free.</li> <li>-Coconut milk- canned</li> <li>-Plain coconut yogurt</li> </ul> <b>Baking</b> <ul style="list-style-type: none"> <li>-Coconut flour</li> <li>-Arrow Root flour</li> <li>-Brown Rice flour</li> <li>-Potato or tapioca starch</li> <li>-Almond flour</li> <li>-Stevia</li> <li>-Corn starch</li> <li>-Xanthan Gum</li> <li>-Baking soda</li> <li>-Baking powder</li> <li>-cream of tartar</li> </ul> | <b>Herbs/Spices</b> <ul style="list-style-type: none"> <li>-Basil</li> <li>-Cayenne pepper</li> <li>-Cilantro</li> <li>-Cinnamon</li> <li>-Dill</li> <li>-Garlic</li> <li>-Himalayan salt</li> <li>-Mint</li> <li>-Oregano</li> <li>-Pepper</li> <li>-Paprika</li> <li>-Parsley</li> <li>-Rosemary</li> <li>-Thyme</li> <li>-Turmeric</li> </ul> <b>Pantry</b> <ul style="list-style-type: none"> <li>-Liquid Aminos</li> <li>-Dates</li> <li>-Nut Butters</li> <li>-Apple Cidar Vinegar</li> <li>-Black beans</li> <li>-Lentils</li> <li>-Tea- Chai, Fennel, Ginger, Camomile, Spearmint/ peppermint</li> </ul> |

## Types of treatment of autism

### 1. Practice Yoga

Yoga has the potential to significantly improve symptoms of ASD. One yoga

program designed for ASD incorporated warm-up (e.g., jogging), loosening (e.g., waist back bending), strengthening (e.g. triangular pose, where you stand with your feet apart and your arms raised to the shoulder

level and then bend your arms one after the other towards your feet), and calming (e.g., corpse pose, where you lie on your back, your arms relaxed by your sides and your eyes closed) exercises, as well as breathing practices and chanting. Children who participated showed better eye to eye contact, body posture, and sitting tolerance. They were also more receptive to verbal commands. Teachers noted that they were more alert after the sessions. They seemed to enjoy chanting and it improved their ability to imitate oral-facial movement and brought them closer to the therapist.

## 2. Try Homeopathic Remedies

Homeopathy has various remedies that can be effective in dealing with the symptoms of autism. For instance, **Ignatia** (from the St. Ignatius bean) can be used to treat impatience and intolerance of noise; **Causticum** (a blend of

slaked lime and sulfate of potash) can treat someone who is restless, finds it difficult to concentrate, and repeats a question first before answering; and **Kali Carb** (Potassium Carbonate) can help someone who is anxious about any change in routine.

Research has shown that homeopathic treatments can result in better social interaction, reduction in anxiety, better eye contact with strangers, an improvement in motor skills, and better communication skills. However, it is important to remember that these treatments are extremely patient-specific and a qualified homeopathic doctor needs to look at the patient to determine what will work for them.

### 3. Turn To Ayurveda

Ayurveda considers autism to be a condition with its roots in a genetic flaw (bija dosha) which can be activated by elements in the environment. Various treatments used in ayurveda try to mitigate the effects of elements that trigger autism. Since, according to ayurveda, a toxin known as ama produced due to impaired digestion can reach the brain and cause damage there, this might include medicines that improve the digestive function.

Medicinal preparations with psychotropic effects may also be used. One three-month ayurvedic treatment program carried out in India for managing autism in children (between the ages of three and sixteen) showed promise. The treatment included taking a medicated ghee (known as Chetasa ghrita which has psychotropic effects) internally; the application of a medicinal paste of an oil known as Vatasani Taila and a powder

known as Pancha gandha Choorna (both of which contain several herbs) on the head; and the nasal instillation of a medicated oil known as Ksheera Bala Taila which has country mallow as the main ingredient. Those who underwent the treatment showed improvements in socialization and physical, behavioral, and cognitive problems. Their parents and special educators also mentioned that they appeared to show decreased hyperactivity and less effort seemed to be required to train them in other therapies.

### 4. Go For Music Therapy

Music therapists harness the power of music in a therapeutic relationship to improve the health and well-being of their patients. This therapy may be particularly useful for children with autism. A study that compared improvisational music therapy to toy play sessions found that music therapy was more effective at helping autistic children initiate behaviors that indicated that

they were engaged. They also seemed to find the music therapy sessions more joyful and were more responsive to the therapist during these sessions. Another study among autistic children between the ages of 6 and 9 who had improvisational music therapy for 10 weeks found that it could help them communicate better.

### **Why Early intervention is important in Autism**

Early social/ emotional development and physical health provide the foundation upon which cognitive and language skills develop. High quality early intervention services can change a child's developmental trajectory and improve outcomes for children, families, and communities.

According to research, learning and development are at their highest rate in the preschool years. Some children, due to conditions noticed at birth, special needs, or developmental delays which occur in the early years, risk missing some of the

most important learning and developmental milestones. Early intervention helps keep these children on a path to making the most of abilities and skills developed during the early years.

Early intervention refers to doing things as early as possible to work on your child's autism spectrum disorder (ASD)

characteristics. Early intervention for children with ASD is made up of therapies or interventions and services.

