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A Study on Digital Transformation and It's Effects in Education Sector



**Challenges and Opportunities for Implementing
Sustainable Practices in University Campuses**



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Editorial Message

In the 21st century the learners are in diverse needs of learning. Innovations in teaching-learning practices have become essential to get informed with futuristic education. Information and communication Technologies have vastly pervaded into everybody's life, Education is not an exception. In-fact Education is need of integration of ICT in to teaching-learning process. As the shift has been occurred from Teacher-centered to Learner centered and then towards Learner Inspired pedagogies, there is lot of scope for research and development in the learner centered and learner inspired pedagogies. Now the Education sector is also looking for Integration of Artificial Intelligence in the field along with the techno-pedagogy, Techno-Pedagogic Content Knowledge, STEM, Culturo-Techno-Contextual Approach (CTCA), Blended learning, Flipped classrooms and innovations in evaluation methods too, like Open-Book examination system, self-analysis, self-evaluation, concept testing, Assessment Rubrics, Port-folios, computer-based testing& many more. Currently along with teaching-learning, teachers need professional development programmes time to time. There is added advantage of online platforms for learning namely MOOCS particularly through SWAYAM platforms, various courses are available for teachers to enhance their knowledge base. There is ocean of opportunities available for the professional enrichment. Teachers needs to know them and needs to be info-savvy, techno-savvy and develop a media culture in the learning environment. This is possible only when a dedicated teacher makes up his mind to get innovative ideas in thoughts and practice. Hence, I firmly believe change is only constant, we need to be constantly updating according to changing world.

- **Dr. S.B. Yadawad**
Editor



TRANSFORMING LIBRARIES : THE IMPACTS AND APPLICATIONS OF ARTIFICIAL INTELLIGENCE

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ABSTRACT

The advent of artificial intelligence (AI) has revolutionized numerous industries, and the library sector is no exception. This article explores the evolving role of AI in libraries, highlighting its potential to enhance various library services and improve user experiences. The article investigates the applications of AI in areas such as information retrieval, recommendation systems, virtual assistants, data analytics, and preservation of cultural heritage. It also discusses the ethical considerations and challenges associated with AI implementation in libraries. By understanding the potentials and limitations of AI, librarians and information professionals can leverage this technology to shape the future of libraries in a rapidly changing digital landscape.

Keywords : Artificial intelligence, Libraries, Information retrieval, Chatbots, Robotics, Machine Learning.

INTRODUCTION

Artificial intelligence (AI) is transforming various fields and industries, including library services. AI can help librarians to improve their efficiency, accuracy, and relevance in providing information and resources to their patrons. Libraries have always been at the forefront of embracing technological advancements to provide efficient access to information. With the emergence of AI, libraries are presented with new opportunities to deliver enhanced services and better meet the needs of their users. AI refers to the simulation of human intelligence in machines, enabling them to perform tasks that typically require human cognition. By leveraging AI technologies, libraries can automate and augment various processes, improving efficiency and user satisfaction.

AI FOR INFORMATION RETRIEVAL

One of the key areas where AI can greatly benefit libraries is in information retrieval. Traditional search systems often rely on keyword matching, leading to imprecise results. AI algorithms, such as natural language processing (NLP), machine learning, and semantic analysis, can significantly improve the accuracy and relevance of search results. NLP enables computers to understand and process natural language queries, enhancing the user experience. Machine learning algorithms can adapt and improve search algorithms based on user feedback, ensuring more accurate retrieval. Semantic analysis enables the understanding of the meaning and context behind user queries, enabling more sophisticated search capabilities.

RECOMMENDATION SYSTEMS

AI-powered recommendation systems have gained

popularity across various industries, and libraries are beginning to harness their potential. Recommendation systems analyze user preferences and historical data to provide personalized suggestions for books, articles, and other library materials. Collaborative filtering techniques compare user behavior and preferences to identify patterns and make recommendations based on similar users' interests. Content-based filtering analyzes the characteristics of library resources to recommend items with similar attributes. Hybrid recommendation systems combine collaborative and content-based approaches to provide more accurate and diverse recommendations, enriching the user experience and promoting the discovery of new resources.

VIRTUAL ASSISTANTS AND CHATBOTS

Virtual assistants and chatbots powered by AI have transformed user interactions in libraries. These intelligent conversational agents can provide instant support, answer queries, guide users through resources, and assist with reference services. Virtual assistants leverage AI technologies such as natural language understanding, dialogue management, and sentiment analysis to engage in meaningful interactions with users. They can provide 24/7 assistance, reduce waiting times for user inquiries, and offer personalized recommendations. Chatbots, integrated into library websites or communication platforms, enable users to access information and services in a conversational manner, enhancing accessibility and user satisfaction.

DATA ANALYTICS FOR LIBRARY MANAGEMENT

AI-enabled data analytics offer libraries valuable insights into user behavior, collection usage, and resource

allocation. By analyzing large volumes of data, libraries can identify patterns, trends, and user preferences, enabling evidence-based decision-making. AI-powered data mining techniques can uncover hidden relationships and correlations within the data, facilitating the discovery of valuable insights. Predictive analytics can forecast future demand for library resources, helping libraries optimize collection development and resource allocation. Data analytics can also aid in identifying gaps in services and addressing user needs more effectively.

PRESERVATION OF CULTURAL HERITAGE

AI has proven to be instrumental in digitizing and preserving cultural heritage materials. Libraries play a crucial role in safeguarding and providing access to rare books, archival materials, and historical artifacts. AI technologies, such as computer vision and image recognition, can automate the digitization process by efficiently scanning and capturing images of physical materials. These technologies enable the preservation and organization of cultural heritage materials, making them accessible to a wider audience. AI-powered techniques also facilitate content analysis, metadata extraction, and indexing, enhancing the discoverability of cultural heritage collections.

PROBLEMS AND CHALLENGES

The implementation of AI in libraries brings forth a range of ethical considerations and challenges. Privacy concerns arise due to the collection and analysis of user data for personalized services. Libraries must ensure transparency and obtain informed consent when collecting and using user data. Bias in AI algorithms is another concern, as algorithms can reflect societal biases present in the training data. Libraries need to be vigilant in identifying and mitigating bias to provide fair and equitable services. Additionally, ethical considerations related to the responsible use of AI, transparency of algorithms, and ensuring accountability should be addressed to maintain user trust.

CONCLUSION

AI can be applied to various aspects of library services, such as cataloging, classification, recommendation, reference, discovery, and preservation. For example, AI can help librarians automate the process of metadata creation and extraction, enhance the quality and consistency of bibliographic records, and identify and correct errors and inconsistencies. AI can also help librarians provide personalized and relevant

recommendations to their patrons, based on their preferences, behavior, and context. AI can also assist librarians in answering complex and diverse queries, using natural language processing and semantic analysis. Furthermore, AI can help librarians discover new and emerging topics, trends, and patterns in the information landscape, using data mining and machine learning. Additionally, AI can help librarians preserve and digitize their collections, using image recognition and optical character recognition.

Artificial intelligence is poised to revolutionize libraries, providing transformative opportunities to enhance services, improve user experiences, and unlock valuable insights. This article has explored various applications of AI in libraries, ranging from information retrieval to cultural heritage preservation. By understanding the potential benefits and addressing ethical concerns, libraries can harness the power of AI to navigate the evolving information landscape and continue to serve their communities effectively. As technology advances and AI continues to evolve, libraries must adapt and proactively embrace these technologies to remain relevant and provide innovative services in the digital age

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THE ROLE OF THE PEACE EDUCATION IN OUR SCHOOLS AND COLLEGES FOR THE PEACEFULWORLD

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The main objective of education is to change the behavior of the children or an individual. The concept of peace education helps in developing social value, moral values, skills, behavior, and most importantly to spread peace in the atmosphere. Peace education declines the evil thinking of conflict, war, and violence. Peace education has the only purpose of maintaining peace at the global level.

WHAT IS PEACE?

Webster dictionary defines peace as a state of quiet and tranquility, clam or repose, freedom from war or the absence of strife. peace is also interpreted as a divine and ultimate source of eternal calm and happiness.

DEFINITIONS

According to Laing R.D. [1978]; 'peace education is an attempt to respond to problems of conflict and violence of scale ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures'.

According to Freire[2006]; ' Peace education is a mechanism for the transformation from a culture of violence to a culture of peace through a process of conscientization'.

PEACE IN SOCIAL CONTEXT

peace in the social context the provision of social justice and group security to its people by a society . In simple words 'peace' is supposed as the product of social justice.

PEACE IN INTERNATIONAL CONTEXT

In the International context much concern about peace relates to nations and their ability to settle disagreements and conflicts without restoring to war.

IN INDIAN CONTEXT

The peace means International brotherhood religious harmony, cultural harmony, social equality, equity and lives to-gether. It reflects in the philosophy of swami Vivekananda, Gandhiji, Ravindra nath tagore,and shri Arivindo gosh etc.

AIMS OF PEACE EDUCATION

No civilization is truly progressive without education and no education system is truly civilizing unless it is based on the universal principles of peace.

AIMS

1. To educate individuals and develop the competence to accept and recognize the values and morals which live among the human race.
2. To nurture a sense of global value in each system.
3. To maintain social harmony
4. To cultivate the capability of non-violent struggle and conflict.
5. To respect and conserve traditions and cultural heritages.
6. To cope up with uncertain and difficult situations.
7. To create solidarity feeling among diverse peoples.
8. To promote among humans a feeling of equity and uniformity at the national and international levels with the perspective of a long terms and balanced development.
9. To strengthen friendship peace and solidarity between people and individuals.
10. To nurture the expertise of making informed choices among humans.

OBJECTIVES OF PEACE EDUCATION

A culture of peace will be achieved when citizens of the world have the skills.

1. To resolve conflict constructively
2. To understand global problems
3. To appreciate the cultural diversity
4. To know and live by international standards of human rights ,gender, and racial equality.
5. To respect earth integrity.

DIFFERENT APPROACHES OF PEACE EDUCATION

1. Power politics; Peace through the coercive power

2. world order; Peace through the power of the law
3. Conflict resolution; Peace through the power of communication.
4. Non violence; Peace through will power
5. Transformation ;Peace through the power of life.

EDUCATION FOR PEACE; TOP 10 WAYS EDUCATION PROMOTES PEACE

Education has been touted as one of the most powerful tools we can implement in our global efforts to promote world peace. Here' s a look at the 10 ways education promotes world peace.

1. EDUCATION BOOSTS CONFIDENCE & HOPE

Confucius said it as far back as 500 B.C.: "Education breeds confidence. Confidence breeds hope. Hope breeds peace." Confidence has been defined as the belief that you can succeed at something and a sense of self assuredness. Knowledge is a key confidence builder; it allows one to feel a sense of accomplishment, to be more fearless, and to grow in unexpected ways. This confidence and self assuredness in turn sparks motivation and optimism-or hope as Confucius says- to work towards peace.

2. EDUCATION PROMOTES INDEPENDENT THINKING

Education encourages independent thinking, and it opens doors to new ideas. Independent thinkers tend to try to make sense of the world and draw their own conclusions instead of blindly following the beliefs of others. Independent thinkers may be less likely to join militant groups or be followers, and may instead be leaders towards positive change and action.

3. EDUCATION INSPIRES PROBLEM SOLVING SKILLS

Along with math skills that are learned in classrooms, students are often challenged to use logical thinking in order to analyze different pieces of literature, the significance of historical events, and scientific findings. Coupled with independent thinking, these critical thinking skills can lead to innovative solutions and alternatives to violence.

4. EDUCATION BUILDS COMMUNICATION SKILLS

In the classroom, students are often asked to speak or read in front of others, offer opinions, and break into small groups to work on projects together. This is how communication skills are honed, and communication is they key to solving conflict. Through quality education,

students may be armed with the tools to work within their communities to solve problems, or to do so on a global scale.

5. EDUCATION OPENS DOORS

There's no doubt that education for peace leads to career enhancement, employment opportunities, and chances of higher earnings. What was once out of reach for girls in the remote villages we work with-say becoming a doctor or a lawyer-are now possibilities. And with these careers in place, many come back to work within their communities and support their families, often promoting peace.

6. EDUCATION REDUCES POVERTY

Imagine always being uncomfortable, malnourished, and fearful, not knowing where your next meal will come from if it comes at all. This fear can often lead to anger, and anger to violence. Education, especially when it's combined with technical training (read more about CAI's vocational training programs), has been proven to reduce poverty. This is one driving force behind education for peace. With education comes knowledge, power, safety, security, and peace. One study by UNESCO found that income around the world would be 23 percent higher per capita in countries with education for all. If poverty were reduced, violence would follow suit.

7. EDUCATION INCREASES POLITICAL INVOLVEMENT

Educated citizens are less likely to stand for government corruption and can spur more government accountability. For women, education can even the playing field, and they are more likely to participate in political discussions, town meetings, and decision making, therefore leading to a government that represents its citizens more equally. Because educated women are less likely to support terrorism (see number 8), they can promote alternatives through politics.

8. EDUCATION REDUCES SUPPORT OF TERRORISM & MILITANCY

According to a University of Maryland School of Public Policy survey, uneducated women are more likely to support militancy and terrorism, and educated women are less likely than their educated male peers to support this way of life. And if a woman doesn't support it, perhaps she can talk her husband into not supporting it, and then her kids, other family members, and other members of her community.

9. EDUCATION BUILDS EMPATHY & TOLERANCE

The Human Rights conventions declare: "Education must prepare a child for responsible life and effective participation in a free society in a spirit of understanding, peace, tolerance, equality of sexes and friendships among all peoples, ethnic, national and religious groups and persons of indigenous origin." Therefore with quality education, a child can learn the quality of empathy and understanding towards those who are different from them. And they may be more accepting of others and less likely to solve problems with violence.

10. EDUCATION CULTIVATES RESPECT

In the classroom, students learn to respect their teachers and their peers. They are taught to let others speak and express opinions, not to interrupt, how to deal with stress, and how to conduct themselves within a group setting. Perhaps this learned respect for other humans can be practiced on a global scale, where there's a respect for each and every life, not just those who share the same religious beliefs and backgrounds.

The Young People's Chorus of New York City sings a song with the words, "Let there be peace on earth, and let it begin with me." Through quality education for all, around the world, by promoting education for peace, young people can be the voice of change and peace.

From CAI, we wish you peace and joy this holiday season.

ROLE OF THE TEACHERS IN PROMOTING PEACE EDUCATION

Teacher plays an important role in the society and the society trusts on teachers. Teacher gives the direction to children and society for better future. The all-round development of the children depends on the teachers. For the effective teaching of peace education, the following strategies can be adopted by the teachers ;

- Teachers should voluntarily admit the challenges of peace Education.
- Teachers should sow the seeds of peace in the minds and souls of children.
- Teachers should work across the ideological boundaries.
- Teacher should promote culture of peace in and out of school where our children and youth would not tend towards violence crime depression and studies.

- Teacher should followed principle of " vasudhaiva kutumbakam" in the school
- Teacher should follow the principle of 'live and let live'
- There should be a model course in the curriculum on international curriculum
- Teacher should provide the democratic education and prepare the students for world citizenship.
- Teacher should teach values of nonviolence, co-operation, fraternity and patience in the school.
- Teacher must know the respect multi cultural, multi religion, multi ethnic background of the children.
- All the religious important festivals should be celebrated in the schools to know each other.
- Gandhian thought of education should be followed in the syllabus
- Awareness should be created on all the religious practices and it's philosophy.

CONCLUSION

The purpose of education is to develop unity ,intergrity,harmony,one-amongness,co-ordination,co-operation,sharing and bearing. Thus the peace in the world is possible if and only if each individual is transformed into a peaceful human being. At present the world has to come out of terrorism, ethnic clashes, civil wars, and world wars. According to Mahatma Gandhi 'The rationale behind achieving peace is in the positive understanding of 'give'and 'take', humanity, forgiveness and nonviolence.

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IMPACT OF TEACHERS COMMUNICATION SKILL ON TEACHING LEARNING PROCESS

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ABSTRACT

Basically the current study sought to assess the teacher's communication skill on teaching regarding the role communication skills in their academic. The empirical data regarding the impact of teacher communication skills on teaching academic success, the data was collected through secondary data. If the teacher has good communication skills then he can easily convey his /her message or deliver the lecture in an understandable manner. Teacher may be very knowledgeable, but his / her knowledge will not serve the purpose unless it is conveyed or transferred in way it is intended to. The effect of teacher's subject knowledge & his /her communication skill is on the student's mind is long lasting. It means teachers' communications skills & his /her knowledge play a very crucial role in educational and behavioral development of a student; it will have permanent imprint in the heart of students. Effective and better communication is considered a strong and essential tool for effectiveness in the teaching learning process. In this context, this paper focuses on the following aspects: impact of teacher's communication skill, the concept of communication skills, importance of communication skill in teaching learning process.

Keywords : Communication skill, teaching, role and impact of teachers

INTRODUCTION

A teacher is a person who imparts knowledge & information among the students & inspires them. Teacher facilitates student's overall development in the school. Various researches show that there are various teachers who have proper and accurate subject knowledge. They are well qualified but they are not able to communicate and transmit knowledge among the students. So that most of our students are unable to understand the subject matter. They feel inactive, passive in the classroom & never try to participate in teaching learning process or never interact with teachers & with their classmates. They always depend on books & rote memory. The success of imparting knowledge depends on teacher communication skills. Pandya and Bora (2017) reported that 40% of the students in India dropout because of disliking for teachers which may be associated with the punishment inflicted by the teachers or the lack of knowledge. The traumatic experiences might have made the child disliking the teachers and studies in general the reason also include the lack of the ability of the teachers to transmit the information across to the learners owing to the poor knowledge and lack of communication skills.