### **Early Intervention (EI) services can help you and your family:**

- Learn the best ways to care for your child,
- Support and promote your child's development,
- Include your child in family and community activities.

At the last for the autism ...

**“The most interesting people you’ll find are ones that don’t fit into your average cardboard box. They’ll make what they**

need, they'll make their own  
boxes." –

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## **Transgender status and faced by challenges in India.**

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### **Abstract :-**

One basic area of student diversity that schools rarely acknowledge is gender. However gender inclusive schools and classrooms should be welcome to transgender students./ children. So kindly of children's needs education for these personality developers. It's three fundamental rights to take education with the help of RTI. These kinds of children's take education in schools that are privileged and can be brought under the umbrella terms of human rights.

In every society men and women will perform different roles and responsibilities which support the family, community or country. Different societies have their own traditions, customs and values, which influence people's beliefs and attitudes. Sometimes these beliefs and attitudes lead to discrimination and stereotyping based on whether a person is a man or a woman.

While these past events cannot be changed moving forward as people who have succeeded in deconstructing the obstacles. We have faced with our knowledge and understanding of issues specific to our committee we can and must begin to create an environment of support awareness for ourselves and for the next transgender.

A stereotype is a thought that can be adopted about specific types of Individuals or certain ways of doing things. These thoughts of beliefs. May or not accurately reflect reality. However this is only fundamental psychological differentiation of stereotypes.

The spirit of the Indian constitution is to provide equal opportunity to every citizen to grow and attain their potential irrespective of caste, area, religion, or gender. Everyone had a gender identity in india. There are gender, male ,female, transgender. In a landmark judgement the supreme court of india in April 2014.created the third gender status for hijras or transgender. As per census 2021.there are around 5.9 lakh third gender in the country.who faced social discrimination and harassment. Transgender were respected earlier in the society but the situation has changed and they how transgender will study in Schools and colleges with all facilities approving their admission under the category of disadvantaged group defined by right of education Act 2009(RTE) . eligible to twenty five percent reservation under the economically weaker section (EWS).

**\*Introduction\***

Transgender people have a gender identity or gender expression that differs from their assigned sex. Transgender people are sometimes called transsexual if they desire

Medical assistance to transition has existed in every culture, race and class since the story of human life has been recorded. Transgender faces challenges and problems in all spheres of society and society levels.

India is a democracy, religion and social country. According to the Indian constitution the main objective is to provide equal opportunities for all citizens to grow and fulfil their potential, regardless of nationality, religion or gender. Everyone has their own gender identity. There are three types of Sex in India, male, female, and transgender.

Human rights are fundamental human rights and freedoms guaranteed by the individual as a human being which can not be created or abolished by any particular government. It includes the right of life, liberty, equality, dignity and freedom of thought and expression. The opportunity for education and skill plays a very important role in the development of jobs and economic opportunity for the Individual. United Nations Convention on the Right of the Child 1989( UNCRC) 29 children's education shall be directed to the development of the child's Personality and talents.

**Concept of sex gender and Transgender :-**

In every society men and women will perform different roles and responsibilities which they support the family, community or country. Different societies have their own traditions, customs, and values, which influence people's beliefs and attitudes. Sometimes these beliefs and attitudes lead to discrimination and stereotyping based on whether a person is male or female. This results in gender bias and inequality, where one gender does not enjoy the same rights as the other.

**Sex :-** In a very broad way. Sex refers to the biological and physiological difference between male and female, sex.

At birth beside the basic biological differences in the genital and reproductive organs. There is not much difference between the male child and the female child. Society makes the difference between boy and girl through gender construction.

**Gender :-** Gender refers to the roles and responsibilities of man and woman that are created in our female, our societies and our culture. In simple terms, gender, explain the difference between men and women in social terms as men and as what a man can do as a woman, and as what a woman can or can not do..

**Concept of Transgender :-** Transgender people are people who have a gender identity or Gender expression that differs from their assigned sex. Transgender is also an umbrella term. In addition to including people whose gender identity is the opposite of their assigned Sex. ( trans men and trans women) it may include people, who are not exclusively masculine or feminine. ( people are not gender queer,

e.g. bigender, pangender, gender fluid or a gender.)

**Historical background of Transgender :-**

members of the third gender have played a prominent role in Indian culture and were once treated with great respect. They find mention in the ancient hindu scriptures and were written about in the greatest epics Ramayana and maharashtra. In the great epics mahabharat shikhandi, was a Transgender. In mediaeval India too, they played a prominent role in the royal court of the mughal emperor and some hindus rulers, many of them rose to powerful positions. Their fall from grace started in the 18 th century during the British colonial rule when the criminal tribes Act of 1871 categories the entire, Transgender community as criminals who were addicted to committing serious crimes. They were arrested for dressing in women's clothing or dancing or playing music in public places and for indulging in Sex. After independence the law was replied to in 1949 .but mistrust of the transgender community has continued.

The all india Hijra kalyan sabha fought for over a decade to get voting rights. Which they finally got in 1994 in 1996 kali stood for election in patna under the then judicial Reform party and gave the janata dal and the BJP a bit of a fight munni ran for the elections as well from south bombay that year. They both lost, for more than 13 years Hijras have been participating in politics in india.