Communication and teaching learning process, both are two-way process. Communication can be defined as sharing of thoughts, ideas, information, message and intelligence etc. Communication is a process which a teacher adopts while sharing his / her views with students. Communication is a dynamic process. Teachers need to clear communication skills for the good understanding of students and for avoiding the problems of students during teaching learning process. Communication has a more significant role in teaching learning processes. A teacher

must be a good communicator and should be aware of the importance of communication skill in teaching. Teacher's communication skills have an important influence on students' academic & nonacademic performance and other achievements. Both teaching & learning depends on teacher's knowledge and their ability to communicate the subject matter. For effective teaching a teacher needs to be highly skilled in communication skills. Teacher with good communication skill always make the things easier, interesting, effective, meaningful and interesting. If he has a good communication skill, he can pass out his word easily or precisely. Effective communication skills are helpful for a teacher to teach in accordance with the ability and capabilities of the students. It is also helpful in developing logical, critical thinking and decision-making power among the students.

OBJECTIVES OF THE STUDY

- To study on improvement of communication skills for teachers.
- To Analysis on ineffectiveness of teacher's communication in classroom.
- To examine the weakness in Communication skill during teaching learning process.
- To list out the impact of teachers' communication skills on teaching.

IMPROVEMENT OF COMMUNICATION SKILLS FOR TEACHERS

Improving communication skills is crucial for teachers to create a positive and productive learning environment for their students. The following points listed below for improvement teachers enhance their communication skills:

1. **Active listening** : Listening actively to students is one of the most critical communication skills that a teacher can possess.
2. **Use clear language** : Teachers should use clear and concise language when speaking to their students. Avoid using jargon or complex language that students may not understand.
3. **Body language** : Body language is an essential part of communication. Teachers should be aware of their body language and use it effectively.
4. **Empathy** : Teachers who show empathy towards their students can build a strong relationship with them. Understanding their students' feelings and perspectives can help teachers communicate more effectively.
5. **Feedback** : Teachers should provide feedback in a way that is clear, specific, and supportive.
6. **Use technology** : Technology can be an effective tool for communication. Teachers can use various digital platforms to communicate with their students.
7. **Practice** : Like any skill, communication skills can be improved through practice.

The ineffectiveness of teacher's communication in classroom would be responsible for-

- Low interaction
- The poor performance of the students
- Unable to understand the things.
- Improve in the rote memory
- Let down the respect of teachers
- Boring classroom teaching learning process
- Lack of Confidence among the students
- Increase in dropout rates
- Low achievement in academics
- Not able to learn & implement communication skills

Effective communications serve both functional and psychological purposes. In functional purpose it satisfies & try to fulfill the aims and objectives of teaching learning in the classroom while in psychological purpose it enhances the interpersonal skills and interaction of each and every student of the classroom. In teaching learning process a teacher should now the amount of knowledge and skills, experiences, attitudes, aptitudes, competences in language etc. that the student possess. Mainly four type of communication is used by the teacher in classroom communication.

1. **Verbal or oral communication** : Verbal communication involves the use of language. It involves face to face interaction between teacher and student. It is most common & effective means of knowledge acquisition. In verbal communication

one of the most important skills is modulation of voice variation. This skill has three main dimensions:

- **Speed** : refers to the rate of vibration of voice cords during speech
 - **Volume** : refers to the degree of loudness of the speech
 - **Intonation** : refers to the rise and falls of voice
2. **Nonverbal communication** : During nonverbal communication a teacher shows her/ his intention through body gestures, eye contacts, facial expressions etc. Nonverbal communication can be used for effective verbal communication.
 3. **Written communication** : This is the formal method of communication. Teacher presents his / her facts, views and figures on the black board while explain things to students.
 4. **Visual communication** : visual communication is the conveyance of ideas and information in forms that can be seen. It involves the use of relevant teaching aids such as pictures, drawings, graphic, charts, electronic images etc.

All the types of communication are extremely important for complete and effective transfer of the knowledge in teaching learning process.

THE EFFECTIVENESS OF CLASS ROOM COMMUNICATION DEPENDS

1. **Listening & understanding of the message** : One of the most important aspects of effective communication is listening & understanding of the message. Effective communication requires active listening & understanding. Active listening means hearing and understanding what a person or students is say to you. Unless a teacher understands clearly what a student is telling him/ her. He/ she can't respond appropriately. It means communication process is failed.
2. **Giving & receiving feedback** : Giving & receiving appropriate feedback is an essential for good communication. Providing constructive feedback increase and build communications. Always listen to feedback and act positively on it.

The weakness found in Communication skill during teaching learning process

- Verbal communication
- Poor command on the subject
- Not establish eye to eye contact
- Difference in language used by the teacher & student
- Providing too many facts without linking them properly
- Use of ambiguous words

- Lack of logical and psychological sequence in during Teaching learning process
- Use of monotonous voice
- Badly expressed message
- Poorly chosen words
- Poor organization of ideas
- Inadequate verbal communication
- Lack of listening and speaking skill.
- Message overloading
- Wrong timing
- Noise in the environment

IMPACT OF TEACHERS' COMMUNICATION SKILLS ON TEACHING

Effective communication skills are crucial for teachers to facilitate learning and create a positive and engaging learning environment for their students. Here are some ways in which teachers' communication skills can impact their teaching:

1. **Building Relationships** : Communication skills are essential for building positive relationships with students. Teachers who can effectively communicate with their students can create a safe and supportive learning environment, which promotes student engagement and motivation.
2. **Motivating Students** : Teachers with strong communication skills can inspire and motivate their students to learn. When teachers can communicate clearly and effectively, they can generate interest and enthusiasm in the subject matter, encouraging students to participate more actively in the learning process.
3. **Clarifying Concepts** : Effective communication skills enable teachers to explain complex concepts in a way that is easy for students to understand. By breaking down difficult topics into simple, understandable language, teachers can help students grasp concepts better and improve their learning outcomes.
4. **Providing Feedback** : Teachers must provide feedback to students to help them improve their understanding and performance. Communication skills are critical for providing constructive feedback that is clear, specific, and supportive, which can help students build confidence and make progress.
5. **Parent-teacher Communication** : Communication skills are essential for establishing effective parent-teacher relationships. Teachers who can communicate well with parents can keep them informed about their child's progress, address their concerns, and work collaboratively to support their child's learning.

COMMUNICATION SKILLS FOR TEACHERS

Fluent Life is language training and communication skills development platform that can help teachers improve their communication skills. Here are some ways Fluent Life can help teachers enhance their communication skills:

1. **Tailored training** : Fluent Life offers personalized communication skills training based on individual needs and goals. Teachers can receive one-on-one coaching sessions and tailored courses that focus on specific areas of communication, such as active listening, public speaking, or body language.
2. **Interactive sessions** : Fluent Life's training is interactive, engaging, and designed to promote active learning. Teachers can participate in role-playing exercises, simulations, and other interactive activities to improve their communication skills.
3. **Innovative methods** : Fluent Life employs innovative methods and technology to enhance communication skills training. Teachers can access online resources, virtual classrooms, and other tools that can help them learn and practice their communication skills at their own pace.
4. **Experienced trainers** : Fluent Life's trainers are experienced communication experts who can provide teachers with valuable feedback, guidance, and support. They can help teachers identify their strengths and weaknesses and provide targeted training to address specific areas of improvement.
5. **Flexibility** : Fluent Life's communication skill training is flexible and adaptable to teachers' busy schedules. They can schedule coaching sessions and courses at a time that suits them, enabling them to balance their work and professional development effectively.

CONCLUSION

To Learn & to teach both have different meaning. Learn means to get or acquire knowledge whereas to teach means to give somebody lessons or instruction so that he / she knows how to do something. In other words, we can say that teaching is comparatively more difficult than self-learning because effective teaching not only depends upon knowledge of the teacher about the subject but also it is related with methods and style of teachers' communication skills & the students' abilities, their interest, attitude, language, capabilities and level (according to the specific age group) of learning etc. Teaching is not only linked with teachers teaching abilities it is also linked with students learning abilities. These abilities could be increased by the teachers. Performance of the teachers in classroom totally depends upon the communication skills. Communication skills of a teacher having significant role in the academic success & behavioral development of the

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CONCEPT AND ROLE OF STATE : ANALYSIS

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ABSTRACT

This paper discusses the Concept and Role of State for National and Human development. A state has a legal system to regulate the activities of society and to reconcile conflicting claims of individuals and groups belonging to it. The state will have to perform its sovereign duties in the future as well - both internally and externally. It exists to make laws and binding regulations, and to ensure they are obeyed.

A humane society is only possible when state protect the Human Rights of citizens of Nation. When the different ideologies exist in the state then entire system will be spoil because the state is an ethical idea which stands for the best possible human life. Accordingly the government must be based on this ethical idea and should works for the up liftmen of the society. In its positive functions, a state promotes welfare and justice for its citizens.

Key Words : National, Development, Society, Rights, State, Government and Justice

INTRODUCTION

As a community of persons, permanently occupying a definite territory, legally independent of external control, and possessing a organized government which create & administrates law over all persons and groups within its jurisdiction is 'State'. A state defends the integrity of its territory from foreign invasion, keeps order, and maintains the security of its citizens. State with its four fundamental principles population, territory, government and sovereignty becomes larger and supreme social institutions and by exercising power it demonstrates laws, norms to maintain the social order. There are various theories about the origin and nature of the state among which Social Contract theories are important one. But the philosophical treatment towards the state manifolds different aspects as philosophy being a rational inquiry towards the world and human life, the political life of human being is also a matter of investigations and it is this philosophical investigation that shows that 'wherever men have lived there has always been a 'state'. That is to say, there has been some association or corporation, larger than the family. Here we find the oldest types of associated life - the 'City - State' of ancient Greece and the 'Nation - State' of the modern world. 'City - State':- Oldest type of associated life in ancient Greece. 'Nation - State':- Greek State, adopted and modified by the Modern world.

OBJECTIVES

1. To study the origin and importance to concept of state
2. To understand the Role of state for development (In all dimensions)

RESEARCH METHODOLOGY

This paper is Empirical study; the secondary information is used for the analysis of the topic. The secondary data were collected from the various sources like Journals, Books, News Papers, Articles, etc.

Gandhi's concept of state is regarded as a new notion. He described in his own attitude to develop the political thought. Liberalism, idealism, individualism and philosophical anarchism- all are included in his thought.

A close examination of history indicates that only a coercive theory can account for the rise of the state. Force, and not enlightened self-interest, is the mechanism by which political evolution has led, step by step, from autonomous villages to the state. State has been in the key concept in the period of grand thinkers like Plato, Aristotle to looked into the origin and evolution of state at same thing In ancient time in Indian thinkers like Bhisma, Narada, Kautilya have looked the state concept .on the basis of these thinkers lightning four important theories the origin of state namely -

1. Evolution theory This is the oldest in India and has been mentioned in the Atharva Veda According to this theory the state is the result of evolutionary progress and it didn't originate at a fixed time. The tenth hymn of the eighth chapter of the Atharva Veda gives a picture of the evolutionary origin of the state on the basis of Atharva Veda Several Stages of the evaluation of the state can be traced.

2. Force Theory of origin of the state is another fallacious theory, but historically important, which is offered as an explanation of the State's origin and meaning.

There is an old saying that war begets the king, and true to this maxim, the theory of Force emphasizes the origin of the State in the subordination of the weak to the strong. The theory advocates argue that man, apart from being a social animal, is bellicose by nature. There is also a lust for power in him. Both these desires prompt him to exhibit his strength, and in the early stages of the development of humanity, a person physically stronger than the rest captured and enslaved the weak. He collected in this way a band of followers, fought with others, and subjugated the weak.

3. Divine Theory : this is the oldest theory among the origin of the state. It stated about the right of kings. The formal statement of this theory is that the state has been established by and ordinated of God; its rulers divinely appointed; they are accountable to no authority but God, as described in Bible. The combination of earlier rulers where of priest and king or the magic man and king

4. Social contract theory nearly as old as philosophy itself, is the view that persons' moral and political obligations are dependent upon a contract or agreement among them to form the society in which they live more recently, philosophers from different perspectives have offered new criticisms of social contract theory. In particular, feminists and race-conscious philosophers have argued that social contract theory is at least an incomplete picture of our moral and political lives, and may in fact camouflage some of the ways in which the contract is itself parasitical upon the subjugations of classes of persons.

FOUR IMPORTANT ELEMENTS OF STATE

As noted State have four constituent elements

Population : We cannot imagine a State without population. Aristotle was talking of optimum population small enough to be well governed and big enough to be self sufficient. But there is no denying the fact that without population, there is no State.

Territory : Like without population, we cannot think of a State without territory. A State can exercise its authority over well defined territory.

Government : government is that agency which steers the ship of the State. Without government, state will be directionless. Here the form of government does not matter.

Sovereignty it has two aspects (i) internal and (ii) external. In internal sovereignty, the state has ultimate, unlimited power within its territory. It enjoys final control over all people, associations and other things. Under

external sovereignty, it means a state is free from external control. It can enter into international treaties.

FUNCTIONS OF THE STATE

PRIMARY FUNCTIONS The concrete activities which fall under the primary functions of the State may be summarized as follows. All natural rights must receive adequate protection. The State is obliged to safeguard the individual's rights to life, liberty, property, livelihood, good name and spiritual and moral security.

SECONDARY FUNCTIONS these can be conveniently described by following the order outlined in the paragraph which enumerated the so-called optional functions. In general, the secondary functions cover all activities that cannot be adequately carried on by private effort, whether individual.

FINDINGS

1. State is the Basic and Important unit.
2. Stateless society concept not workout in Diversity Nations.
3. State involved in strengthens of human beings in social, economic, moral and spiritual fields.

CONCLUSION

Though, different definitions have been given regarding state but there is no universally accepted definition of State. Different scholars have given different ideas regarding state. Therefore, the definitions and nature of state have been changing in response to the need of the time. At present, there is a welfare state that has to work for the welfare of the people residing in their territory.

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EXPLORING THE USE OF GAME : BASED LEARNING IN THE CLASSROOM

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ABSTRACT

This case study explores learning through play in the classroom. This study examines the effectiveness of educational games in increasing student participation, motivation and academic achievement. In this study, the problems and difficulties of learning through play in the classroom will also be examined. Information will be collected from a test of instructors and students in chosen schools employing a blended strategy survey with quantitative and subjective information. The results of this research will enable us to better understand games to improve learning in the classroom through learning. Gamified learning is a teaching method that uses games, simulations, and other interactive activities to help students learn. This approach can be fruitful in extending understudy participation, motivation and academic success, especially in STEM instruction. But controls have to be carefully considered a few times. This article explores the employment, benefits, and restrictions of game-based learning within the classroom and highlights contemplations for coordinating them into education procedures.

INTRODUCTION

The utilization of innovation in instruction has expanded in a long time and learning diversions have gotten to be a well-known way to lock in and propel students. Game-based learning may be a student-centred, intelligently classroom approach that employments diversions to upgrade learning and empower support. This ponders points to investigating the adequacy of learning through play within the classroom and investigating the issues and boundaries to the utilization of recreations. Game-based learning is getting to be a progressively well-known instructing strategy, particularly in STEM instruction. This approach can be utilized for recreation, recreation, etc . makes learning meaningful, effective and beneficial through the utilization of intuitive activities. Learning recreations within the classroom can lock in and spur understudies, give a secure space for trial and mistake, and give criticism to instructors. But it also has confinement that ought to be carefully considered before use. In this article, we investigate the utilization, benefits, and impediments of game-assisted learning within the classroom, as well as the choice to consolidate them into educational techniques. look at its effect on learning and to find issues and issues for use within the classroom.

MEANING AND DEFINITIONS

Game-based learning could be a learning strategy that includes the utilisation of diversions, reenactments and other intuitive strategies to encourage learning. This approach is based on the thought that students are more locked in and beneficial when they are included in the learning preparation. By utilizing diversions and other

intelligent recreations, teachers can have a more fun and successful learning experience.

OBJECTIVES OF THIS STUDY

1. Learn the benefits and restrictions of learning recreations within the classroom.
2. Talk about components to consider when joining game-based learning into instructional strategies.
3. To assess the viability of instructive recreations in supporting student interest, inspiration and learning outcomes.
4. Educate instructors and coaches on how to utilize game-based learning within the classroom.
5. Look at the viability of game-based learning in expanding understudy engagement, inspiration, and scholastic achievement.
6. Investigate the obstructions and challenges to learning to play within the classroom.
7. Recognize best hones for joining play learning into classroom instruction.

GAME-BASED LEARNING CONCEPT

Game-based learning could be an educational strategy that uses games to persuade students. It coordinates recreations within the classroom to form an intuitive and compelling learning environment for students. This sort of learning incorporates learning recreations planned to instruct particular concepts and abilities. These recreations can be digital or non-digital recreations, such as board diversions or card diversions, and are particularly planned to assist students to procure and hold modern information.

Play learning is based on the hypothesis that students learn best when they are included in the learning process. Games allow students to apply what they have learned in a fun and locks in a way. They also give prompt input and support to assist understudies hold data better.

The thought of learning to play is based on the thought that learning ought to be fun. It gives a way for understudies to lock in with troublesome themes in a fun and engaging way. Game-based learning can be utilized to teach an assortment of subjects, from math and science to history and social sciences.

DEFINITIONS

Here are a few definitions of game-based learning by specialists within the field :

1. "Play-based learning may be a way of making the learning process more successful and stimulating. - Solving, Critical Considering, and Collaboration." - Dr. RichardVanEck, Teacher of Directions Plan and Innovation, College of North Dakota. ib
2. "Play-based learning could be an instructing strategy that centres on making positive and significant encounters for understudies. It could be a way of making learning fun and challenging, whereas allowing students to create critical aptitudes and information. " -Dr Kurt Squire, Teacher of Instructive Brain Research and Instructive Innovation, College of California, Irvine.
- 3 "Game-based learning may be a concept that employments amusement models and devices to progress learning results. This learning approach has the potential to lock in individuals, empower them to memorize, and give them valuable and valuable data. " - Dr. Eric Klopfer, Teacher of Instruction and Chief of the Scherer Educator Instruction Program at MIT.
- 4 "Learning by playing could be a shape of learning that employment diversion plan to make a positive and locks in a learning experience.