After the defeat of kali and munni three years later we saw kamala jaan win the position of the mayor of katni in MP. Shabnam mauasi is the first transgender. Indian or Hijras to be elected member of the

madhya pradesh state legis lative assembly from 1998 to 2003.

Kalki subramaniam a transgender rights activist, writer and an actor in the 2011 assembly elections. Kalji tried in vain to get a DMK ticket on 4 January 2015 independent candidate madhu bai kinnar was elected as the mayor of Raigarh, chhattisgarh becoming india's first openly transgender mayor.

The Hijras used in the indian language appear to be derived from the persian word "Hiz " ie. Someone who is effeminate or in effectives or incompetent. Another word used for them is kinnar. Whereas chakka is used in a derogatory context. Transgender Persons ( Protection Act right) Act- 2016 of lok sabha lower house of indian parliament (august 1.2016 ) in this section.

Transgender Persons means a person whose gender does not match with the gender assigned to that person at birth and includes trans- man or trans woman persons with intersex variations. Gender queer and person having such socio- cultural identities as kinner Hijras, aravani, and jogta.

**The major challenges faced by the transgender community in india :-**

Human rights are basic rights and freedoms which are guaranteed to humans by virtue of him being a human which can neither be created nor can be abrogated by any government. Transgender people have a gender identity or gender expression that differs from their assigned Sex. Transgender people are sometimes called trans sexual if they desire medical assistance to transition from one sex to another. Transgender people face



challenges and problems in all spheres of society including education. Occupational, religious and society levels.

Transgender face a lot of issues in this country including physical abuse, mental abuse, verbal, nor giving them the equal rights as other genders. We are a country that celebrates diversity in culture and carries religions so vibrantly that the whole world talks about our unity in Diversity Concept but the ugliest side of our societies. Is not accepting all gender equality.

- 1) **discrimination in educational set up and workplace:-** The majority of the people in this community are either illiterate or have less education because of which they are not able to get involved much in the educated section of the society. According to a census which was conducted in 2011 the population of transgender people was 4.9 lakh and in which only 46%.of people were literate. Which is extremely less compared to the normal population. Which has a literacy rate of 74%. According to the right to education Act that they are categorised as a disadvantaged group which means they have 25%.reservation as an economically weaker section. The reason why they are less educated can be listed as poverty exclusion from their own family and friends, mental health issues.

- 2) **Social exclusion and homelessness :-** since the transgender communities lack education and employment opportunities. They are looked upon as a lower class by society resulting

in exclusion. Their self esteem and self -confidence hit really hard because of this exclusion and they end up taking undesirable jobs.

They are thrown out of their own home and not accepted by their own families or they escape from their houses due to abusive relationships, because of which they can call home.

- 3) **:- Dealing with transgender transphobia and psychological stress :-**

Compared to the people who identify themselves as heterosexuals the transgender community faced a lot of harassment.

**4:- lack of legal Protection and victims to hate crimes :-** The transgender community is not legally protected as much as any other community and because of this, they are easily victimised for the crimes that they didn't even commit. They undergo a lot of violence and become victims of hate crimes. A lot of police departments are insensitive when it comes to these communities and do not even register the complaints they come with. They are oppressed by the police, which shows how inefficient we are as citizens.

**The problems faced by the transgender people in india :-**

- 1) These people are shunned by family and society alike.
- 2) They have restricted access to education, health services and public space.
- 3) Till recently, they were excluded from effectively participating in social and cultural life.

- 4) Politics and decision - making have been out of their reach.
- 5) Transgender people have difficulty in exercising their basic civil rights.
- 6) Report of harassment evidence, denials of services and unfair treatment against transgender persons have come to light.
- 7) Sexual activity between two persons of the same Sex is criminalised, and is punishable by incarceration.

#### **What can need to be done in transgender education in india :-**

Changed binary and gender mindset.

Students must be in a flexible environment for them to wear the uniform of their choice.

Marking transgender friendly restrooms and common rooms. ( They should never be an afterthought for very much part of the plan right from the very beginning.)

Make an effort to include the transgender students with other class students by sensitising them towards the needs of Transgender students.

Make schools completely safe for transgender students by ensuring that they are not bullied by their classmates or anyone near the Schools premises this is the bare minimum.

Set up an anti- harassment cell for transgender and an anti discrimination cell.

Provide mental health resources.

Indian Protection and empowerment laws - They are several relevant and focused laws

passed in favour of the transgender communities every.

#### **Status Transgender Education :-**

Third gender ie transgender is a new Sex in indian constitution. This new Sex emerges with a major population. They are deprived of social and cultural participation and hence they have restricted access to education

Health care and the public which further deprived them of the constitution guarantee of equality before law and equal Protection of law.

#### **Educational Status :-**

No formal education for transgender is popular in the Indian context. They are deprived from family and school environment transgender discontinue their education and risk their future career opportunities. A close analysis of various reports and discussion with community and stakeholders suggest that transgender are most uneducated or undereducated. Become reluctant to continue Schooling. Matrices or senior secondary level. The enrolment is significant low and dropouts rate at the primary and secondary level. Is still very high. They are hardly educated as they are nor accepted by society. And therefore do not receive proper schooling. Even if they are enrolled in an educational institute, they face harassment and are bullied every day and are asked to leave the School or they drop out on their own.

It is because of this that they take up bagging and sex work it mandatory for the government to provide inclusive for transgender students and provide adult education to them.

In India some status works for the betterment of transgender. Tamil nadu has been the only state which has successfully pioneered transgender Inclusion by introducing the transgender welfare policy. According to the policy transgender people can access free male to female sex reassignment surgery ( SRS).in the government college with full scholarship for higher studies. Alternative sources of livelihood through formation of self- help groups and initiating income generation programmes ( LGP).

#### **Social status :-**

The transgender community faced stigma and discrimination and their force has fewer opportunities as compared to others. They are hardly educated as they are not accepted by the society and even if therefore do not receive proper schooling. Even if they are enrolled in an educational institute. They face harassment and are bullied every day and are asked to leave. The school or they dropout on their own. It is because of this that they take up begging and Sex work.

#### **Indian Protection and empowerment laws :-**

There are several relevant and focused laws passed in favour of the transgender community. These are with regard to education. Housing, Medical treatment, right to self identity and freedoms. However we are still away for on ground support and sensitization towards the community.

The transgender person ( Protection of rights Act of 2019.mandala educational institutions to follow inclusivity and enrol

transgender students in the mainstream education. Unfortunately the nomenclature " **Third Gender** " assigned by the supreme court has widened the gap,posing significant problems. It makes the transgender person question their true place with the other two genders.

Transgender children, just like every Indian citizen, have the right to education. They receive all the fundamental rights guaranteed to an Indian citizen by the constitution of india. Under **Article 14,15,19,21,21A and 23**. Thus they are just as much an Indian citizens as anyone who satisfies what is written in Article 5 of the constitution.

Article 26 of the universal Declaration of human rights, article 29 of **UNCRC** and in india. Article 21A ,article 45,and right to education. Act 2019 ensures the right to education for transgender Persons.

The national education policy 2020 (NEP ) This includes provision around the identification of transgender children as socio - economically disadvantaged groups, making them eligible for various benefits. ( including financial assistance of "Gender " inclusions funded by the government to enable providing equitable " quality education to all girls and transgender students. The funds are to be developed to assist female and transgender children in gaining access to education, sanitation, bicycle, conditional cash transfer etc.

The university grant commission recognised transgender students as their gender for the purpose of scholarship to them. Additionally the state policy for transgender in kerala. 2015 is an umbrella initiative across developments to promote the interest of transgender. This was implemented by the ministry of social

justice and empowerment during the COVID-19 Pandemic.

### **Conclusion :-**

Every child born on this planet is beautiful and precious in many ways every child is unique with their own Quick and transgender. These features manifest during their growing years and we must make effort to provide them an environment. When in all of them feel loved, nourished and seen for who they are

This should make us more accepting kinder and human to our transgender community. Also their children who may choose adopted new gender identities.

Our Constitution is very clear and transparent on the right to education for all. It allows for no biases or discrimination based on gender, race, community, cast religion. Today its not a question of whether transgender children deserve an education or not. Today we need to awaken ourselves to be the torch bearers and push for the change that in need of the hour.

By simply giving the transgender community the option to fill in third gender on a postal ballot, ration card or passport is not enough. We need to ensure that they will not be denied their fundamental rights citizens of india.

The transgender group consists of Hijras, jogtin, jogappaas, sakhis, and Aradhis as their sub - community. And all of these people go through a lot of challenges on an everyday basis. These problems include social exclusion marginalization lack of education. Transgender face a lot of issues in this country including psychological

abuse, mental abuse, verbal abuse, not giving them the equal rights as other genders.

Each being in this universe is indeed unique and an integral part of nature. It would thus be wrong to judge and discriminate people who may be different from the stereotypes which again man -made. It is time country has equal rights and privileged and follow the policy of live and let live. Thus the first and the foremost right transgender are deserving of is the right equality Under Article 15. Speaks about the prohibition of discrimination on the grounds of religion, cast,sex,or place of birth. The constitution provides for the fundamental rights to the equality and tolerance no discrimination on the grounds of Sex, cast, or religion. The constitution also guarantees political Rights and other benefits to every citizen. Transgender people faced discrimination and harassment family, school and community forces them to move to the other places.

The ability of transgender students to fully enjoy their rights to education. Is impeded in variety of ways most commonly. We see not only deliberately harassment and discrimination by teacher and fellow students. Leading transgender students to drop out of school, but also the exclusion of Transgender students from education by being denied the opportunity to wear the school uniform or use the toilets congruent with their gender identity.

It's a positive development that over reconnect a number of country. Have demonstrated progress in translating the right to non discrimination in education in to legislation their by ensuring transgender students are free to enjoy their rights to education. There has also been favourable

for the equal rights of transgender people positive movie are also being seen in Schools to accommodate the legal right of transgender children to express their gender identity.

Trans equality in Schools advice and guidance for teachers and leaders to help Schools and colleges support not only pupils but also teachers. Who transitions at the end it's something transgender children or children who believe in the fact. That transgender children should be treated as angles else with respect and dignity.