This strategy is especially valuable for instructing complex or unique thoughts and creating aptitudes such as consideration, issue tackling and collaboration. - Dr Jan Plass, professor of Instructive Communication and Innovation, Modern York University. Similarly, Barata et al. (2016) found that game-based learning made students more persuaded, locked in, and curious about learning.

STEPS IN " EXPLORING AMUSEMENT AS CLASSROOM LEARNING "

When arranging to investigate diversions within the classroom, instructors ought to consider the following steps:

1. Characterize Learning Goals : Distinguish the learning targets on which the diversion is based. purchase a put to live. Make any doubt these objectives are adjusted with the educational modules and students' learning needs.

2. Investigate and Play Alternatives : Investigate an assortment of instructive recreations and resources related to the subject and learning objectives. Choose age-appropriate exercises, curiously, and have a great learning basis.

3. Make an Arrange : Make a point-by-point arrangement that incorporates exercises and chosen exercises. Incorporate clear information, time assignments, and suitable data or assets. Consider how recreations can be coordinated into the more extensive educational modules and bolster learning objectives.

4. Organize the classroom environment : Organize the classroom in a way that encourages learning through play. This may incorporate organizing seats, introducing innovation, or setting up a play area. Make beyond any doubt all vital archives and assets available.

5. Set Rules and Desires : Communicate with students the rules and desires of game-based learning, counting behaviour, collaboration, and administration techniques.

6. Utilize the Educating Arrange : Utilize learning recreations as an instructing strategy. Give bolster and direction to understudies as required and screen their advance and interest throughout the program.

7. Assess and Evaluate : Evaluate understudy execution amid and after play within consideration. Utilize standardized and relevant evaluation strategies to survey understudy understanding, expertise improvement, and accomplishment of learning goals.

8. Considering and changing : Reflect on the adequacy of learning diversions and common lesson plans. Recognize areas for improvement and change them for future direction.

9. Share & Collaborate : Meet and share best practices with fellow instructors, supervisors and guardians. Collaborate with peers to create and extend learning experiences in the classroom. Educators can organize and use educational classroom entertainment to host important and important learning meetings for undergraduate students by following these steps.

TYPES OF GAMES USED FOR LEARNING

Various types of games can be used for learning purposes, including:

I. INSTRUCTIVE GAMES

These are diversions particularly outlined for instructive purposes, such as math or science diversions that offer assistance to students and strengthen scholastic concepts.

Here are a few cases of instructive recreations with enlightening within the classroom:

1. Scrabble : Scrabble could be a classic board amusement that moves forward lexicon and spelling. To play, each player draws seven letter tiles and takes turns shaping words on the board utilizing their tiles. The words must be associated with existing words on the board. Focuses are earned for each letter utilized and reward squares on the board can increase the score.

2. Math Dice : Math Dice could be a fast-paced math diversion that progresses mental math abilities. To play, players roll two dice and utilize the numbers to form math conditions. For case, on the off chance that the dice appear a 4 and a 6, a player might make the condition $4 \times 6 = 24$. Focuses are earned for each adjusted equation.

3. Jeopardy : Jeopardy could be a game that surveys any subject matter. To play, students are isolated into groups and given categories with different point values. The groups select a category and a point value, and after that, reply to the compared address. If they reply accurately, they win focus. The group with the foremost focus after the diversion wins.

4. Time line : Timelines may be a historical diversion that makes a difference. Students learn and keep in mind key dates and occasions. To play, players are given a set of cards with verifiable occasions on them. The primary player places a card on the table and, after that, the other players must put their cards in chronological arrangement based on the occasion. The primary player who disposes of all his cards wins.

5. Banana grams : Banana grams could be a fun and fast-paced word game that can move forward in spelling and lexicon. To play, each player draws a set of letter tiles and races to make a lattice of associated words utilizing all of their tiles. The primary player utilizes all their tiles and yells "Bananas!" and wins. It's basic to tailor the diversions to the suitable age and aptitude level of the students to guarantee they are locked in and educational.

II. RECREATION GAMES

These simulations permit students to reenact real-world scenarios, such as running a trade or overseeing a city and can offer assistance to them create problem-solving and critical consideration skills. Simulation diversions are a compelling way to supply understudies with experiential learning openings. Here are a few illustrations of Simulation games and their rules:

1. Sim City : SimCity could be a city-building recreation amusement where players get to be city chairmen. The objective is to construct and oversee a city, counting its framework, economy, and assets. Players ought to adjust their budgets, react to emergencies, and make choices that affect the city's development and prosperity.

Rules : Players begin with a certain sum of cash and a little city. They ought to construct and oversee frameworks, such as streets, schools, healing centres, and open utilities. They must oversee the city's budget, counting charges and costs. The amusement process has distinctive stages of advancement and players confront challenges and openings as they develop their city.

2. Flight simulator X : Flight Test system X may be a flight reenactment amusement where players play a commercial pilot. The diversion highlights a practical material science motor and a variety of aircraft to select from. Players have to explore distinctive climate conditions, oversee fuel consumption, and take after discussing activity control instructions.

Rules : Players begin by choosing their flying machine and aeroplane terminal. They ought to explore diverse climate conditions, such as wind, rain, and fog. They must, moreover, oversee fuel utilization and take after discussing activity control information to guarantee security and success.

3. Railroad Tycoon 3 : Railroad Tycoon could be a recreation amusement where players play a railroad tycoon. The amusement highlights an assortment of trains and railcars, as well as diverse territories and scenes. Players got to construct and oversee their railroad realm, counting laying tracks, setting up stations, and overseeing products and traveller transportation.

Rules : Players begin with a certain sum of cash and a little railroad. They got to construct and oversee their railroad domain, counting laying tracks, setting up stations, and managing goods and traveller transportation. They must, moreover, compete with other railroad companies and adjust to diverse territories and landscapes.

4. Specialist Test system : Specialist Test system could be a therapeutic reenactment amusement where players play specialists. The show highlights an assortment of surgical strategies, such as heart transplants and brain surgeries. Players got to perform surgeries with exactness while overseeing crucial signs and dodging complications.

Rules : Players begin by choosing their surgical strategy and being persistent. They have to utilize an assortment of surgical apparatuses and strategies to perform surgery whereas overseeing the patient's imperative signs and dodging complications. The diversion highlights a time restraint and a scoring framework based on the precision and speed of surgery. Simulation diversions give understudies locks in immersive learning encounters. By mimicking real-world circumstances, these diversions offer assistance to understudies to create basic consideration aptitudes, problem-solving abilities, and decision-making skills.

III. ROLE-PLAYING GAMES

These diversions include understudies taking on distinctive parts and collaborating to fathom issues or total tasks. Role-playing games are a fun and intuitive way for students to memorize different concepts and create communication and problem-solving aptitudes. Here are a few illustrations of simple and curious role-playing recreations within the classroom:

1. Hotel role-playing amusement : In this amusement, understudies take on the parts of clients and servers. The clients arrange nourishment from the menu, and the servers take the orders and provide the nourishment to the table. This amusement instructs students in eatery behaviour, communication, and teamwork

2. Restorative role-playing amusement : Understudies act as specialists, medical caretakers, and patients. Specialists and medical attendants analyze and treat patients, whereas patients portray their side effects and ask questions. This amusement instructs students in almost restorative wording, sympathy, and basic thinking. This game teaches students about medical terminology, empathy, and critical thinking.

3. Verifiable figure role-playing amusement : In this diversion, understudies investigate and depict chronicled figures from distinctive times. They dress up in period outfits and talk about their lives and accomplishments. This amusement educates students about history, open talking, and inquiring about skills.

4. News anchor role-playing diversion : In this diversion, understudies act as news stays and report on current occasions. They examined scripts, conducted interviews, and displayed breaking news stories. This diversion instructs students in news coverage, open talking, and investigating skills

5. Superhero role-playing amusement : In this amusement, understudies make their superhero characters and act out scenarios. They utilize their superpowers to fathom issues and spare the day. This amusement instructs students about imagination, creative ability, and teamwork.

Rules and enlightening for each of these games can be customized to suit the particular needs of the classroom and the teacher's learning objectives.

IV. PUZZLE GAMES

These recreations challenge students to illuminate confuses and issues, which create basic consideration and problem-solving skills.

Here are a few cases of simple and curiously confusing recreations that can be utilized for game-based learning within the classroom, besides rules and enlightening for school understudies in India:

1. Sudoku : Sudoku may be a well-known people's amusement that makes a difference. Understudies create consistent and expository aptitudes. The amusement includes filling a 9x9 network with numbers so that each push, column, and 3x3 sub-grid contains all the numbers from 1 to 9. The game is won when the complete network is filled with numbers that meet this condition.

INSTRUCTION FOR PUZZLE

1. Begin by filling out the number columns on the grid.
2. Explore columns, columns, and sub-grids' lost numbers, and fill them in.
3. Utilize rationale and trial-and-error to figure out which numbers ought to go in each purge cell.
4. Make beyond any doubt that each push, column, and sub-grid contains all the numbers from 1 to 9.

2. Crossword puzzles : Crossword perplexing is a great way to make strides in lexicon and spelling abilities. The amusement includes filling in a framework with words that fit the given clues.

INSTRUCTIONS FOR CROSSWORD PUZZLES

1. I examined the clues carefully and attempted to think of words that fit them.
2. Begin by filling out the words you know.

3. Explore words that meet with the ones you've got as of now, and attempt to figure out what they might be.
4. Utilize the method of end to limit the conceivable words for each clue.
5. Double-check your spelling and make beyond any doubt each word fits within the grid.

3. Jigsaw perplexed : Jigsaw confuses can progress spatial thinking and problem-solving aptitudes. The game includes fitting together astounding pieces to make a total picture.

INSTRUCTIONS FOR PLAYING JIGSAW PUZZLES

1. Begin by sorting the pieces by colour or pattern.
2. Hunt for pieces with straight edges, as these are likely to be edges. pieces.
3. Attempt to recognize the different parts of the mess (e.g. sky, trees, buildings) and work on them separately.
4. Explore pieces with particular shapes or colours, as these are simpler to fit with. Keep testing with diverse combinations until you find a bit that works.

4. Word search puzzles : Word look confuses can make strides in spelling and visual recognition abilities. The diversion includes finding words covered up in a framework of letters.

INSTRUCTIONS FOR WORD PUZZLES

1. Perused the list of words you must find.
2. Search for the primary letter of each word within the grid.
3. Proceed to rummage around for the remaining letters within the word.
4. The words can be even, vertical, or diagonal.
5. Once you have not found a word, circle it on the grid and move on to another word.

These are a couple of examples of confusing diversions that can be utilized for game-based learning within the classroom. They are simple to memorize, fun to play and can offer assistance to understudies to create a wide run of skills. These recreations include investigation and decision-making and can offer assistance in creating explanatory and decision-making abilities.

V. ADVENTURE GAMES

Here are a few basic and fun enterprise diversions with rules and enlightening for Indian students:

1. NARRATING ENTERPRISE

This diversion includes little bunches making a story together and each player includes two stories.

Rules : Draw a circle with the player. The primary player begins the story with a sentence.

Each player includes a sentence in the story based on the last sentence. The story proceeds until it comes to a normal conclusion or time restraint.

2. NATURE REVELATION

This amusement includes investigating the outside and learning about nature.

Rules : Select a secure open-air area, such as a stop or stop. Part players into groups or let them play alone. Make a list of exercises or issues related to the characteristic environment, such as recognizing plants, watching animals, or collecting clean out. The primary player or group to total each mission wins.

3. MAP AND COMPASS ADVENTURE

This diversion includes exploring a preordained course employing an outline and compass.

Rules : Make a course and stamp checkpoints on the outline. Part players into groups or let them play alone. Give each player or group an outline and stick. The primary player or group to reach all checkpoints and return to the beginning point wins.

4. PHOTO FORAGE CHASE

This diversion includes employing a smartphone or camera to require pictures of a specific question or scene.

Rules : Make a list of objects or occasions that the player ought to take. Part players into groups or let them play alone. Provide the player with a list and let them explore a thing or location.

Begin with, the player or group captures all things or occasions on the outline wins.

5. THE HUMAN HITCH

This game involves unfastening a gathering of players holding hands to make a human knot.

Rules : Have players stand in a circle and reach out to shake hands with two distinctive individuals. Players must at that point work together to unfasten the ties without discharging the other hand.

The amusement is over when the shrewd player loosens the tie or chooses that the hitch cannot be tied. These experience diversions are simple and fun for

understudies in India. They bolster groups, fathom issues, are inventive and explore.

6. ELUDE ROOM

In this amusement, understudies are bolted in a room and must unravel confuses and clues inside the time restraint to escape. This is an awesome way to educate cooperation, issue understanding and basics, considering

Rules : Separate students into bunches of 4-5. Each group is bolted in an isolated room with clues covered up around the room. The group that fathoms all the clues and gets away from the room, to begin with, wins.

7. TREASURE CHASE

In this amusement, understudies must unravel clues to discover covered-up treasures. A fun way to educate outlines perusing, issue factoring and collaboration.

Rules : Cover up clues to the location of resources around the classroom or school. Isolate understudies into bunches of 3-4. The primary group to discover the treasure wins.

8. TIME TRAVEL

In this amusement, students have to travel through diverse time zones and fathom astounds to return to the show time. Typically, an extraordinary way to educate history and think well.

Rules : Isolate understudies into bunches of 3-4. Make distinctive zones around the classroom or school to speak at distinctive times. Each station contains a conundrum or clue that ought to be unraveled in arrange to move on to the following station. The primary group to reach the substantial time wins.

9. PUZZLE GAME

In this amusement, understudies must fathom secrets by meeting suspects and collecting clues. An awesome way to illustrate issues with understanding, basic consideration and determination.

Rules : Select obscure to look at and make a list of suspects and questions. Each group must meet suspects and accumulate clues to fathom the secret. The primary group to unravel the enigma wins.

VI. MULTIPLAYER GAMES

These recreations offer assistance to make strides in cooperation and communication by permitting students to collaborate and work towards a common goal. It is worth noticing that all recreations can be utilized for learning.

As long as it is carefully outlined and planned to back particular learning objectives.

High School has numerous competitive diversions with rules and instructions.

HERE ARE A FEW EXAMPLES

1. Dodgeball : This classic amusement includes two groups tossing balls at each other whereas dodging collisions. The objective is to dispense with all rivals. The amusement can be played inside or outside and has numerous runs-the show changes.

2. Capture the Hail : In this amusement, two groups attempt to capture the hail whereas guarding themselves. The amusement can be played inside or outside and has different rules.

3. Extreme Frisbee : This diversion may be a competition between football and soccer played with a frisbee. The objective is to score, focused on catching the puck on the contradicting team's conclusion. The amusement can be played inside or outside and has numerous runs-the show changes.

4. Four Squares : In this amusement, four players return to a square that keeps it absent from other players. The objective is to be the final player.

The amusement can be played inside or outside and has numerous runs-the show changes.

5. Red Rover : In this diversion, two groups work together as the other adversary tries to cross the line. The objective is to take off positions and connect other positions. The diversion can be played outside and has numerous run-the-show variations.

When playing any of these diversions, clear rules and rules must be used to guarantee security and reasonableness. A grown-up must also comply and comply with the school's physical action arrangement or rules.

GAME-BASED LEARNING ACTIVITIES

Some illustrations of game-based learning exercises in Indian schools:

1. Kahoot ! : Kahoot ! It could be a diversion that bolsters information and tries to get it. Instructors can ask questions on any point and students can connect utilizing their smartphones or tablets. The diversion empowers and rewards students to memorize and hold knowledge.

2. Wonder : Wonder is an RPG fashion math diversion that combines math with fun gameplay. Students unravel math issues to create their characters and investigate the

mysterious world. The amusement adjusts to the aptitude levels of all students, making it valuable for diverse instructing methods.

3. Minecraft : Minecraft may be a sandbox fashion amusement that instructs numerous subjects, counting history and math. Instructors can create custom maps and challenges that require understudies to unravel issues and utilize basic skills.

4. Risk : The risk could be a classic amusement that can be adjusted to any subject

5. Scratch : Scratch could be a programming dialect and amusement improvement stage that instructs coding skills. Students can create their own diversions and intelligent stories that will help them develop their consideration and problem-solving skills.

6. Word Rearrange : In this diversion, students are given a disordered word or expression and ought to put the letters back together to create the right word. The diversion can be made more troublesome by extending or utilizing words.

7. Hangman : Executioner could be a classic diversion where one understudy considers a word and the other understudy should figure it out from the educator. For each of the base figures, the killer is shot. This diversion can be adapted to any dialect and make strides in spelling and vocabulary.

8. Boggle : In Boggle, the player looks for words in a column of content. Words ought to be shaped by combining ligatures on a level plane, vertically or corner to corner. This diversion creates lexicon and composing skills.

9. Word Bingo : Students got bingo cards containing non-number words. The instructor says the words haphazardly and the students sign the card. This game strengthens lexicon and spelling.

ROLE OF TEACHER IN "EXPLORING THE USE OF GAME-BASED LEARNING IN THE CLASSROOM"

The Part of the Instructor in Exploring the Utilize of Play-Based Learning within the Classroom Within the Setting of Chapter. In "Exploring the Utilize of Play-Based Learning within the Classroom", the instructor is mindful of the victory and integration of play. - Instruction-based instruction. Here are a few critical parts of instructors in this situation.