#### **Suggestion :-**

#### **Inclusions through vocational educational /training :-**

Teachers, the administration of the school and the community have a significant role to play in promoting inclusivity. When it comes to trans kids. Teachers should provide them with skills training and career development to help them become independent. The teacher and other school personnel should be made aware of the transgender community. Providing instruction in art for transgender youngsters helps them succeed in every situation. When they develop more confidence in themselves, they will be more accepting in the community and family.

#### **Financial Assistance :-**

effort like scholarship, book, and hostel facilities for transgender students should be supported by the government.

**Anti :-** discrimination cell for transgender children if transgender people are harassed

or discrimination against in any environment, an anti discrimination cell should be established at Schools, universities.

#### **Training of teachers and awareness in society :-**

Teachers who are committed and completed in teaching a class with transgender students must do their best or offer Educational opportunities and inclusiveness for transgender students. Additionally, you should be aware of the trust concerns transgender face.

**Interact them using names :-** if you are talking to transgender person, we should use the proper pronouns. ( she, her, and him ) rather than institute. On using their previous names since doing so emphasis their dignity and self worth. They will be more accepting in the community as a result of this exercise. Were the concerned people in organisation / society. It is incumbent for all educational institutions, Schools, colleges and other organisations to recognise the Rights and dignity of transgender children. National commission should for transgender children / **Persons :-** A government commission should be created to monitor the academic, social, and economic rehabilitation of children based on gender for example.

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## **Dalit women's Socio-Cultural Status in Women's Autobiographies.**

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### **Abstract: -**

The emergence of life writing by the Dalits has come as bombshell upon the established domain of Hindu caste hierarchy which comment on literature of the ill-treated, usually connected with the different group of people considered the lowest among the Indian people. The flourish of women's autobiography since the 1960's grounded in frankness about intimate women experiences individual as well as social, cultural history, debates over subjectivity. Dalit women autobiographies acquired great importance because analytical issues like self-identity, maltreatment and oppression are talked about in detail, Dalit autobiography is new genre in literature.

**Keywords:** Dalit women, self-identity, subjugation.

### **Introduction: -**

Different issues concerning with the changing socio-cultural status of marginalized society have gained popularity not only in India but also abroad. Many women and men writers trying to explore the changing mode of their culture in different aspect such as patriarchy, poverty and health. These writers were not able to express their thoughts and feelings due to lack of education and rights for many years.

Marginalized people were not accepted as human being by the mainstream society.

The marginalized people were treated brutally as 'others.' by the mainstream society. Many Dalit writers tried to express their sorrows, anguish and culture through different genres like autobiographies, novels, stories and essays. Mostly they started to write after independence and revolt against social order. It emerged through the Dalit movement.

'Dalit' is a word, it seems to be nauseating to people who are belonging to superior to class in the social context. It is generally applied to the

people who are constitutively marginalized at socio-economic, socio-cultural and religious contexts, still the word 'Dalit' is a problem, in the mind of the people who gave different interpretation of this word.

The term 'Dalit Literature' was used in 1958, at the first Dalit conference which held in Mumbai decided to bring the plight of the Dalits to through their writing. It resulted in the beginning of Dalit Literature. Dalit literature stated visible and firm shape in Marathi Literature and Dalit works has been translated in English. Dalit Marathi writers started a new fashion of writing autobiographies which was about their sorrows, sufferings, torture and segregation. But men writers did not touch the women's inner suffering, personal experiences faced as laborer, Dalit women and double exploitation and regression.

Many Dalit women writers of different states and different cultures wrote their autobiographies and describe their sufferings thoughts and feelings in detail.

**Aims and Objectives: -**

The research paper aims at fulfilling following aims and objectives.

- 1) To study Dalit women's autobiographies as a new genre in literature.
- 2) To discuss the socio-cultural status of women in Dalit society as well as in mainstream society.
- 3) To study the cultural impact on Dalit society.
- 4) To study Dalit woman's condition in society.
- 5) To study the changing cultures of Dalit Literature and its impact on Dalit society.
- 6) To analyse the double exploitation of Dalit women by their society and high-class society.
- 7) To create awareness of the tortures suffered by Dalit women to mainstream society.

The present research study is based on hypothesis such as

- 1) The impact of changing aspects in society. It's impact on individual development.
- 2) Dalit women autobiographies are the revolt against their 'identity', 'self-esteem' which expresses their existence having treated as animals, not 'a human being'.
- 3) Their introspective nature proceeds towards and gives us a clear picture of their society.
- 3) Many Dalit women writers joined different organizations and movement which works for the Dalit women's right. Like National federation of Dalit women, All India women's forum which helps to aware them their identity and self-esteem.

The present research undertakes the close study of changing socio-culture status of Dalit women in Dalit autobiographies. The present study also takes review of journals about Dalit women autobiographies published by editors.

**Dalit Social Status of Women: -**

In India many castes and cultures are developing fast. In every caste and culture women remains a 'laborer'. In Dalit community the fruits of safety equality and liberty are far away from them. Indian women progress and their status always connected with caste. Women of backward class suffer more.

In Dalit community women remained doubled victims at their houses and by other caste. Their life story is unimaginable terrifying. Their history is nothing but a journey from nothing to champion. They are born and brought up in poverty, hate, untouchability-based injustice and crimes.

Dr. B. R. Ambedkar has always remained the light house to oppress Dalit women. He is the constant source of inspiration and actions for empowerment through education.

**Dalit women Autobiographies: -**

Dalit women entry has been not seen a glorious page in our country's history, as their importance as member of family and society was denied by Indian caste system. Sometimes they were portrayed as guest and silenced behind the door.

Now Dalit women have been courageous to face any problem. They were always ready to fight for their rights. Mahatma Jyotiba Phule opened the school for Dalit women and one of the students" Mukta "wrote an essay in which she spoke about Dalits and Dalit women's condition in a pathetic way. Because of social order, poverty, patriarchy Dalit women considered as



inferior to men. They face many obstacles and complications.

As these women writers devoted to present every struggle of Dalit woman. They themselves face the atrocities, humiliation, marginalization. They wrote about their condition as laborer, gender issues and poverty.

#### **Review of Literature: -**

Dalit women autobiographies in literature is new sensation in the modern world. Dalit women writers tried to uncover social, mental and educational problems before readers. Many autobiographies were translated from regional to English language. Firstly, in Maharashtra, Dalit literature was famous because of different types of writing such as short stories, novels, essays and autobiographies. Dalit women autobiographies aim at bring recognition of Dalit women's condition in the society to all reader.

#### **Dalit Women Patriarchy: -**

Many Dalit women have exposed the cracks inherent in the system and offers a subversive move that calls for social change. Experiences of patriarchy points out the different effects on society. P. Shivkami is Tamil writer portrays several incidents of patriarchy in her autobiography named 'Pazhaiyana Kazhithalum' which is translated by herself in English 'A Grip of Change'. P. Shivkami describes the whole society was influenced by patriarchy and women have to face many difficulties. Men did not consider her as member of family or society used her as a 'thing.' Dalit women face many problems individually as well as collectively. She narrates one incident Kathamuthu, a local Dalit leader, through negotiation with Paranjothi Udayar he helps Thangam getting compassion of ten thousand rupees. But when the meeting ends, he himself pockets the money. Even after winning the court case regarding the possession of the land the misery of Thangam does not

come to a stop, she now falls the victim to sexual lust of Kathumuthu. After the death of her husband, Thangam is denied the right to property by her brothers-in-law as she did not have children. She also overcomes the amorous advances of her brothers-in-laws as she tells Kathamuthu 'they tried to force me, but I never gave in'. Further she tells that, 'They wouldn't give me my husband's land, but wanted me to be a whore for them! I wouldn't give in'.

In this autobiography, incidents of patriarchy as Thangam raped by Udayar, constant domination of Kathamuthu. In the very beginning of the autobiography Kathamuthu yelling at Kangavali, his wife for having intervened in the discussion, 'are you here to pass judgement early in the morning? Go inside and get some coffee. Now'

#### **Dalit Women Poverty: -**

Many Dalit women autobiographies express how the Dalit women live in poverty and experience the load of economic, social problems which leads to live them in poverty. Due to Indian caste system every Dalit family has to go through bad experience.

Shantabai Dani's autobiography 'Ratra Din Aamha' (The Nights and Days) is originally published in Marathi and translated in Hindi as 'Dhup Chava' represents the Dalit women's struggles. Shantabai Dani was born in a small hut in Khadkali sector which lies in outskirts of Nashik city. She tells a life lived in hunger and destitution with memories of caste culture and hardships of labor. Her life story was full of struggle but her mother and teacher's help changed her life.

Poverty was the curse of Dalits. She was born in starving families where everybody was not getting a piece of loaf to pacify the hunger of their stomachs. She expressed her hunger 'the poor feel very hungry. The poor have healthy

bodies- that is why they probably feel hungry----  
-We had to eat whatever had been cooked in the morning. She shared her experience when she returned from school, basket of Bhakri was always empty. She requested her neighbor for Bhakri, 'Can you give me just a quarter of a Bhakri'

Shantabai Dani portrays the struggle of Dalit community because of poverty specially Dalit women whose many rights were denied. She describes many incidents of poverty in her autobiography which is neither fiction nor fantasy but the reality. She was the witness of utter poverty of Dalits who were oppressed by the high caste society people.

#### **Dalit Women's Health: -**

Baby Tai Kamble wrote her autobiography in Marathi, 'Jina Amache' which is translated in English by Maya Pandit in which she spoke about Dalit women's health condition. There are many incidents that she speaks about Dalit women health such as pregnancy, breakfast and lunch were same, food culture, family members attitude towards women. Rules were different for male and female members of the family. The condition of daughter in laws was very bad. While doing her responsibilities she did not care of her health and facilities were not available for Dalit for their health. She narrates the incident of a girl who came to her father's house for her first delivery. "Life in that poor mother gradually diminished and she would finally sink. Many young girls on the threshold of life succumbed to death. One in every ten lost their lives during childbirth. Infants died as well."

In every house's poverty, adversities were the same. Instead of food girl was given plenty of hot baths. When the girl started labor pains, whole Mahar Wada gather around the house. As the girl got married at an early age, their body was not prepared for pregnancy. The midwives would keep thrusting their hands into the poor

girl's vagina to see how far the baby had progressed. Invariably, the vagina would get swollen, obstructing the baby's birth. It was battle with death.