1. Curators : Instructors select suitable recreations and exercises that adjust with educational programs and

learning targets. They ought to make no doubt that the diversions chosen are curious, age-appropriate, and important to the theme.

2. Counselor : The educator as a scholastic educates the child on how to play and gives bolsters and platform when required. It makes a difference for understudies to get the rules, objectives and techniques of the diversion and empowers cooperation and issue-solving.

3. Supervisor : Instructors watch and assess students' advances in learning diversions. They track understudy engagement, engagement and execution and give input to assist understudies move forward in their understanding and skills.

4. Integrator : Instructors offer assistance to understudies to make associations between diversions and subjects by connecting game-based learning with broader knowledge. They encourage dialogue and reflection on the learning results of recreations and their real-world applications.

5. Motivator : Instructors create a positive and steady learning environment that empowers students to take risks, learn from botches, and be understanding in the face of challenges. They celebrate and offer assistance to understudies who get the esteem of playing in their education.

6. Innovators : Instructors remain up to date with the latest in instructive recreations and learning innovation. They look for unused diversions, devices and concepts to progress in education and increase understudy success.

7. Collaborator : Instructors collaborate with other instructors, chairmen, and guardians to spread the benefits of play learning and share best hone. They can collaborate with diversion engineers and analysts to contribute to the ceaseless improvement and assessment of diversion learning resources.

By satisfying these parts, instructors can co-ordinate recreations as classroom learning and make an important and important learning involvement for students.

THE ROLE OF PARENTS IN "EXPLORING GAME-BASED LEARNING IN THE CLASSROOM"

Their cooperation and back can impact the game-based learning handle. Here are a few ways guardians can help:

1. Support : Guardians can energize their children to lock in play as an instructive action and appear intrigued by learning. This sort of positive bolster can offer assistance

to children to remain persuaded and take part in learning.

2. Work with instructors : Guardians can work with instructors to achieve the objectives and goals of learning to play. Through updates, guardians can way better back their child's learning and give direction when needed.

3. Provide assets : Guardians can offer assistance and give fundamental assets for learning through play, such as innovation, recreation, and other materials. This guarantees that children have the instruments they need to be effective within the learning environment.

4. Observing advance : Guardians can screen their child's advance in learning diversions, making a difference them distinguish zones that need more bolster or direction. This cooperation can offer assistance to guarantee that children get the foremost out of learning through play.

5. Advance learning in domestic : Guardians can take an interest in learning games and play diversions with their children at home to advance the thought of learning through play. This may offer assistance in progressing learning and make learning more important to children.

6. Promotion : Guardians can advocate for their children's learning to play at school, raise mindfulness of its benefits, and bolster its appropriation within the classroom.

By partaking in their children's play-based learning, guardians can build a strong, locked learning environment that bolsters scholastic success.

BENEFITS TO STUDENTS

Classroom exercises can offer assistance to students in numerous ways. Here are a few advantages:

1. More Interaction : Recreations are more locked in than conventional lessons and hold students' attention better. This increment in cooperation can lead to better maintenance of data and a more profound understanding of the subject.

2. Dynamic Learning : Learning through play energizes students to create choices, fathom issues, and associated with the educational programs. Dynamic learning has appeared to make strides in understanding and maintenance of information.

3. Create basic consideration aptitudes : Numerous instructive recreations that incorporate issue understanding, thoughts and choices that can offer assistance to students create basic consideration abilities that are imperative for victory in all ranges of life.

4. Collaboration and Collaboration : Competitiveness and group sports empower collaboration and cooperation among students, educate them on critical individual abilities, and cultivate a sense of community vitality within the classroom.

5. Versatile and Personalized Learning : Game-based learning adjusts to diverse learning styles and capacities, permitting students to advance at their claim pace and get personalized instruction. This will offer assistance, challenge and bolster all students in their learning.

6. Motivation and rewards : Recreations frequently incorporate competition, objective setting, and rewards to empower students to drive forward and accomplish learning goals.

7. Real-World Application : Numerous instructive recreations mimic real-world circumstances, making a difference in students seeing the effect of their learning and applying their information to the genuine situation.

8. Secure Learning Environment : Game-based learning gives a secure environment for students to try, make botches and learn from encounters without fear of negative consequences.

9. Make strides in computerized proficiency : As innovation has ended up being a basic portion of our everyday lives, learning diversions can offer assistance to students to create computerized educational abilities such as exploring online stages, utilizing mixed media instruments, and understanding the moral aspects of technology.

Learning recreations within the classroom can progress understudy learning by making learning important, intelligently and pertinent to their lives. This approach gives superior learning results and superior planning for future challenges.

CONCLUSION

This consideration gives prove of the viability of game-based learning on understudy engagement, inspiration and learning. The discoveries appeared that game-based learning could be an incredible way to lock in and spur students within the classroom. In expansion, the thinking about highlights the significance of educator instruction and bolsters the thought that cooperation in classroom exercises can move forward learning. In any case, this consideration moreover outlines the issues and obstructions to using diversion instruction within the classroom, such

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DOMESTIC VOILENCE : CAUSES AND PREVENTIVE MEASURES

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ABSTRACT

In Domestic violence is a pervasive social issue that continues to afflict societies worldwide, including India. This abstract explores the causes of domestic violence in India and the preventive measures that can be undertaken to address this pressing concern. The causes of domestic violence in India are deeply rooted in patriarchal norms, gender inequality, and cultural practices like the dowry system. Moreover, socioeconomic factors, substance abuse, and the intergenerational transmission of violence contribute to the perpetuation of abusive behaviours.

INTRODUCTION

Domestic violence is currently defined in India by the Protection of Women from Domestic Violence Act of 2005. According to Section 3 of the Act, "any act, omission or commission or conduct of the respondent shall constitute domestic violence in case it:

1. harms or injures or endangers the health, safety, life, limb or well-being, whether mental or physical, of the aggrieved person or tends to do so and includes causing physical abuse, sexual abuse, verbal and emotional abuse and economic abuse; or
2. harasses, harms, injures or endangers the aggrieved person with a view to coerce her or any other person related to her to meet any unlawful demand for any dowry or other property or valuable security; or
3. has the effect of threatening the aggrieved person or any person related to her by any conduct mentioned in clause (a) or clause (b); or
4. Otherwise injures or causes harm, whether physical or mental, to the aggrieved person."

REVIEWS ON DOMESTIC VIOLENCE IN INDIA

Efforts are being made to combat domestic violence in India through legislative measures, awareness campaigns, and support structures. However, to create a safer and more equitable society, continued efforts are required to challenge deep-seated gender norms and empower individuals to break free from the cycle of violence.

"Domestic Violence against Women in India: A Systematic Review of a Decade of Quantitative Studies" (Global Public Health, 2015) this systematic review analyses various quantitative studies conducted over the last decade to assess the prevalence of domestic violence

against women in India. It discusses the factors associated with domestic violence and identifies regional variations in its occurrence.

"Domestic Violence in India: An Overview" (International Journal of Criminal Justice Sciences, 2017) this overview examines the cultural and social factors that contribute to domestic violence in India and discusses the legal provisions aimed at protecting victims. The study also addresses challenges in enforcing the laws and suggests strategies for prevention and intervention.

"Intimate Partner Violence: Domestic Violence against Women in India" (The Lancet, 2018) this review published in The Lancet provides a global perspective on intimate partner violence, with a focus on the prevalence, risk factors, and health consequences in India. It sheds light on the need for a multi-sectoral response to combat domestic violence effectively.

"Domestic Violence in India: A Meta-analysis of Prevalence Estimates" (Trauma, Violence & Abuse, 2019) this meta-analysis consolidates prevalence estimates from various studies on domestic violence in India to derive a more accurate understanding of its scope. The paper also discusses the implications of the findings for policy and intervention.

These research reviews highlight the complexity of domestic violence in India and provide valuable insights into its prevalence, impact, and underlying factors. They also emphasize the importance of continued efforts to address this pressing issue and protect the rights and well-being of individuals affected by domestic violence.

Domestic violence is a serious and complex issue that affects individuals and families worldwide, including India. It refers to any form of physical, emotional, psychological, or economic abuse inflicted by one family member upon another within the context of a domestic

setting. While the root causes of domestic violence are multifaceted and can vary from one situation to another, there are some common factors that contribute to its prevalence in India:

KEY ASPECTS OF DOMESTIC VIOLENCE IN INDIA INCLUDE

1. **Prevalence :** Domestic violence cuts across all demographics, and women are disproportionately affected by this issue. While men can also be victims, women constitute the majority of victims in India. It occurs across urban and rural areas, affecting women of all age groups, social classes, and educational backgrounds.
2. **Root Causes :** Domestic violence in India is deeply rooted in patriarchal norms, gender inequality, and traditional attitudes that perpetuate the belief in male dominance and control over women. Social factors like dowry-related disputes, lack of economic independence of women, and inadequate legal enforcement contribute to its prevalence.
3. **Forms of Abuse :** Domestic violence encompasses various forms of abuse. Physical abuse involves actions like slapping, beating, or other violent acts causing bodily harm. Emotional abuse includes verbal threats, humiliation, and constant belittling. Sexual abuse involves unwanted sexual advances, marital rape, and forced sexual acts. Economic abuse comprises denying financial resources and controlling access to money.
4. **Legal Framework :** In recent years, India has made significant strides in enacting laws to address domestic violence. The Protection of Women from Domestic Violence Act, 2005, provides protection and legal remedies to victims. This law recognizes not only physical violence but also emotional, verbal, and economic abuse.
5. **Challenges :** Despite legal provisions, several challenges persist in combating domestic violence in India. These include underreporting due to fear of societal stigma, lack of awareness about legal protections, inefficient implementation of laws, and inadequate support services for victims.
6. **Impact on Society :** Domestic violence has far-reaching consequences not only for the individuals directly affected but also for society as a whole. It perpetuates a cycle of violence, impacts children who witness abuse, hampers women's

empowerment and participation in society, and undermines overall social development.

7. **Support Systems :** Various NGOs, women's rights organizations, and government initiatives work towards raising awareness about domestic violence, providing support to victims, and advocating for policy changes. Crisis helplines and shelters are set up to offer immediate assistance to those in need.

CAUSES OF DOMESTIC VIOLENCE IN INDIA

Domestic violence in India is a complex issue with multiple interrelated causes. It is essential to recognize that there is no single cause for domestic violence, as it often stems from a combination of individual, cultural, social, and structural factors. Here are some key causes for domestic violence in India:

1. **Patriarchal Norms and Gender Inequality :** One of the primary causes of domestic violence in India is the deeply entrenched patriarchal norms and gender inequality. Traditional attitudes that prioritize male dominance and control over women perpetuate the idea that it is acceptable to use violence to assert power within the family.
2. **Dowry System :** The dowry system is a long-standing cultural practice in India where the bride's family is expected to give substantial gifts or money to the groom's family during marriage. Dowry-related disputes often lead to violence against brides if the demands are not met, and this contributes to the prevalence of domestic violence.
3. **Lack of Women's Empowerment :** Limited access to education, economic opportunities, and decision-making power for women can make them more vulnerable to domestic violence. Empowered women are more likely to challenge abusive situations and seek support when facing violence.
4. **Intergenerational Transmission of Violence :** Children who witness domestic violence in their homes may be more likely to perpetrate or tolerate violence as adults. Growing up in a violent household can normalize aggressive behaviour and distort the understanding of relationships.
5. **Alcohol and Substance Abuse :** Substance abuse, particularly alcoholism, can exacerbate conflicts and contribute to violent behaviour within families. Under the influence of alcohol or drugs, individuals may lose control and resort to violence as a means of coping with frustration or anger.

6. **Socioeconomic Factors** : Poverty, unemployment, and financial stress can strain familial relationships, leading to increased tension and conflict. Financial insecurity can also limit victims' ability to leave abusive situations, further perpetuating the cycle of violence.
7. **Social Stigma and Silence** : Societal norms that discourage open discussions about domestic violence and treat it as a private matter can prevent victims from seeking help. The fear of social stigma and judgment may discourage reporting of abuse.
8. **Inadequate Legal Enforcement** : Despite legal provisions against domestic violence, enforcement may be weak or inconsistent in some regions. Lack of faith in the justice system and fear of retaliation from perpetrators can discourage victims from seeking legal recourse.
9. **Marital Arrangements** : In some cases, forced marriages, child marriages, or marriages based solely on familial arrangements rather than consent can contribute to an imbalance of power in the relationship, leading to abuse.
10. **Cultural Acceptance of Violence** : Some cultural beliefs and practices may tacitly accept violence as a means of discipline or control within the family, perpetuating the cycle of abuse.

Addressing domestic violence in India requires a multifaceted approach that includes challenging gender norms, promoting women's empowerment, strengthening legal protections, raising awareness, providing support services for victims, and addressing socioeconomic inequalities. It is essential to foster a society that values respect, equality, and non-violence to combat domestic violence effectively.

PREVENTIVE MEASURES OF DOMESTIC VIOLENCE IN INDIA

Preventing domestic violence in India requires a comprehensive and coordinated effort involving individuals, communities, organizations, and the government. Here are some preventive measures that can help address and reduce domestic violence in the country:

1. **Education and Awareness**: Promote educational campaigns and awareness programs at various levels of society to challenge traditional gender norms, raise awareness about the consequences of domestic violence, and educate people about their rights and legal protections.

2. **Empowering Women** : Invest in initiatives that promote women's empowerment, including access to education, skill development, and economic opportunities. Empowered women are better equipped to stand up against abuse and make informed choices for themselves and their families.
3. **Promoting Gender Equality** : Advocate for gender equality in all spheres of life, including equal participation of women in decision-making processes, leadership roles, and economic activities. Creating a more equitable society helps reduce the power imbalance that often underlies domestic violence.
4. **Strengthening Legal Frameworks** : Continue to enforce and strengthen existing laws related to domestic violence, including the Protection of Women from Domestic Violence Act, 2005. Ensure that victims have access to a responsive and efficient justice system that takes their complaints seriously.
5. **Training for Law Enforcement and Judicial Personnel** : Provide training to police officers, lawyers, judges, and other judicial personnel to sensitize them to the unique challenges faced by victims of domestic violence and to handle such cases with empathy and efficiency.
6. **Crisis Helplines and Support Services** : Establish and promote accessible helplines and support services for victims of domestic violence. These services should offer counselling, legal aid, shelter, and rehabilitation assistance.
7. **School-based Programs** : Implement programs in schools to educate children and adolescents about healthy relationships, consent, gender equality, and non-violent conflict resolution. Early intervention can help break the cycle of violence in future generations.
8. **Engaging Men and Boys** : Engage men and boys in discussions about gender roles and violence prevention. Encouraging men to become allies in the fight against domestic violence can contribute to long-term behavioural change.
9. **Workplace Initiatives** : Encourage employers to implement policies that support employees affected by domestic violence, such as flexible work arrangements or leave policies. Workplaces can also raise awareness about available support services.

- 10. Community Support :** Foster a sense of community responsibility in preventing domestic violence. Engage local leaders, community organizations, and religious institutions in promoting non-violence and supporting victims.
- 11. Addressing Alcohol and Substance Abuse:** Implement programs to address alcohol and substance abuse issues and provide support for individuals and families affected by addiction.
- 12. Media and Entertainment Sensitization :** Encourage the media and entertainment industry to portray positive and non-violent relationships, challenging stereotypes that normalize abuse.

CONCLUSION

Combating domestic violence in India requires a collective effort from individuals, communities, organizations, and the government. By addressing the root causes and implementing preventive measures, we can work towards creating a society where every individual is safe, respected, and free from the shadow of domestic violence. Only by fostering a culture of compassion, empathy, and equality can we hope to eradicate this grave social issue and build a brighter and more harmonious future for all.

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as the need for educator preparation, the need for innovation and assets, and resistance from students and guardians. Subsequently, instructors, directors and arrangement producers must consider these restrictions and discover ways to overcome them. This will empower them to advantage of learning recreations in classroom teaching.

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# A STUDY ON THE RELATIONSHIP BETWEEN THE COMPREHENSIVE ANXIETY AND ACADEMIC ACHIEVEMENT AMONG I PRE-UNIVERSITY STUDENTS OF SHIVAMOGGA

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## ABSTRACT

*The present study intended to determine whether any relationship exists between Comprehensive Anxiety and Academic Achievement. The present study is a descriptive study in nature followed by a survey method. This study was conducted on 200 I pre-university students sample chosen by employing a random sampling technique, to collect the data of Sinha and Sinha's Comprehensive Anxiety test tool was used and the Academic Achievement tool was prepared by the investigator. The present study revealed that comprehensive anxiety does not affect academic achievement.*

## 1. INTRODUCTION

During the earlier three ages or so, anxiety has been reckoned deliberately in psychological works. Man is driven by his nature. He has many desires and needs to be fulfilled. Man plans and makes himself work hard to achieve his goals, but it is likely that notwithstanding his best efforts if he is unable to achieve the anticipated success. He occasionally finds himself in a state of complete confusion and bewilderment. All the paths have to seem be gridlocked. This instills dread in an individual; the fear of deteriorating at an explicit task reasons him to become inactive, putting him in a 'state' or 'condition' known as Anxiety.

Sullivan, Anxiety, 1972 Anxiety is defined as "painful uneasiness of mind concerning anticipated illness" in school children (New York Halstead). An anxious person is unaware of the nature of the conflicting conditions that make him uneasy. "Anxiety is a disorder of the personality that rises when the clash between unharmonious or disagreeing inclinations, such as when a person is there between conformity and rebellion, tenacity and temptation, or stand between an ambiguity to love and hate, or troubled by remnants of a gap between what he is and what he pretends. Considering the above definitions, we can say that anxiety is an emotional state that arises in the face of impending danger and manifests itself in anticipation of unfavourable events. Anxiety is defined as a state of painful or worried restlessness led by various forms of mental arousal.

## COMPREHENSIVE ANXIETY

Whoever has the above-said anxiety they are always in stay despair. They do not work suitably. Always they used to think deeply about somewhat they are in fear and vagueness mind with an inferior complex. They are unable to sit or stand rightly in any place, and all the time they do

not listen to others' words properly. For these reasons, they may have a problem comprehending many objects. Hence deficiency of comprehensiveness by anxiety is called 'comprehensive anxiety'. They neglect to listen to the lectures and instructions appropriately, for the reason that they forget all, and they might miss their presence of attention. Individuals may have anxiety to a different extent. The highly anxious person tends to be permanently worried and has weak competence expectancies interpret physiological arousal (increased heart rate blood pleasure respiration and muscle tone) as an indicator of anxiety regarding achievement feed-back as a social evaluation of their personal value and feel more responsible for failure than success. The person with low anxiety will lack attention, careless of the rights and feelings of others, thus students with high anxiety avoid learning situations whereas students with low anxiety will ignore learning situations. Therefore for better learning, it is necessary to have normal anxiety.

## ANXIETY AND EDUCATIONAL PROBLEMS

Anxiety is accompanied by tension and rigidity prevents the students from taking initiative and learning new materials. A teacher who controls the class with threats sets up a situation that makes learning as part of students especially anxious students very difficult. It prevents students from exploring new areas because there they are more likely to be punished and thus fear of failure is increased manifold on the other hand teacher who controls the class through understanding and encouragement creates an atmosphere in which the student feels secure. Every person possesses a drive for growth. If this drive is rewarded by a number of such successes can tolerate few failures. In case he has failed repeatedly the anxiety which is created holds him back.

## THE CONCEPT OF ACADEMIC ACHIEVEMENT

Academic achievement denotes the fact that the

subject is attempting to perform well in order to receive positive reinforcement for his demonstrated competence in the task rather than simply executing tasks without assistance. Academic achievement refers to a student's achievement in school, college, or university, specifically his marks in the examination, which serve as the criterion for the student's performance.

## 2. NEED AND IMPORTANCE OF THE STUDY

Anxiety is a type of disorder that affects the majority of students today. Some people are anxious about their health, their studies, their environment, family members, their college position, friends, love, and affection for their peer groups. They are constantly immersed in their imagination. They are constantly thinking about films, dialogues, some scenes they have seen in films, and other unimportant things. Because of their anxiety. They do not properly concentrate on any work, which affects their academic achievement and failure in life. In the present investigation, the researcher tried to study whether there is any relationship between comprehensive anxiety and academic achievement or not if yes, the researcher will give suggestions by guidance and counselling.

## 3. OBJECTIVES OF THE STUDY

1. To investigate the relationship between academic achievement and overall anxiety in I Pre-University Students.
2. To determine the difference in overall anxiety between boys and girls in I Pre-University Students.
3. To Determine the difference in academic achievement between boys and girls in I Pre-University Students.
4. To investigate the difference in overall anxiety between high and low achievers in I Pre-University students.

## 4. VARIABLES OF THE STUDY

Variables of the study are

**Independent Variable :** Comprehensive Anxiety

**Dependent Variable :** Academic Achievement,

**Moderate Variable :** Gender

## 5. HYPOTHESES

1. There is no statistically significant relationship between overall anxiety and academic achievement among I Pre-University students.
2. There is no statistically significant difference in the overall anxiety of boys and girls in I Pre-University.
3. There is no statistically significant difference in achievement scores between boys and girls in I Pre-University students.

4. There is no statistically significant difference in overall anxiety between I Pre-University high and low achievers.

## 6. METHODOLOGY

**Design of the Study :** The present study is a descriptive study followed by a survey method.

### SAMPLE

200 students were tried out from government and private pre-University Colleges by employing a random sampling technique.

### TOOLS USED FOR THE STUDY

#### 1. Sinha and Sinha's Comprehensive Anxiety Test:

Sinha and Sinha's comprehensive anxiety test was constructed by A.K.P. Sinha Retired professor of the Head Department of Psychology, Ravishankar University, Raipur (M.P), and L.N.K. Sinha Retired professor of the Head Department of Psychology, Patna University (Bihar). So, it is called Sinha and Sinha's Comprehensive Anxiety Test.

**2. Academic Achievement Tool :** The academic achievement tool was prepared by the investigator. Based on their subjects' total of 80 multiple-choice questions were framed. The tool was validated by experts from the field. The split-half reliability found was 0.70, suitable for the data collection. Ultimately the 65 items were retained as the final tool after the process of Item Analysis.

### STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA

This method of correlation was used to find the coefficient of correlation between independent and dependent variables. 'n' is large so a scatter diagram was used to compute the coefficient of correlation. And t-test was used to find out the difference between the two means.

## 7. DATA ANALYSIS AND INTERPRETATION

### HYPOTHESIS 1

There is no significant relationship between anxiety and academic achievement of Pre-University I students at a 0.05 significance level and 198 degrees of freedom, the 'r' value of this hypothesis is 0.09, which is significantly less than the 'r' theoretical value of 0.195. As a result, it was determined that it was not significant. As a result, the null hypothesis was accepted. According to the findings, They do not properly concentrate on any work, which affects their academic achievement and failure in life.

### HYPOTHESIS 2

There is no significant difference in achievement scores between boys and girls in I Pre-University. For this hypothesis, the obtained t-value of 15.11 is greater than the theoretical t-value of 1.96 at 198 degrees of freedom

at a 0.05 level of significance. Thus, obtained t-value is found significant. Hence the null hypothesis is rejected. The rejection hypothesis made a researcher formulate an alternative hypothesis which is There is a gender difference in achievement scores among I Pre-University Students.

### HYPOTHESIS 3

"There is no substantial difference in the total anxiety of I Pre-University boys and girls". For this hypothesis, the obtained t-value is 0.34 less than the theoretical t-value of 1.96 with the degree of freedom 198 at a 0.05 level of significance. Hence, the t-value obtained is non-significant. Hence, the hypothesis (null) is acknowledged. "There exists a similar difference in the overall anxiety of Pre-University I year Students".

### HYPOTHESIS 4

"There is no important difference in overall anxiety between high and low achievers in Pre-University I year students.". For this hypothesis, the obtained t-value of 0.6 is less than the theoretical t-value 1.96 with the degrees of freedom 198 at 0.05 level of significance. So, the t-value is not significant. Hence hypothesis is accepted.

### 8. Conclusion

The present study reveals that comprehensive anxiety does not affect on academic achievement. Although anxiety affects students' attention, feelings, and personality. So students should overcome anxiety. Even high and low anxiety is also dangerous, so teachers have to conduct personality development classes in extra periods, Meditation, Yoga, and Music Classes, Giving lectures from some eminent scholars, life achievements of great men, telling the good values and future facilities of education, etc.

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students, therefore, it is necessary for a teacher to adopt good & effective communication skills while teaching to the students. So, communication skills need to be focused upon in the pre service and in the in service training programme.

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# A STUDY ON DIGITAL TRANSFORMATION AND IT'S EFFECTS IN EDUCATION SECTOR

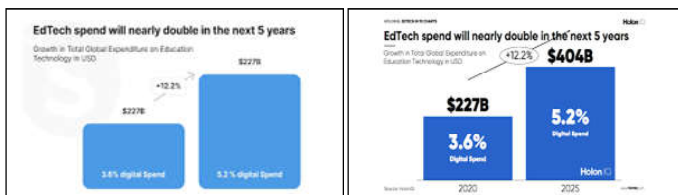
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*"Technology will  
Not replace great  
Teachers but technology  
In the hands of great  
Teachers can be  
Transformational"*

- George Couros



Digital transformation in education plays a vital role in providing high quality education and equal opportunities to learners all over the world. Since the outbreak of the Covid-19 pandemic many students have switched to online education. To make the learning process smooth and seamless for every student, educational institutions and governments develop digital transformation plans and implement necessary changes. Education is one of the world's single largest industries, making up more than 6% of GDP. It is expected that the global spendings will nearly double in the next five years, reaching \$404 billion by 2025. In many ways, this contributes to the impact of digitalization on education. The objective of the study is to understand digital transformation and its impacts in education sector, to highlight the emerging changes in education sector due to digital transformation.



The sudden outbreak of Covid-19 that has affected the world's economies has also stifled the education industry. Around 90% of students, that means approx 1.5 billion students of the world's primary and secondary schools cannot physically attend to school. To help students keep learning, many schools turned to technology to help them bridge the gap. Digital transformation in the education

sector, however, is not limited to post-Covid-19 online learning and education. Some educational institutes and schools have been using technology for past years; the advent of the Corona Virus pandemic has boosted the process of digital transformation in the education sector, leaving administrators, teachers and students to adapt more digital methods to cope with lockdowns. Read on to explore digital transformation challenges facing education sector and current trends in the digital transformation of education.



The creative and innovation of educational institutions is being challenged in these times. The consequences of the Covid-19 pandemic has required educational leaders to be creative in the way they provide and offer their services, causing an acceleration of digital transformation plans in all education institutions around the world. Access and affordability are also central ingredients for students and learners to be able to reap the benefits of these services. Digitalization can be termed as an innovation within the sector of education because it highlights the varied activities that results in the modernization of business model or relating to education sector.

The term digitalisation refers to the conversion of paper mode or kind written data into digital type. The application of digitalization in education sector ends up in learning surroundings within the twenty first century. It shows all concerning the replacement of old school system, new establishment that boosted digital education. Digitalization is bringing about sweeping changes in the education sector. It incorporates development of orientation lecture in digital manner. The impact of digital transformation in education is that it helps to improve the learning experience for both students and teachers, as well as other people involved in the process. Such changes focus on improving engagement and accessibility through

interactive and customizable learning. As a result, online education gets cheaper, more comprehensive and more inclusive.

According to current situation, India has been reached to the highest place in the field of education. Digitalization is advancing into the education system of India and is replacing the conventional classroom practice. Indian education framework has received creative aptitudes in order to arrive at the final destination and making reformist methodology towards problem related phenomenon. To be more exact, the cycle of digitalization in the field of education is quickly developing in India. Science and innovation are being adopted quickly by private schools to fulfil the education needs set forward by the next generation learners. Computerized tools are widely being utilized to upgrade the arrangement of education in rural India.

Digital education is creating new learning chances as learners participate in online, advanced conditions and as personnel change instructive practices using crossover courses, customized guidance, new coordinated effort models and a wide exhibit of inventive, drawing in learning methodologies. Moreover, a 21st century perspective on student achievement expects students to not exclusively be smart purchasers of digital content, yet powerful and shared makers of computerized media, exhibiting skills and imparting thoughts through unique narrating, information perception and substance curation. Some of the opportunities that digital transformation in higher education enables are micro-lessons, interactive videos or tests and even games or artificial intelligence based learning methods. All these options help a student get more involved in the process and interact with respective elements or tasks.

By 2020 it's assessed there will be 1.5 million new digitalized positions over the globe. Today, be that as it may, 90% of associations at present have an IT aptitudes deficiency, while 75% of teachers and students feel there is a gap in their capacity to meet the abilities needs of the IT work force. Exploration by the World Economic Forum assesses that 65% of kids entering elementary school will wind up in occupations that today don't exist. It is basic, accordingly, for the education area to set up the ability required for the digital economy, by adjusting as quick as the expanding interest for IT aptitudes. Digital portrays any framework dependent on broken information or functions. PCs are advanced machines on the grounds that at their most essential level they can recognize only two qualities,

0 and 1, or now and again. All information that a PC measures must be encoded carefully as a progression of zeroes and ones.

Something contrary to advanced is simple. A normal simple gadget is a clock wherein the hands move ceaselessly around the face. Such a clock is equipped for demonstrating each conceivable time. Conversely, a digital clock is fit for speaking to just a limited number of times (each 10th of a second, for instance). As referenced previously, a printed book is simple type of data. The substance of a book should be digitalized to change over it into advanced. Digital transformation for educational institutions is a huge step forward in enhancing the learning process and automating plenty of operations.

## FEATURES OF DIGITAL TRANSFORMATION IN EDUCATION

The digital transformation wave in education requires a holistic approach to ensure that the adoption of digital tools aligns with the goals and needs of educators, learners and administrators. It involves choosing the right technology and incorporating specific features that make these systems more effective and user friendly. Here's a look at these mandatory features across various systems in the education sector.

### ● LEARNING MANAGEMENT SYSTEM(LMS)

An LMS is a digital platform that supports the delivery, management and tracking of learning experiences. It enables the organization and distribution of course content, provides tools for online testing and grading, tracks learner progress and facilitates collaboration among learners and instructors. Additionally, a robust LMS is accessible across various devices, ensuring resources can be accessed anywhere and at any time.

### ● INFORMATION DASHBOARD

It is a visual tool that presents real time data, insights and metrics in an easy-to-understand format. It is customizable and interactive, allowing users to delve into data details per their requirements. The dashboard also features alerts and notifications to keep users updated and incorporates security measures to maintain data privacy.

### ● CURRICULUM MANAGEMENT

This tool aims to help design and organize engaging learning experiences that align with educational standards. They provide features for efficient lesson planning and resource allocation and tools for reporting on curriculum

effectiveness and student learning outcomes. Additionally, these systems foster a collaborative environment for curriculum development among educators.

### ● ONLINE CHATS AND VIDEO CALLS

These communication tools are vital for real-time interaction in the digital learning environment. They offer high quality video and audio capabilities for clear and effective communication. Features such as screen sharing and white boarding facilitate demonstrations and collaborative work. Recordings allow for revisiting lessons and catching up on missed sessions, while security measures ensure privacy and data protection.

### ● EDUCATIONAL INSTITUTION MANAGEMENT SYSTEM

These comprehensive management systems automate administrative tasks, improve resource management and simplify payroll and benefits administration. They provide analytics and reporting tools to guide decision making and improve performance. Moreover, given their handling of sensitive data, these systems incorporate robust data security and privacy measures.

### POSITIVE EFFECTS OF DIGITAL TRANSFORMATION ON EDUCATION SECTOR

*"Sharing is good  
And with digital  
Technology,  
Sharing is easy"*

- Richard Stallman



Digital transformation involves improving the core business process of a company to fulfil customers requirements through leveraging technology and data effectively. Students, teachers, faculty and graduates can be target consumers in the education sector and both students and teachers can benefit from digital transformation. It enables students to utilize mobile learning and provides a wide range of choices for online learning. Digital transformation in the education industry helps provide flexibility to continue teaching and learning from a remote location. Also, it helps to offer a flexible course structure and allows students to learn anytime and anywhere. Moreover, it enhances the overall teacher and

student learning experience. Many areas in education sector are extremely affected by use of digital technology which are as follows ;

- Due to the digitalization, learners (students) access with the internet effectively and rapidly as it encourages them to work better with the scholastic exercises. It shows a sign of having movement of Indian Education System with the globalized situation.
- Digitalization assists with setting up e-library by giving PC lab in the school and universities, as customary libraries are obsolete. It assists with killing obstacles emerging in the method of research exercises.
- Due to development of digitalization it empowers to conferencing when schools in various areas of the state, nation or world, learners can meet their partner without leaving the study hall.
- In the time of digitalization learners will general select through remote courses called as correspondence courses at school and colleges. Learner can get course structure and details through mail. Appreciative to innovation for effectively availability towards the enrolment for different courses at particular level.
- By giving computers in each and every study hall educator empower learners to adapt carefully as grammatical mistakes, corrections in spelling and so forth. It makes exactness in the field of training climate.
- In the event that a school and universities doesn't have the assets to send learners on field trips, they can decide on web classes identified with their course work. Leading on the web courses and online classes, empowering all learners to participate in remarking and taking an interest in surveys can assist them with remaining caution. It is indispensable that learners participate in workshops and the talks include two-way correspondence.
- Virtual Reality and Augmented Reality are now trendy expressions in the information technology space. Their approach in e-learning has hugely affected the effectiveness with which it is offered to learners and the manner in which it surveys their presentation. Virtual Reality permits learners utilizing e-learning stages on cell phones to legitimately cooperate with study material. This keeps their commitment levels high and spurs them.

In present scenario, India is one of the world's top most destinations for education. Where the teaching method is about the smart boards where educators can relocate shapes, acquire online adding machines on the load up, measure with Augmented Reality devices and voice out the content they need to see on the board. It is an ideal opportunity to team up showing technique with innovation and make training and classroom meetings livelier and additionally intriguing.

## OTHER KEY AREAS OF DIGITAL TRANSFORMATION IN EDUCATION INDUSTRY



### I. MANAGING ADMISSIONS

Uploading your enrolment application to universities or schools offline is lengthy and tiring. Submitting them via a unified digital education system will be much more convenient. You pick all the institutions of interest and send the respective documents at once. This is a time - saving option that wouldn't just accept your documents but also process them faster.

### II. MINIMISING RISKS

Whether a child is sick or the classes were cancelled due to harsh weather conditions, online learning can handle it all. Now, to maintain excellent attendance rates and not miss an important lesson, you can simply click on the "join" button of the meeting tool or just read through the material uploaded on the cloud.

### III. IMPROVING LEARNING OUTCOMES

With interactive lessons and implementing high-tech solutions, you can motivate students and as a result, improve their learning skills. The more attention they pay to what's going on, the more relevant information they'll be able to absorb at once.

### IV. EVALUATING PERFORMANCE

The process of digitalization in education offers a lot of benefits for students, such as faster access to tests and grades through online systems. E-learning systems allow to submit papers, do instant plagiarism checks, and track attendance. All these factors form students performance levels that you can easily measure via a digital platform.