She further tells that new mother had to go hungry. They would lie down pining for few morsels while hunger gnawed on their insides. Most women suffer this pain. Labour pains, mishandling by the midwife, wounds inflicted by onlooker's nail, ever-gnawing hunger, infected wounds with pus oozing out, hot water baths, hot coals, profuse sweating- everything caused the new mother's condition to worsen, and she would end up getting a burning fever. On most of the occasions, it was tetanus. The family would have to look after the infant on one hand and the suffering mother on the other! There would be neither food nor money only unlimited grief and suffering.

Every Dalit woman faced such situation.

#### **Conclusion: -**

In many autobiographies Dalit women shared the similar experiences of patriarchy, poverty, maltreatment, gender, class and caste issues. Though the places were different but experiences were same. It shows the impact of Indian Caste system on society of different cultures. Their cultural status was different from the mainstream culture.

These autobiographies give message about different way of life concerned with Indian social order. They want to bring social awareness about the social reality and strong inner will to fight against difficulties.

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# **Creation and Effectiveness of Innovative Techniques for Mathematics subject at Higher Primary Level.**

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Primary and higher primary education is supposed to be the Major stem of Indian education system. Teachers utilize different methods for teaching mathematics considering the age and mindset of the students at primary level. They attempt for more impressive methods with the use of various principles and models. The teachers who apply devoted efforts to make their teaching easy can deliver influential and effective discourse. There are various techniques and forms of education material that are useful for teaching mathematics. Innovative techniques are also coming up. However, it can't be said that all the teachers would be knowing these novel ideas for teaching. The use of novel ideas helps to bring ease to comprehend the subject as well as making learning interesting. It helps to better understand the mathematical concepts. Considering this the researcher has decided to develop novel techniques of learning for the student. Therefore making teaching meritorious by using novel techniques has become the need of the time. It is necessary to create interest among the student with creation of innovative ideas regarding the units.

## **Key words**

- 1) Higher Primary Level    2) Mathematics Subject.  
3) Innovative techniques    4) Effectiveness

## **Introduction**

Primary and higher primary education sector is in real sense

the segment to inculcate Learning Value in the student of early age. It is the segment in

which maximum efforts are continuously applied to render knowledge. But individual interaction does not happen regularly and guidance is rarely possible. For a subject like mathematics actual experience and guidance is essentially important. Today we have students having sharp talent, who cannot be abridged of knowledge, applying traditional teaching methods is not proper for many of them. This discourages the students from learning interest. Creating innovative techniques for mathematics at higher primary level helps ease comprehending difficult parts of the subject in less time and at low expenses. It helped to maintain attention of the student and teaching became interested. Student enjoyed opportunity of direct application of the techniques which created interest among them. Enhanced interest in mathematics grow students' comprehension of the subject.

### **Significance of the study**

- 1) This study will be useful to teachers, students and

parents to improve mathematic activity and innovative techniques.

- 2) The teacher will be able to make their teaching method more interesting and easy with the use of innovative techniques.
- 3) The study can also help the government in modifying the educational policy and making it more suitable to the current needs of the student in mathematics subject.
- 4) This study will help to find out the useful impact and bad impact of innovative techniques for mathematic subject.
- 5) This study will be help to choose to address the mathematical concept and its utility in the future.
- 6) The outcome of the research will be useful and helpful to the student in rural and remote areas as well as the unaided school.

### **Title of the study**

Creation and effectiveness of innovative techniques for mathematics subject at higher primary level.

### **Objectives of the study**

- 1) To trace the problem of students of the seventh standard at higher primary level while studying the conception in the textbook of mathematics subject.
- 2) To select difficult conception in the textbook of mathematics
- 3) To develop innovative techniques based on various conception in the textbook of mathematics.
- 4) To introduce in the learning and teaching process of mathematics by using innovative techniques.
- 5) To examine the effectiveness of innovative techniques developed on the basis

of various mathematical conceptions.

### **Hypothesis of the study**

- 1) There is no significance difference between girls and boy after teaching with the help of the creation of innovative techniques in mathematics subject.
- 2) There is no significance difference take place the grasp of experimented group and controlled group after teaching with the help of the creation of innovative techniques developed for explanation of mathematical conception to the students of higher primary level.
- 3) There is no significance difference between girls and boy in rural area and urban area after teaching with the help of the creation of innovative techniques in mathematics subject.

- 4) There is no significant difference between girls and boys in government school and private school after teaching with the help of the innovative techniques to mathematics subject.

is useful for student, teacher, parents, principal, managements and the Government bodies. Present research covers 200 student in the seventh standard higher primary school in Pen Tahasil. The proposed research study is limited up to Pen Tahasil. In the present study experimental method, and two groups design method, and experimental group and another control group was used. Present research was limited to urban and rural student in the seventh standard at higher primary level in Pen Tahasil. Present research study was limited to 200 students in the seventh standard at higher primary level in Pen Tahasil. In the proposed research study questionnaire for the student, teacher pretest created by the researcher , innovative techniques is used to

### **Scope and limitation of the study**

Present research covers urban and rural student in the seventh standard at higher primary level in the Pen Tahasil. The result of the present study

collect students information in the present study the researcher is limited mean, mode, standard deviation T-test, R-Test for calculation.