## ADVERSE EFFECTS OF DIGITAL TRANSFORMATION ON EDUCATION SECTOR



- With the advancement of mechanization, teachers are not equally trained with its proper implementation. Thus, learners are just using technology instead of gaining knowledge from it. Using applied science to achieve education in the proper way is a good thing but to transform it into an active set of skills is a matter of time.
- Relying completely on computers are creating poor studying habits. Many students keep browsing websites to find the shortest possible way to solve problems in Mathematics instead of solving them in a traditional way which actually helps them to gain in-depth knowledge of the subjects. Spell-checkers prevents them from learning the correct spelling thus resulting infinite spelling mistakes in paper.
- It is the human being who built technology not the technology that created a human. As humans are not error-free, similarly technology too does not come error-free. There are lots of problems like server error and connectivity problems which take oodles of time to troubleshoot it, therefore, hindering the learning process which can sometimes be a matter of frustration both for the learners and the educators. Wastage of time because of unnecessary issues is not at all advisable in schools or any learning institutes where every second is valuable for the learners.
- With the speeding development of technology, the websites owner urges to rank their websites higher in search engines, so they only concentrate on rankings instead of the content that they are posting. Many websites come with wrong information that has been copied and pasted from other sources without checking its authenticity. Thus, the learners are misguided by the wrong informations available on the websites. These things can perhaps become serious obstacles in their development.
- There are arguments that because of all the new technology that there is a loss of communication skills and the ability for people to interact with each

other. Since a fairly large amount of the new technology is made for an independent use there are valid concerns about the loss of interpersonal and cooperation skills that students usually develop within a classroom setting.

- It is not secret that the newest and most up to date technology is very expensive. In order for a school to use technology like this they have to pay for it, which is difficult for most public schools to do because of the sheer cost. This is also difficult for parents because the students become accustomed to some technology that they do not have at home.

### CURRENT TRENDS IN THE DIGITAL TRANSFORMATION OF EDUCATION SECTOR

Before Covid in 2018, around 35.3% of US college students took online education as part of their degree. The sudden Corona virus outbreak in 2020 accelerated online education as the social distancing and lockdowns made online learning the only option. Online learning has been the only way that digital technology and advancement have impacted students and trends. Therefore, digital trends have heavily influenced the education industry. Let's explore the current trends in the digital transformation of education sector.

#### ● UNIVERSAL ACCESSIBILITY

One of the most encouraging digital transformation trends visible in education is improved accessibility. Technological advancement continues to improve access from different geographies. Online learning opportunities allow students to access schools and degree programs that may not be local to them. Students no longer have to be limited by their immediate geographical area.

#### ● ARTIFICIAL INTELLIGENCE (AI)

Artificial intelligence (AI) tools provide an engaging learning experience for students. The usage of text-to-voice technology can guide students with Dyslexia or other reading impairments. Chatbots like FAQs can answer common student questions, which helps students stay focused in their learning process. Moreover, it makes classes interesting as students can dig deeper into the courses of their interests.



#### ● CUSTOMIZATION

Personalized learning approaches have also been an essential component of digital transformation in the education industry. Many educational institutes and schools have understood the value of providing adaptable solutions for students based on their weaknesses and strengths. Customizing courses according to learning needs offers benefits for students and education institutions. When students are allowed to learn at their convenience, it helps them grasp and retain more knowledge. Moreover, personalization empowers them to take steps ahead in their learning process. As a result, students become encouraged to earn their degrees and quality for educational and job opportunities.

#### ● VIRTUAL REALITY

Virtual reality has become an essential aspect among all industry. In the education sector, virtual reality allows students to experience the material they learn before they experience it in real-world applications. For example, medical students need to perform most surgeries and operations; with the help of virtual reality, they can undergo the procedure and learn them practically before practicing in real.

#### ● GAMIFICATION

Gamification is fun; gamified learning approaches allow students to learn the best way and enable them to have fun. Gamification involves game-based elements such as badges, points, certificates, rewards and more. It can be applied to based-school but is also widely utilized in self-teaching apps and courses that make the learning process more engaging.

#### ● INTERNET OF THINGS

The internet of things can bring a lot of change to both online and offline learning processes. Thanks to this, colleges and schools can create smart campuses, automate many repetitive tasks and give everyone access to high-tech tools that facilitate the student's life.

#### ● BLOCK CHAIN

It is quite a convenient option for storing the personal data of the staff and learners. Moreover, using block chain technologies helps maintain security which is the main prerequisite for implementing it. Plus, the technology allows authenticity checks that reduce plagiarism and cheating.

## ● BIG DATA

Big data is a perfect option for managing vast piles of information, its organization and analysis. In education, Big data can help track students performance and find ways of improving the learning experience.

## KEY TECHNOLOGIES THAT ENABLE DIGITAL TRANSFORMATION IN EDUCATION

Many technologies help digital transformations take place in learning and development.



## ● ONLINE CLASSES

Distant learning has become a huge trend and opportunity for many students. Now, you can attend any college or school worldwide and stay in your room. Online meeting tools like Zoom or Google Meet enabled millions of learners to obtain the education they want, even though they don't have sufficient funds or abilities to travel.

## ● SMART CLASSROOMS

Offline learning also gets better thanks to digitalization of education. Smart boards, projectors, access to the internet and computers allow students to quickly get the necessary information and search for extra materials in real-time.

## ● ANALYTICS

Collecting grades, exam results and other data in a unified online system allows teachers to quickly evaluate their performance, track attendance and study plan progress, evaluate papers faster and see what subjects or topics need improvement.

## THE CHALLENGES OF DIGITAL TRANSFORMATION IN EDUCATION SECTOR

Even though the impact of digital transformation on education is mostly positive and the benefit range is quite vast, there are still several challenges are there. Let's have a look about that.



## ● LACK OF UP-TO-DATE SYSTEM

One of the challenges of technology in the education sector is that many educational institutions have no sufficient technology stack to transform the learning system. For example, some schools and universities still don't have computers or Wi-Fi access, and some have outdated E-learning portals. Hence, it's essential to update the technologies and the learning system first to bring any change.

## ● NO DIGITALIZATION STRATEGY

Schools and universities usually don't engage in developing education digitalization strategies too much. They either don't have time or don't know how to incorporate a particular technology. That's why they usually don't have a clear vision of what they need to change or implement. This slows down the process and doesn't bring expected results at first.

## ● SYSTEM BREAKDOWNS

Systems glitches or breakdowns can happen due to hacker attacks or technical problems (e.g., with servers). It may lead to substantial data leaks and losses, which is unacceptable for a reputable institution. The lack of technical expertise and knowledge of cyber security basics are the key factors that can affect the E-learning system.

## ● LACK OF CLEAR STRATEGY

A lack of strategy with adopting new technology can be a challenge. When a large school faces obstacles to completing tasks with the help of the latest technology, it can be challenging to learn and achieve a goal. Making robust strategies can help schools accomplish significant points and focus on achieving their objective.

## ● TECHNOLOGY INFRASTRUCTURE

Digital transformation in the education industry needs new equipment and technology infrastructure for learners, direct instructors and educational institutes. Choosing the platform that provides easy access, course creation, seamless integration is another obstacle educational institutes face. Therefore, digital transformation requires technology infrastructure to develop an engaging learning culture.

## ● MANAGEMENT AND THINKING

To operate such systems, instructors need the management and thinking ability of school administrators to change. They must find a way to analyze what is possible

in virtual space and effectively exploit technology for this purpose. Educational institutes need to grasp knowledge and digital thinking to understand the limits and master technology.

### ● SKILLS IN UTILIZING TECHNOLOGY

Digital transformation cannot succeed unless instructors do not have the skills to utilize the technology. Therefore, instructors should be updated with skills to guide and watch students during learning. Also, they need the support of technical staff and experts in the process to ensure that teaching goes smoothly. At the same time, students also need to be continuously up skilled to keep up with the changing technology.

### ● INEQUALITY IN EDUCATION

The unlimited access to technology without concerning space and time will bring digital equity. But this could also deepen the inequality in access to learning between geographies and students with socio-economic conditions. For example, students located in rural or accessing high-quality education and have limited resources available for study.

The shift from traditional to online learning has changed the way of education. Digital transformation in education industry has helped the learners and teachers to a greater extent. However, there is a need to improve accessibility to all to make the learning content methodologies more engaging and effective. Therefore, digital transformation in the education sector has changed the future way of learning. The LMS industry has played a significant role and contributed majorly in transforming to online education. Paradiso LMS has served millions of users and helped them transform to online learning method swiftly, providing them complete support. The E-learning solutions have an easy-to-use interface and are easy to learn, enhancing its adaptability worldwide. So, grab the benefits of online learning and be ahead of your competitors in adopting digital transformation in education sector.



### CONCLUSION

In the present hyper-connected world, reasonable utilization of innovation and digital technology can improve

education. It is obvious that the advantages are much more. Yet, the way to innovation in the class room is continually going to be the educator learner relationship, since that is the place where education occurs. Technology can be an exceptionally compelling tool, however that is all it is - a device since man has made innovation and innovation has not made man. Innovation is not intended to replace the instructor. Or may be, the thought is to establish an adaptable learning climate that breeds development. It moves the classroom experience from the sage-on-a-stage way to deal with a more shared learning climate. The achievement of such undertakings will eventually rely on how technology is applied to keep learners locked in. It tends to be baffling and tedious, yet at long last, digital transformation in education can make ready to new encounters, new revelations and better approaches for learning and teaching up.

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# MASS MEDIA : IT'S ROLE AND IMPACT IN THE DEVELOPMENT OF SOCIETY

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## ABSTRACT

*In the present paper, an attempt is made to explore the role of a mass media in the development of society and how it has the negative impact on the society. This paper helps us to understand how the mass media helps in the construction of public belief and attitude. Social media has become the most popular means of mass communication of information in the present day of society. As a result of which different kind of changes visible on the social level, culture expansion and development of the whole world Nowadays the use of mass media has great impacts on the society which are clearly seen. Although, it has several impacts on the society but it helps a lot in the overall development of the society which can be clearly seen*

**Keywords :** Mass media, Social media, Development of Society.

## INTRODUCTION

Media is a vehicle or means of communication that disseminates information from the source to the target public. Any media intended for a larger audience is called mass media. From pictorial representations at the early age, massive production of newspapers, and fancy videos on television to high tech media combining the internet and computers, there are variations in the type of mass media. The different types of mass media being the prime source of information, entertainment, marketing, advertising media etc motivates everyone and everywhere in the world. Mass media are inseparable part of our lives. Mass media also remains to be an effective means of communication. Entertainment and media always goes hand in hand. It can be used to communicate and interact with people. The high technology media available in modern times.

The word media is derived from the Latin plural form 'medium' which means channel. It can be used to communicate and interact with people. Mass media can be simply defined as the technology which is intended to communicate or reach a mass audience. Mass media is the primary means of communication for the general public to communicate with each other as well as on a grander level. The most popular types of mass media include newspapers, radio, television, internet magazines etc. Mass media is virtually a current awareness service informing people about current events and activities of human beings and also about every significant natural phenomenon and such others of public interest. It encompasses almost every conceivable subject and the focus is on a wide audience, irrespective of their background and knowledge. Scholars, laypersons, professionals, scientists, artists, musicians, in fact, every group of persons get something of their interest

provided by mass media. Its influence is profound on human life.

Mass media today is regarded as the Fourth Estate that shapes, influences and indirectly governs public affairs in a democratic set-up. Although the media does not have any constitutional authority to control the affairs of a state, it is a powerful instrument for moulding public opinion on any issue of importance in democratic governance and contributes very significantly in arriving at an acceptable public policy. Media here refer not only to the physical modes of communication through which information is transmitted but also refer to the varied channels such as print as well as the nonprint, through which news and information are disseminated to the users.

## MASS MEDIA COMPRISE PREDOMINANTLY

- The print media, primarily daily newspapers, popular periodicals and such others;
- Radio Broadcasting
- Television
- Audio-visuals, CD, DVD, etc.; and
- Motion Films

According to Wilbur Schramm, the role of media in development can be divided into three parts i.e. (i) to inform (ii) to instruct and (iii) to participate.

**To inform :** for the development of the society, correct social, political and economic influence is the main criteria. This information should be both national and international. People should be aware of the areas or facts which hamper the development process.

**To instruct :** Mass literacy is an essential criteria to development. This is possible by imbibing basic skills

among the people. Mass media plays an important role in this. Mass media can instruct people and educate them. Projects like Educational Television and Gyan Darshan are few such examples where media is used to instruct people, educate them and teach them basic skills. These basic skills help people to develop their standard of living.

**To participate :** Voluntary and steady participation of the citizen of the country is necessary for its overall development. Such participation is possible in a liberal society. Such awareness is possible through debate, conflict and discussion. Discussions and debate helps people to know current issues, participate in developmental programme and bring a change in the standard of living of the society.

### AIM OF THE STUDY

The main aim of the study is -

- To study the role of mass media in the development of the society.
- To study the negative impacts of the mass media in the development of the society.

**Functions and Responsibilities of the Media :** Mass media is a tremendous source of information for individuals as well as society. Let us now see how the media perform their functions to bring about changes in the lives of an individual and society:

**Mass Media Can Help in Change :** Using mass media, people's attitudes and habits can be changed. For example, all of us have mistaken or wrong knowledge about various diseases like cancer or HIV/AIDS. Many of us think that by touching people suffering from these diseases we would be infected. You might have heard on radio or watched television programmes or read messages which tell us that by touching an HIV/AIDS patient we do not get infected.

Similarly, for eradicating polio there are special programmes and messages disseminated through the media. They inform people about the need for giving polio drops to children and about the day that is declared a 'polio day.' Special arrangements are made to give polio drops to as many children as possible on polio day. Change would also mean things for the better. The concept of development of a country is again a matter of change, when old practices and equipment are changed and new, better and more efficient means are being used. The mass media play an important role in communicating this change. By giving the necessary information, and sometimes skills, the media can help bring about through demonstrations. A mass

media like television can demonstrate and show how things work.

You would have seen on television how a certain dish is cooked using modern kitchen equipment.

**Mass Media have made the World Smaller and Closer:** The speed of media has resulted in bringing people across the world closer. Let us take an example. When you watch a cricket match between India and another country in England, Australia or New Zealand, live on television you feel you are part of the crowd in that stadium. Events, happy or sad, happening anywhere can be seen live. Sometimes we feel that the entire world is one big family. You might have heard the term "global village". It means that the whole world is shrinking and becoming a village.

**Mass Media promotes distribution of goods :** Mass media are used by the consumer industry to inform people about their products and services through advertising. Without advertising, the public will not know about various products and services which are available in the market as well as their prices. Thus mass media help the industries and consumers.

**Advantages of Mass Media :** There are numerous advantages of mass media in the contemporary world. From being the watchdog of democratic country to ensuring faster communication types of mass media have various advantages and benefits such as

**Giving voice to the voiceless :** Mass media players and essential role in shining the spotlight on the masses as the general public and Express they are views and opinions of many. This way it becomes the voice of the voiceless task giving the right platform for the people to use their right to express themselves freely

**Effective and wider communication :** It is a through different types of mass media from social media to digital platforms that the world has transformed into a global village. This way Mass Communication has become useful for the people, businesses, governments and whole world to stay connected with each other.

**Diffusion of Diverse Cultures :** Mass media also plays an important part in spreading arts and cultures to every corner of the world. With the help of the internet, anyone can learn a new language, know about a different culture or even travel the whole world without physically going from one place to another.

**Encyclopedia of Information :** The internet is a truly a massive open source of Information and different types

of mass media from search engine platforms to social media platforms and learning websites play a greater role in helping anyone learn anything from anywhere.

**Keep Us Connected :** Before Mass media, you could carry on with as long as you can remember knowing nothing about the world outside of your town. Presently, we are totally associated. What's more, this can be something excellent. For example, when a torrent strikes, individuals all around the world catch wind of it within minutes and can prepare quickly to help. Without Mass media, we would have undeniably less capacity to see how all of us are associated and the way in which we as a whole need each other.

**Prompt Business :** Where might business be without promoting and showcasing? On account of the business correspondence made conceivable by Mass media, organizations can arrive at potential shoppers quicker and simpler than any time in recent memory. This helps make all the difference for our economy. Promotes Art and Culture :- On the web, you can see the world's imaginative magnum opuses in general or find out with regards to the particularities of a culture far eliminated from your own. Also, various TV and radio projects give themselves to investigating the world, offering us the opportunity to find new things and novel thoughts, and edify ourselves all the while.

**Great source of entertainment :** Mass media is a great source of entertainment. There are various sources of entertainment like you tube, Prime video, Amazon Prime etc.

**Mass media keeps you updated about the latest news:** By using mass media we are updated with the latest news and events happening around the world.

**Mass media helps in education :** Mass media helps a lot of students in gaining education from various teachers which are available around the world.

It helps in increasing knowledge on different subjects : Mass media helps various persons in increasing knowledge on various subjects.

## TYPES OF MASS MEDIA

There are 6 main types of mass media:

1. Traditional Media
2. Print Media
3. Electronic/ Broadcasting Media
4. Outdoor Media
5. Transit Media
6. Digital Media or Internet

**Traditional Media :** People have developed different ways of communication depending upon their local language and culture. Traditional media is one of the oldest types of mass media to transfer traditions and culture over generation. The tools of communication have been developed from beliefs, customs, rituals and practices of society. Traditional media imparts indigenous ways of communication for ages. Further, this type of a mass media varied as per each culture and Society as every culture has its medium to communicate to its mass audience. The traditional media can be folk songs, dances, folktales, paintings, stupas, sculptures, statues, fares, festivals, announcement medium like nagada, Nautanki, rural radio etc.

**Print media :** Print media is all about the printed form of Information and news. Before the invention of the printing press, printed materials had to be hand written which made mass distribution almost impossible. Print media is one of the basic types of mass media tools making it very popular and convenient to reach a wider audience. Newspapers are considered the oldest forms of mass media after that traditional mass media as for a long period, the general public relied on newspapers to know the latest happenings in their local areas as well as from around the world. Print media includes newspapers, promotional brochures, magazines, books, novels, pamphlets, newsletter, etc.

**Electronic or broadcasting media :** Broadcasting is simply a distribution of audio and video content to dispersed audience using the electronic broadcasting medium. Broadcast media allows ease of news dissemination to even an illiterate person because it appeals to both the auditory and visual senses making it one of the most important types of mass media. Radio was the primary medium of news for the general public during Wars as well as for sports and entertainment. When television was invented, it became the most effective type of mass media and it was primarily used for news dissemination and then for TV shows, live events and other entertainment purposes. Various forms of broadcasting media are television, radio, video games, audio recording and reproduction.

**Outdoor Media :** Outdoor Media is also known as out of home media and its focused on transmitting information and news when the public is outside their home. Outdoor Media gives importance to displaying, advertising and attracting individuals towards new products, some social cause or any development or change in the society. This is one of the most prominent types of

mass media used for commercial as well as public welfare. Various forms of Outdoor Media are Bus advertising, hoardings, Bill boards, Taxi advertising, Railway advertising etc.

**Digital Media :** Since the invention of the world wide web by the English scientist Tim Berners Lee in 1989, the internet has drastically taken over all types of mass media because of its faster speed transmission of information and higher digital technology. The Internet is considered a highly interactive mass medium and can be simply defined as the network of networks. It has quickly transformed into the centre of mass media as it has integrated all the prominent types of mass media. Now you can see news websites, online radio. By using the internet, online shopping, digital videos, sending and receiving mails, blogging, searching the various types of information within a few seconds.

#### DISADVANTAGES AND IMPACTS OF MASS MEDIA ON THE DEVELOPMENT OF SOCIETY

- **Empower the Already Powerful :** While Mass media can set out open doors for anybody to share their story, by far most of our Mass media is purchased. Also on the grounds that it's purchased, those with cash can profoundly impact what we see and hear. This gives the rich-and those associated with the rich-a far stronger voice than most of us. At its ideal, this is out of line. To say the least, it's a way for a small minority to hold onto control over by far most.

- **Used for Disinformation and Hate :** How do you have any idea what you're seeing or hearing from Mass media is valid? While certain wellsprings of data are undeniably more dependable than others, Mass media in general is defenseless against purposeful publicity and its falsehoods. Extremist systems have involved Mass media for almost a century to control what their kin accept. With the ascent of the web, even those in majority rules systems can be handily presented to media intended to drive us to detest or have faith in lies.

- **Homogenize Culture :** Before Mass media, craftsmanship and culture were more confined, so they reflected variety in how individuals talked, dressed, and engaged themselves. Presently, the whole world regularly sees and hears similar social impacts. While variety still obviously exists, there is the danger that Mass media may diminish social assortment, leaving us with less craftsmanship and less motivations.

- **Overtake Personal Connections :** We've all seen it or been a piece of it: a gathering out to supper where

everybody spends a large part of the evening gazing at their telephones or looking at a TV in the corner. However much Mass media can associate us with individuals everywhere, it can disengage us from individuals directly before us.

- **Too much time wasted in the internet by using media :** By using media people used to waste time on internet by serving on various sites and searching various things.

- **Some information available in media are not appropriate for children, elders have to keep a check on them :** There are various informations which are available in media which are not appropriate for children and due to this has negative impact on Children.

- **It can become an addiction :** By using internet people gets addicted of it as they invest their full time on searching informations and other things on internet.

- **There are chances of increasing cybercrimes :** By using mass media chances of Cyber crime increases like hacking of accounts, websites other personnel information etc. Conclusion :- In conclusion, the mass media plays a critical role in influencing the minds of individual. Although it is an effective tool, we should also check its consumption and usage. In other words, mass media has the power to create and destroy. However, it is a medium that can bring about a change in the masses. That's why everyone should use and consume it properly.

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# CHALLENGES AND OPPORTUNITIES FOR IMPLEMENTING SUSTAINABLE PRACTICES IN UNIVERSITY CAMPUSES

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## ABSTRACT

*This research paper explores the complexities of integrating sustainability in higher education institutions. By reviewing existing literature and diverse university case studies, it identifies primary challenges such as financial constraints, resistance to change, stakeholder expectations, and the need for cultural shifts. Additionally, the paper highlights the benefits of sustainability, including enhanced reputation, attracting environmentally conscious students, cost savings, and fostering innovation. Strategies for overcoming challenges and leveraging opportunities, like effective leadership and curriculum integration, are outlined. Ultimately, this research provides vital insights into sustainability implementation, guiding administrators, educators, and policymakers in higher education towards a more sustainable future.*

**Keywords :** Sustainable, Practices, University, Campuses, Challenges, Opportunities.

## INTRODUCTION

Sustainability in higher education has gained paramount importance in a rapidly changing world. This paper navigates the intricate landscape of implementing sustainable practices within university campuses. As global calls for sustainability intensify, universities are uniquely positioned to drive change. However, they face formidable challenges, including limited resources, resistance to change, and diverse stakeholder expectations. Yet, opportunities abound, from enhancing institutional reputation to attracting eco-conscious stakeholders and realizing cost efficiencies. This research paper explores these challenges and opportunities, offering insights and strategies for universities committed to a sustainable future. In an era of heightened environmental awareness, universities have a pivotal role to play.

## BACKGROUND AND SIGNIFICANCE OF SUSTAINABILITY IN HIGHER EDUCATION

The pursuit of sustainability has become an urgent global imperative, with environmental, social, and economic challenges placing unprecedented demands on societies and institutions. In this context, higher education institutions have emerged as crucial players in fostering sustainable practices, offering the knowledge, innovation, and leadership required to address these complex issues. The role of universities extends beyond imparting knowledge; they serve as laboratories for sustainability, embodying the ideals they teach and research. Thus, the incorporation of sustainability principles within university campuses carries profound significance.

Higher education institutions have embarked on a transformative journey towards sustainability by embracing environmentally responsible practices, promoting social equity, and driving economic efficiencies. Campuses worldwide have made strides in energy conservation, waste reduction, sustainable transportation, and social engagement. Such initiatives not only reduce the ecological footprint of universities but also instill in students a sense of environmental stewardship. However, this pursuit of sustainability is not without its challenges.

## PURPOSE OF THE RESEARCH PAPER

This research paper seeks to comprehensively explore the multifaceted landscape of sustainability implementation within university campuses. It aims to shed light on the intricate web of challenges that universities encounter when striving to integrate sustainable practices into their operations, curriculum, and ethos. Simultaneously, it examines the wealth of opportunities that arise from embracing sustainability, not only as a moral imperative but as a strategic advantage.

## RESEARCH QUESTIONS AND OBJECTIVES

To delve into this subject, the research paper will address the following key questions:

1. What are the primary challenges faced by universities when implementing sustainability initiatives within their campuses?
2. What opportunities and benefits can universities derive from sustainable practices?
3. What strategies can universities employ to overcome challenges and leverage opportunities effectively?

To answer these questions, this study will conduct an in-depth review of existing literature, analyze case studies of diverse universities, and present recommendations for navigating the intricate path toward sustainability in higher education.

## METHODOLOGY

This study employs a mixed-methods research approach, combining both qualitative and quantitative methods. This approach is chosen to gain a holistic understanding of the challenges and opportunities associated with implementing sustainable practices in university campuses. While quantitative data offer statistical insights, qualitative data provide in-depth perspectives and contextual understanding.

## CHALLENGES IN IMPLEMENTING SUSTAINABLE PRACTICES

The journey towards sustainability in university campuses is fraught with multifaceted challenges that demand careful consideration and strategic responses. These challenges often intertwine, amplifying the complexity of sustainability initiatives within higher education institutions. This section explores the primary hurdles faced by universities as they endeavor to integrate sustainable practices.

### A. FINANCIAL CONSTRAINTS

Financial limitations emerge as a formidable barrier to the comprehensive adoption of sustainability measures on campuses. Universities often grapple with budget constraints, making it challenging to invest in costly sustainable technologies and infrastructure improvements. Initiatives such as renewable energy installations, energy-efficient building retrofits, and waste reduction programs require significant upfront investments that may strain institutional resources.

### B. RESISTANCE TO CHANGE

Resistance to change is a pervasive challenge that permeates both the administrative and cultural dimensions of universities. Within the administrative realm, decision-makers may exhibit reluctance to allocate resources or commit to long-term sustainability goals due to perceived risks or uncertainties. On the cultural front, resistance can emanate from faculty, staff, and students who are resistant to altering established routines or adopting new behaviors that align with sustainability objectives.

## C. VARYING STAKEHOLDER EXPECTATIONS

Universities serve as multifaceted entities, catering to diverse stakeholders, each with unique expectations and priorities regarding sustainability. These stakeholders include students, faculty, staff, alumni, local communities, and governmental bodies. Balancing these varying expectations and aligning them with the institution's sustainability vision can prove challenging. Achieving consensus on sustainability priorities and resource allocation becomes an intricate task, necessitating effective communication and engagement strategies.

## D. CULTURAL SHIFTS WITHIN ACADEMIC COMMUNITIES

Promoting a cultural shift within academic communities toward sustainability represents a long-term endeavor fraught with challenges. Establishing a sustainable campus culture requires more than superficial changes; it necessitates a transformation in values, norms, and behaviors. Encouraging sustainability consciousness among students, fostering interdisciplinary collaboration among faculty, and altering operational practices across the institution demand concerted effort and time.

## E. INTERCONNECTED NATURE OF CHALLENGES

It is crucial to recognize that these challenges are interrelated, amplifying the complexity of sustainability initiatives. Financial constraints, for example, can exacerbate resistance to change when stakeholders perceive sustainability investments as financially burdensome. Furthermore, cultural shifts within academic communities are intimately linked to the effectiveness of communication and engagement strategies aimed at overcoming resistance to change.

Navigating these challenges calls for a strategic and holistic approach that recognizes their interconnectedness. Effective leadership, collaboration among stakeholders, and the integration of sustainability principles into the core fabric of the university are instrumental in addressing these hurdles. In the subsequent sections, this research paper delves into the opportunities and strategies that can help universities overcome these challenges, leveraging sustainability for a more resilient and responsible future.

## OPPORTUNITIES AND BENEFITS OF IMPLEMENTING SUSTAINABLE PRACTICES IN UNIVERSITY CAMPUSES

While universities face a multitude of challenges in their quest to implement sustainable practices, this

endeavor offers a wealth of opportunities and substantial benefits. Sustainability initiatives, when effectively integrated into campus operations, curricula, and culture, can yield far-reaching advantages. This section examines the promising prospects and rewards that await higher education institutions committed to sustainability.

### A. ENHANCED REPUTATION AND VISIBILITY

Universities that embrace sustainability gain recognition as responsible and forward-thinking institutions. A strong commitment to sustainable practices enhances their reputation on both national and international stages. Such recognition can attract prospective students, faculty, and partners who prioritize ethical and environmental considerations when choosing educational institutions. Moreover, a positive reputation as a sustainable campus can bolster the university's alumni engagement and philanthropic efforts.

### B. ATTRACTION OF ENVIRONMENTALLY CONSCIOUS STAKEHOLDERS

Sustainability initiatives resonate with a growing number of students and faculty who are environmentally conscious and seek institutions that align with their values. By actively promoting sustainability, universities can attract individuals eager to engage in and contribute to sustainable practices. This not only fosters a sense of shared purpose but also invigorates the academic community with fresh perspectives and innovation.

### C. COST SAVINGS AND EFFICIENCY

Sustainability practices often yield significant cost savings over time. Energy-efficient building designs, renewable energy installations, waste reduction programs, and water conservation measures can result in reduced operational expenses. Funds saved through sustainability initiatives can be reinvested in academic programs, scholarships, and further sustainability endeavors, creating a positive feedback loop of financial stewardship.

### D. FOSTERING INNOVATION

Sustainability inherently promotes innovation. Universities engaged in sustainable practices frequently become hubs of creativity and experimentation. Faculty and students are inspired to develop novel solutions to environmental challenges, driving research and entrepreneurship. Sustainability education, research, and campus operations provide fertile ground for pioneering ideas that extend beyond the university, benefitting local communities and society at large.

### E. ALIGNMENT WITH CHANGING PEDAGOGICAL APPROACHES

The integration of sustainability principles into curricula aligns with evolving pedagogical approaches. It offers students experiential learning opportunities, connecting theory with real-world challenges. Sustainability education equips graduates with the critical thinking, problem-solving, and interdisciplinary skills necessary for addressing complex global issues, preparing them for meaningful and impactful careers.

By seizing these opportunities and reaping these benefits, universities can not only enhance their own sustainability but also contribute to the broader societal transition towards a more sustainable future. However, realizing these rewards requires strategic planning, effective leadership, and a steadfast commitment to sustainability as a core value. In the subsequent sections, this research paper delves into strategies and case studies that illuminate the path to harnessing these opportunities and benefits in the context of university campuses.

### STRATEGIES FOR OVERCOMING CHALLENGES AND EMBRACING OPPORTUNITIES

Implementing sustainable practices in university campuses requires a strategic approach that addresses the challenges while leveraging the opportunities presented. Universities committed to sustainability can navigate this intricate path by employing a range of effective strategies.

#### A. EFFECTIVE LEADERSHIP AND GOVERNANCE

##### 1. Establish Sustainability Governance Structures:

Universities should create dedicated sustainability offices or committees responsible for developing and overseeing sustainability initiatives. This centralized approach provides clarity in decision-making and resource allocation.

**2. Leadership Commitment :** University leaders, including presidents and deans, should champion sustainability as a core institutional value. Their visible commitment sets the tone and encourages buy-in from all stakeholders.

#### B. COLLABORATIVE APPROACHES INVOLVING DIVERSE STAKEHOLDERS

**3. Multi-Stakeholder Engagement :** Universities should engage a broad spectrum of stakeholders, including faculty, staff, students, alumni, and local communities, in sustainability efforts. Inclusivity fosters a sense of shared responsibility and encourages diverse perspectives.

**4. Partnerships :** Collaborate with external organizations, governmental bodies, and industry partners to access resources, expertise, and funding for sustainability initiatives. Public-private partnerships can support research, innovation, and infrastructure development.

### C. INTEGRATION OF SUSTAINABILITY INTO CURRICULA AND CAMPUS PLANNING

**5. Curricular Integration:** Embed sustainability principles into academic programs, ensuring that students across disciplines have opportunities to engage with sustainability concepts. Encourage faculty to incorporate sustainability topics into their courses.

**6. Sustainable Campus Planning :** Develop sustainability plans that guide campus development and operations. Focus on energy-efficient building designs, transportation alternatives, and green spaces. Set clear sustainability targets and track progress.

### D. TAILORED STRATEGIES FOR ADDRESSING UNIQUE UNIVERSITY CONTEXTS

**7. Contextualized Approaches :** Recognize that each university has its unique context and sustainability challenges. Tailor strategies to align with the institution's specific needs, resources, and stakeholder expectations.

**8. Assessment and Adaptation :** Continuously assess sustainability initiatives, monitor their impact, and adapt strategies as needed. Flexibility and responsiveness are key to maintaining momentum and overcoming obstacles.

### E. SHOWCASING SUCCESSFUL EXAMPLES

**9. Case Studies and Best Practices :** Share success stories and best practices from within and outside the institution. Highlighting the achievements of sustainable campuses can inspire emulation and promote a culture of continuous improvement.

**10. Communication and Transparency :** Communicate sustainability efforts transparently to all stakeholders. Regularly update progress reports and celebrate milestones. Effective communication builds trust and maintains enthusiasm.

By implementing these strategies, universities can effectively address the challenges while seizing the opportunities associated with sustainability initiatives. Effective leadership, collaboration, integration, and adaptation are crucial for creating a sustainable campus culture that not only benefits the institution but also contributes to broader societal and environmental goals. In the following section, this research paper will present case studies showcasing universities that have successfully

employed these strategies, providing tangible examples of how to navigate the complexities of sustainability in higher education.

### CASE STUDIES IN KARNATAKA OR INDIAN UNIVERSITIES

To provide a regional perspective on the implementation of sustainable practices in higher education, this section presents case studies from Karnataka and other Indian universities. These examples highlight the unique challenges and opportunities faced by institutions in this specific context and offer insights into strategies employed to promote sustainability.

**Case Study 1:** Karnataka State Rural Development and Panchayat Raj University (KSRDPRU)

**Challenge :** Karnataka State Rural Development and Panchayat Raj University (KSRDPRU) was 350 acres of barren land. There is a challenge for environmental development here.

**Opportunity :** More than 10000 saplings have been planted in just 3 years by the hard work of the staff under the guidance of Chancellor and Vice-Chancellor of the University in the face of widespread water scarcity. Apart from this, Smriti Vana, Panchavati Vana, Rashi vana, Green Library, Phala vana, Medicinal plant Vana, Biofuel Vana, Jana Vana, Grass Bank, Desi Yojana, Amrita vana have been constructed and today the premises are beautified with greenery. It has its own nursery and supplies plants to the university and the public. Also, doing eco-friendly activities, day celebrations, workshops and training.

**Case Study 2 :** IISc Bangalore's Sustainable Campus

**Challenge :** The Indian Institute of Science (IISc) Bangalore, one of India's premier research institutions, faced a challenge in reducing its carbon footprint while maintaining world-class research facilities.

**Opportunity :** IISc implemented a comprehensive sustainability plan that included solar power generation, rainwater harvesting, and energy-efficient labs. By successfully reducing its carbon emissions, the institution not only minimized its environmental impact but also demonstrated the feasibility of sustainable practices in research-intensive environments.