### **Methodology of the study**

#### Research Methodology

In the present research study researcher used experimental method for the study.

**Sample:** - The present research study researcher is decided to collect 200 student sample from higher primary school belonging to Pen Tahasil.

**Tools:** - For the present study researcher used pretest, innovative techniques, questionnaire for the student and teacher and final test.

### **Conclusion of the Research**

While studying about the creation and effectiveness of innovative techniques for mathematics subject at higher primary level. Researcher got the following opinion.

- 1) **Hypothesis:** - There is no significant difference between girls and boys after teaching with the help of the creation of innovative techniques in mathematic subject of higher primary level.

Table No. 01

| Type      | Number (N) | Mean (M) | SP    | M1-M2 | 't' Table value | 't' 'Cal' value | Level 0.05      |
|-----------|------------|----------|-------|-------|-----------------|-----------------|-----------------|
| All boys  | 36         | 75.06    | 16.45 | 2.05  | 2.00            | -0.51           | Not significant |
| All girls | 36         | 77.11    | 17.67 |       |                 |                 |                 |

**Interpretation:** The table 01 shows the calculated of 't' is 0.08 and the table value of 't' is 2.00 of the level 0.05 from the table it is clear that the calculated value is less than the table value. There is no significant difference between all boys students and all girls student. Therefore the null hypothesis accepted

**Conclusion:** Table 01 shows that use of the

innovative techniques affect mathematics subject higher primary level

- 2) **Hypothesis:** - There is no significant difference take place the grasp of experimental group and controlled group. After teaching with the help of the creation of innovative techniques develop for explanation of mathematical conception to the student higher primary level



3) .

Table No. 02

| Type  | Number<br>(N) | Mean<br>(M) | SP    | M1-<br>M2 | 't'<br>Table<br>value | 't'<br>'Cal'<br>value | Level<br>0.05      |
|-------|---------------|-------------|-------|-----------|-----------------------|-----------------------|--------------------|
| Boys  | 12            | 72.08       | 15.68 | 5.03      | 2.07                  | -0.45                 | Not<br>significant |
| Girls | 12            | 77.10       | 12.08 |           |                       |                       |                    |

**Interpretation:** The table 02 shows the calculated value of 't' is 0.52 and the table value of 't' is 2.07 of the level 0.05 from the table it is clear that the calculated value is less than the table value. There is no significant difference between girls and boys student of experimental group and controlled group. Therefore the null hypothesis accepted

**Conclusion:** Table 02 shows that use of the innovative techniques of mathematics affect boys and girls student of experimental group and controlled group student.

4) **Hypothesis:** - There is no significant difference between girls and boy in rural area and urban area. After teaching with the help of the creation of innovative techniques in mathematic subject.

Table No. 03

| Type  | Number<br>(N) | Mean<br>(M) | SP    | M1-<br>M2 | 't'<br>Table<br>value | 't'<br>'Cal'<br>value | Level<br>0.05      |
|-------|---------------|-------------|-------|-----------|-----------------------|-----------------------|--------------------|
| Boys  | 12            | 76.83       | 21.66 | 6.5       | 2.07                  | 0.71                  | Not<br>significant |
| Girls | 12            | 70.33       | 23.12 |           |                       |                       |                    |

**Interpretation:** The table 03 shows the calculated

value of 't' is 0.65 and the table value of 't' is 2.07 of the level 0.05 from the table

it is clear that the calculated value is less than the table value. There is no significant difference between girls and boys student in rural and urban area. Therefore the null hypothesis accepted

**Conclusion:** Table 03 shows that use of the innovative techniques of mathematics affect boys and

girls student of rural and urban area student.

5) **Hypothesis:** - There is no significant difference between girls and boy in Government school and private school. After teaching with the help of the creation of innovative techniques in mathematic subject.

Table No. 04

| Type  | Number (N) | Mean (M) | SP    | M1-M2 | 't' Table value | 't' 'Cal' value | Level 0.05      |
|-------|------------|----------|-------|-------|-----------------|-----------------|-----------------|
| Boys  | 12         | 82.67    | 10.41 | 0.17  | 2.07            | 0.03            | Not significant |
| Girls | 12         | 82.50    | 19.42 |       |                 |                 |                 |

**Interpretation:** The table 04 shows the calculated value of 't' is 0.03 and the table value of 't' is 2.07 of the level 0.05 from the table it is clear that the calculated value is less than the table value. There is no significant difference between government school and private school boys and girls students after teaching with help of the innovative techniques in mathematic.

**Conclusion:** Table 04 shows that use of the innovative techniques mathematics subject affects boys and girls student of government and private school student.

#### **Recommendation of the study**

1) Teacher should improve method of teaching with innovative techniques for mathematics subject.

- 2) Students should get encouraging support from the innovative techniques for mathematics subject.
- 3) School should conduct various innovative techniques for mathematics subject to improve student's mathematics knowledge.
- 4) Use of innovative techniques for mathematics subject is important to identify the mathematics knowledge of student.
- 5) Every school should have guidance for innovative techniques for mathematics subject to help students.

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