**Case Study 3 :** TERI University's Curricular Integration

**Challenge :** TERI (The Energy and Resources Institute) University in Delhi aimed to integrate sustainability across its academic programs but faced resistance from some faculty members who were unfamiliar with the concepts.

**Opportunity :** The university initiated a faculty development program, providing training in sustainability concepts and pedagogical approaches. As a result, TERI University successfully integrated sustainability into its curricula, fostering a new generation of professionals equipped to address India's environmental and social challenges.

**Case Study 4 :** Sustainable Initiatives at Manipal University

**Challenge :** Manipal University, situated in Karnataka, grappled with the need to balance resource constraints while pursuing sustainability initiatives across its vast campus.

**Opportunity :** The university adopted a phased approach, prioritizing sustainability projects based on potential environmental and financial impact. This strategy allowed Manipal University to gradually implement initiatives such as waste segregation, renewable energy installations, and sustainable transportation, ultimately improving resource efficiency.

**Case Study 5 :** IIT Madras' Collaborative Research

**Challenge :** Indian Institute of Technology (IIT) Madras faced challenges in bridging the gap between research and practical sustainability solutions.

**Opportunity :** The institution fostered partnerships with industry leaders, governmental agencies, and NGOs to collaborate on research projects with real-world applications. This approach not only facilitated technology transfer but also contributed to sustainable innovations and solutions for India's pressing issues.

**Case Study 6 :** Sustainable Initiatives at Aligarh Muslim University

**Challenge :** Aligarh Muslim University (AMU) in Uttar Pradesh confronted the challenge of reducing energy consumption and promoting sustainability on a historical campus with complex infrastructure.

**Opportunity :** AMU initiated a campus-wide energy efficiency project, which included retrofitting older buildings, implementing smart metering, and raising awareness among students and staff. By achieving significant energy savings, the university demonstrated that sustainability is attainable even in heritage campuses.

These case studies from Karnataka and various Indian universities showcase the diverse strategies employed to overcome challenges and seize opportunities in the context of higher education sustainability. By tailoring approaches to their specific contexts, these institutions have made

significant strides in promoting sustainable practices, contributing to a more environmentally conscious and socially responsible higher education landscape in India.

## DISCUSSION

### A. SYNTHESIS OF KEY FINDINGS FROM THE LITERATURE, RESEARCH, AND CASE STUDIES

The synthesis of key findings from the literature, research, and case studies underscores the intricate landscape of sustainability implementation in university campuses. A recurring theme is the multifaceted nature of sustainability, encompassing environmental, social, and economic dimensions. Universities across the globe have recognized sustainability as a vital commitment, and their journey involves confronting various challenges and capitalizing on opportunities.

From the literature, it is evident that financial constraints, resistance to change, varying stakeholder expectations, and cultural shifts represent significant challenges. These challenges are interrelated and require comprehensive approaches for effective mitigation. Case studies further illustrate these challenges and reveal nuanced strategies employed by universities to navigate their unique contexts.

### B. EVALUATION OF THE EFFECTIVENESS OF STRATEGIES IN ADDRESSING CHALLENGES AND SEIZING OPPORTUNITIES

The evaluation of strategies in addressing challenges and seizing opportunities highlights their varying degrees of effectiveness. Effective leadership and governance structures have consistently proven instrumental in guiding sustainability initiatives. Collaborative approaches that engage diverse stakeholders foster a sense of shared responsibility and enhance innovation. The integration of sustainability into curricula and campus planning aligns with evolving pedagogical approaches, creating a more sustainable academic environment.

Tailored strategies that recognize the unique contexts of universities have yielded positive outcomes. The assessment and adaptation of initiatives, along with transparent communication, maintain momentum and trust. The showcase of successful examples through case studies reinforces the feasibility and benefits of sustainability initiatives.

### C. IMPLICATIONS FOR THE BROADER FIELD OF SUSTAINABILITY IN HIGHER EDUCATION

The implications extend beyond individual university

campuses to the broader field of sustainability in higher education. It becomes evident that sustainability is not an isolated pursuit but rather a transformative force with implications for the entire higher education sector. Institutions that successfully implement sustainable practices elevate their reputation, attract diverse stakeholders, and reduce operational costs.

Sustainability initiatives also contribute to innovation, research, and the development of a skilled workforce capable of addressing global challenges. This implies that sustainability in higher education plays a pivotal role in shaping future leaders and fostering a culture of responsibility towards the environment and society.

#### D. RECOMMENDATIONS FOR UNIVERSITIES AND POLICYMAKERS

**1. Commitment to Leadership :** Universities should prioritize the development of dedicated sustainability offices or committees with clear authority and resources. Leadership commitment at all levels is essential to driving sustainability initiatives.

**2. Engagement and Collaboration :** Foster multi-stakeholder engagement and collaboration both within and outside the institution. Partnerships with industry, government, and local communities can provide resources and expertise.

**3. Curricular Integration :** Integrate sustainability principles into curricula and encourage faculty to incorporate sustainability topics into their courses. Faculty development programs can facilitate this process.

**4. Contextualized Approaches :** Recognize the uniqueness of each university's context and tailor sustainability strategies accordingly. Flexibility and adaptability are key.

**5. Assessment and Communication :** Continuously assess sustainability initiatives, monitor progress, and communicate results transparently to all stakeholders. Effective communication builds trust and maintains enthusiasm.

**6. Showcasing Success Stories :** Share success stories and best practices to inspire emulation and promote a culture of continuous improvement.

**7. Resource Allocation :** Allocate resources strategically, considering long-term sustainability benefits, financial savings, and societal impacts.

The challenges and opportunities associated with sustainability in university campuses are complex, but the benefits are profound. Effective strategies, informed by the

synthesis of literature, research, and case studies, can guide universities towards a more sustainable future. These strategies have broader implications for the higher education sector and offer valuable lessons for universities and policymakers seeking to embrace sustainability as a core value.

#### CONCLUSION

The journey of implementing sustainable practices in university campuses is a complex yet transformative endeavor. The challenges, such as financial constraints, resistance to change, varying stakeholder expectations, and the need for cultural shifts, are intricate and interconnected. These challenges necessitate comprehensive strategies and a commitment to overcome them. However, the opportunities that await universities committed to sustainability are substantial. These include enhanced reputation, the attraction of environmentally conscious stakeholders, significant cost savings, a culture of innovation, and curricular alignment with evolving educational approaches.

The importance of sustainability in higher education extends beyond the campus borders. It holds the potential to shape future leaders, drive pioneering research, and contribute to a more responsible and equitable society. This research paper underscores the critical role of sustainability, not merely as an option but as a necessity and an ethical obligation.

As the journey continues, it is a call to action directed at universities, policymakers, and society at large. Sustainability in higher education is not a solitary pursuit; it is a collective endeavor that demands commitment, innovation, and shared responsibility. It is a path leading towards a future where responsible practices are ingrained in the fabric of our institutions, shaping a world that is environmentally conscious, socially equitable, and economically prosperous. In the face of challenges, universities must rise to seize the boundless opportunities that sustainability offers, for it is through these endeavors that higher education institutions can lead the way towards a better tomorrow.

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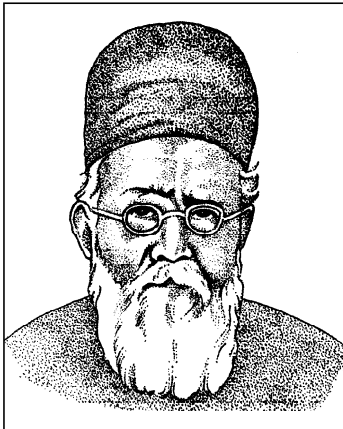
# DR. DADABHAI NAOROJI

## (1825-1917)

✍ **Dr. J. M. Menasagi, M.A., Chairman, M.M.M. Trust, Gadag.**

### INTRODUCTION

Dr. Dadabhai Naoroji (1825-1917), the Grand Old Man of India, was one of the foremost patriarchs of Indian nationalism. He was born on September 4, 1825 and died on June 30, 1917. He had diverse experiences. He had been influenced by the heroic idealism of William Wilberforce, Thomas Clarkson and Zachary Macaulay—the pioneers of the Slavery Abolition agitation. In 1853, he, in co-operation with some other members, founded the Bombay Association. In 1854, he was appointed professor of mathematics and natural philosophy in the Elphinstone College, Bombay. In 1867, he, along with some other friends, founded the East India Association in London and in 1869 he and others established its Bombay branch. In 1873, Dadabhai gave evidence before the Fawcett select Committee on Indian Finance. In 1874 he was prime minister (Dewan) of Baroda. In 1875 he became a member of the Bombay Corporation. In 1885 he became an additional member of the Bombay Provincial Legislative Council. By dint of great perseverance and tenacity he won a seat in 1892 in the British House of Commons from central Finsbury, to represent the cause of India in the great assembly. He was a member of the Parliament from 1892 to 1895. During his long residence in England he formed significant friendship with Gladstone, Bradlaugh, Bright and the Duke of Argyll. Through the persistent efforts of Dadabhai and Charles Bradlaugh, a resolution was passed in the House of Commons recommending that for all kinds of imperial services, simultaneous examinations were to be held in England and India. In 1867, Dadabhai appeared as a witness before the Welby Commission on Indian Expenditure and submitted several notes to the Commission. He grieved that India had been saddled with the costs incurred in suppressing the Mutiny of 1857, and the expenses of the Abyssinian expedition and the whole expenditure of the frontier wars including Chitral. With unflinching devotion and immense courage he worked tirelessly for over six decades for the regeneration of Mother



India.; He received universal homage and reverence from all sections of Indians. He was the embodiment of self-sacrifice and was the true representative of the noblest ideals of Zoroastrianism. He possessed unrivalled knowledge of Indian economics and finance. His writings are characterized by lucidity, tremendous mastery of facts and an objective intellectual approach. As a school-teacher, professor, businessman, administrator, member of the British Parliament and president of the Indian National Congress three times, Dadabhai's life was a glorious example of self-abnegation, devoted patriotism and unblemished integrity. He was indeed pathfinder of Indian nationalism.

### ECONOMIC PHILOSOPHY OF DADABHAI NAOROJI

Dadabhai built up the theory of the economic foundations of Indian nationalism. He pointed out that Indian economy was subjected to heavy "drain". The drain of India's resources resulted in the colossal exploitation of the country. The growing 'immiserization' of the country was a heart-rending phenomenon. Thus Dadabhai became an eye-opener to Indians to the appalling story of their grim poverty. He made Indians conscious of the calamitous consequence of economic drain, famines, pestilences and starvation to which they were subjected. Dadabhai's Poverty and Un-British Rule in India, wherein he expounds the "drain" theory, is a classical book in the field of Indian economics and Indian nationalism. Dadabhai was the pathfinder in the application of the statistical methods to problems of Indian finance. He pursued a scientific methodology. He did not relish rhetorical abstractions and generalizations but had a passion for details, facts and figures. He attempted to reveal the economic ruin of India not on the basis of hypothesis and assumptions but tried to base his propositions on solid facts. He was thus an empirical economist rather than a speculative metaphysician. He applied an objective methodology also to the discussion of the other practical political and economic problems of India.

Dadabhai deplored the “unnatural” financial and economic policy of the British rulers because India had been saddled with a huge public debt which was imposed as a political burden on the country by the constraint of a foreign imperialism. India was also encumbered with the economic burdens of a heavy administrative agency both in England and in India. Thus the inhabitants of the country were deprived their “natural right” and their means of subsistence. This intermittent process of the exhaustion of the “very life-blood of the country” was a painful and heart-rending phenomenon. Hence the only way for the promotion of the economic prosperity of the country was to check the ruinous drain of the country. Dadabhai wrote: “... that not till this disastrous drain was duly checked, and not till the people of India were restored to their natural rights in their own country, was there any hope for the material amelioration of India. “From the standpoint of economic and political theory it is remarkable to find Dadabhai pleading for the restitution of the “natural rights” of Indians in the economic sphere. Thus the problem with which Loke was concerned in his Civil Government and Jefferson in his Declaration of Independence is a matter of grave concern also economic literature in the eighties of the nineteenth century indicates that although in Europe, Hume, Vico and Bentham had been bitterly critical and even condemnatory of natural rights, in India this concept was being held valid.

### DADABHAI WROTE

“This drain consists of two elements first, that arising from the remittances by European officials of their savings, and for their expenditure in England for their various wants both there and in India; from pensions and salaries paid in England; and from Government expenditure in England and India. And the second, that arising from similar remittances by non-official Europeans. As the drain prevents India from making any capital the British by bringing back the capital which they have drained from India itself, secure almost a monopoly of all trade and important industries, and thereby further exploit and drain India, the source of the evil being the official drain.

This drain of India was financially a destructive process. It made India poor by imposing upon her slender resources the huge expenditure of a foreign bureaucracy used to habits of luxury and pomp. It encumbered the country with the load of heavy taxation and it saddled the people with an economic policy whereby foreign trade ran prejudicial to the interests of the inhabitants of the

land. This drain resulted in a monstrous paradox—the simultaneous co-existence of the richness of the resources of the country and the economic destitution of the people. The “drain” which at the beginning of the nineteenth century had been 3 million pounds had risen later to 30 million pounds. It virtually neutralized the margin for saving which could, under the normal functioning of the economic process, have been retained in the country for the purpose of capital formation. But the capitalization of the profits and surplus was not allowed in the country. Without capital accumulation it was impossible to foster the industrial development of the country.

### POLITICAL IDEAS OF DADABHAI NAOROJI

The concept of the moral foundations of political authority has been advocated by all the Indian protagonists of liberalism. Justice generosity and humanity alone constitute the golden links which hold political structures together. Only the identity of will and aspirations among citizens can provide longevity to a political system. Dadabhai said : “You can build up an empire by arms or ephemeral brute physical force, but you can preserve it by the eternal moral forces only. Brute force will, some time or another break down; righteousness alone is everlasting. The union of heart, feelings and sentiments constitutes the real basis of political power. It is a common place view to recognize force as the basis of authority but a deeper probe reveals the inadequacy of this conception.

Dadabhai wrote : “To suppose that their Civil Service, or the British people, could have any other safety than that which arose from the satisfaction of India was to deceive themselves. Whatever might be the strength of their military force, their true security in the maintenance of their rule in India depended entirely on the satisfaction of the people. Brute force may make an empire, but brute force would not maintain it; it was moral force and justice and righteousness alone that would maintain it.

Hence it was essential to base the foundation of political power on good faith and mutual trust rather than on bayonets scalps. But if England would embark upon a policy of irritation, it was bound to lead to the disintegration of the empire.

Dadabhai was can did enough to recognize some of the benefits of British rule to India accruing from the “advanced humanitarian civilization of Britain, and the introduction of Western education, trained administrative personnel and mechanical technology like the railways, but he also frankly spoke against the evil qualities of the

then prevailing system of government. He wrote : the present system of government is destructive and despotic to the Indians and Un-British and suicidal to Britain. On the other hand, a truly British course can and ill certainly be vastly beneficent both to Britain and India. He warned that a despotic and autocratic government could not continue as the "evil system of government" was leading to bankruptcy and ruin. It was a "Cruel farce" and needed radical change. If the British rule continued to be "a heavy yoke of the stranger and the despot" it was doomed to perish". In a paper entitled. "England's Duties to India" read at a meeting of the East India Association in London on May 2, 1867, Dadabhai pointed out that the eventual consequence of a possible tussle between a discontented two million Indians and a hundred thousand British soldiers howsoever militarily prepared was apparent. A nation may be defeated several times but its spirit cannot be permanently crushed. Dadabhai was not tired of repeating Salisbury's statement that "injustice will bring down the mightiest to ruin." The infamy of despotism and tyranny could not be perpetuated. Dadabhai, however, trusted that narrow minded injustice was not a part of the character of the English nation.

#### DADABHAI NAOROJI'S SOCIALISTIC LEARNINGS

Dadabhai Naoroji had the keenness and the foresight to realize the growing political and economic force of international socialism. He sought cooperation from British socialists and Hyndman was one of his close friends and sympathizers. Dadabhai attended the International Socialist Congress at Amsterdam which met from August 14 to August 20 1904. At the Congress he repeated the charge of bleeding and drain which he had been levelling against British imperialism for a number of years. In a meeting at Holborn Town Hall he moved a resolution demanding a universal system of old age pensions. He also pleaded for Industrial Commissioners' courts in his pamphlet 'The Rights of Labour'. He, furthermore, earnestly vindicated the claim of labour as a property.

#### TRANSITION IN THE POLITICAL VIEWS OF DADABHAI NAOROJI

In the early stages of his career Dadabhai had genuine faith in the blessings of British rule. He had sincerely hoped that the British would treat India as a sacred charge entrusted to them. To make the British people and

legislators aware of the Indian point of view he contested and won after hard struggle a seat in the British Parliament. In his presidential speech at the Indian National Congress in 1886, he had proclaimed "loyalty to the backbone" of Indians. In his presidential speech at the ninth session of the Congress at Lahore in 1893 also, Dadabhai had declared India's loyalty to Britain.

#### CONCLUSION

Dadabhai Naoroji was a phenomenon in modern Indian history. He was a great political guru and leader. He was an economist who had a deep grasp of the problems of public finance, foreign trade and national income. He was also a social and political thinker of great eminence. Although he may not rank with Ricardo, Mill and Marx as a pure economic theoretician, his overwhelming personality and lofty moral character brought popularity to his ideas on contemporary Indian economics and politics. Thus his concept of "drain" became as explosive a term in Indian social and economic thinking as the concept of 'exploitation' and 'class-struggle' are in Marxist and socialist circles.

Dadabhai believed in the extension of education as a political technic Education is not only a method of personal illumination but it generates in the minds of men a consciousness of right. He hoped that the spread of education and the accumulation of administrative experience would hasten the process of the attainment of Swaraj. Hence he demanded "free and compulsory primary education, and free higher education of every kind."

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