



# ST. THOMAS' COLLEGE OF EDUCATION

**VOL. I. ISSUE NO. I**

**December 2021**



## Edu-Vision

### ABOUT THE COLLEGE

Established in 2013, St. Thomas' College, Greater Noida is an institution of the Diocese of Delhi, Church of North India, located in the lush environs of Knowledge Park III, Greater Noida. The college commenced a Bachelor's in Education Programme from the academic session 2014- 2015. St. Thomas' College of education is recognized by the National Council of Teacher Education, Jaipur and is affiliated to Chaudhary Charan Singh University, Meerut vide affiliation/723 (college code 608).

- Offering holistic education is our mission
- Sculpting balanced, complete and efficient individuals is our passion
- Faith in the Almighty is our life-Spirit
- Service to humankind our impetus

### VISION

- Instilling in students an unwavering faith in God. A passion for academic excellence
- An abiding commitment to improve the quality of life in schools and society
- A passionate resolve to train teachers who are capable of responding to the changing needs of the modern society and be creative, committed and compassionate
- Dynamic agent of social change by adopting socio-cultural ethics



# MISSION

- To offer enriching and innovative learning experiences to aspiring learners
- To make teaching-learning an enjoyable experience
- To promote commitment, dedication and service in their profession
- To infuse ethical and moral values in learners
- To foster a sense of pride in the nation and develop an appreciation for the diverse culture of our country

## *Chairman's Message*



It is a matter of great pride and satisfaction for St. Thomas' College of Education to bring out the newsletter EDU-VISION released by the Department of Education. The College has made tremendous progress in all areas academic, non-academics, capacity building relevant to staff and students. I am confident that the first issue of EDU-VISION will send a positive signal to the staff, students and those who are interested in teachers' training and education-based activities. A newsletter is like a mirror which reflects a clear picture of all activities undertaken. It develops writing skills among students and teaching faculty in general. I congratulate the Editorial Board of this newsletter who have played a wonderful role in accomplishing this task. My heartfelt congratulations to the entire STS family for their future endeavors.

With best wishes,  
**Most Rev. Dr. P.C. Singh**  
**Chairman**  
**St. Thomas' Higher Education Society**

## *Vice Chairman's Message*



It is highly satisfying to know that St. Thomas' College of Education is ready to launch a newsletter, EDU-VISION to record the academic and intellectual activities undertaken in the college as a part of dissemination of information and indulgence of students in the co-curricular activities of our esteemed institution.

Such a EDU-VISION newsletter will be a big source of leadership promotion and intellectual growth among the participants. This would also help students to raise questions and seek solutions for the same particularly on subjects which have relevance in terms of societal demands. Such a mechanism is considered as an act to fulfillment of extension services that an institution must provide to make its place worthy in the



social system. In the true sense the very existence of the institution in the social frame is rightfully justified by playing a legitimate role in enlightening the participants on various activities within and outside the campus boundary.

**Prof. Dr. S.C. Panda**  
**Vice Chairman**  
**St. Thomas' Higher Education Society**

## *Director's Message*

We are the music makers and dreamers of dreams. The great thing in this world is not so much where we stand, as in what direction we are moving. And it is this belief that has led us to the point where we stand today. Constantly moving with a clear vision of providing good quality education as our mission, we forged ahead and made a small niche for ourselves.

If you are working on something that excites you and that you really care about, you don't have to be pushed. The vision pulls you. While we shape our young aspiring students into their desired careers, we have provided various platforms for expression and interaction with fellow students in other colleges. A chronicled record of the multifarious activities being carried out is carrying the task to completion.

Edu-vision is a newsletter that shall not only report the happenings, the events taken place but its future endeavors. It will be taking up issues that interest the community and provide solutions with their expertise. The idea is to make it a carrier of educational insights and intellectual reflection. Creating and integrating an empowering mission is one of the most important investments we can make. This goal in mind gives birth to Edu-vision.

I congratulate the entire college faculty on presenting their maiden newsletter and wish them all success.

**Dr. Anuradha Amos**  
**Hony. Director, STCE**  
**Secretary, St. Thomas' Higher Education Society**



## *Dean's Message*

It is matter of pride that St. Thomas' College of Education is launching its first newsletter, EDU-VISION, covering the intellectual, academic, co-curricular activities in the campus as a part of active participation of students of a pioneer institution in Delhi NCR. I hope this newsletter will be a great source of information and reflection of all in-house and field academic, and socio-cultural activities. It will be a great platform for students and academicians to interact on different subjects according to the relevance of the need of the society and nation. It will be a first-hand mechanism of information to know the institution and a bird's eye view of St. Thomas' Higher Education Society.





The new and dynamic generation will be able to place themselves in the present societal scenario. In the real sense, the institution will play a very significant role in the alignment of the student's career in his/her future endeavors. I am sure this journey will continue up to a level of high satisfaction and set high standards.

Definitely this newsletter will be a small encyclopedia to know about the Institution. I congratulate the Director, Chairman, Vice-Chairman and faculty members of the college for this full intellectual and moral support to carry on this creative and fruitful journey.

**Prof (Dr.) M.K. Tyagi**

**Dean (Academic Affairs) St. Thomas' College, Greater Noida**

## *Head of the Department Message*

It is a matter of great pleasure for me that our college St. Thomas' College of Education (STCE) is releasing the first issue of the newsletter, Eduvision. The objective of this issue is to give an overview of educational programmes held at STCE and to make aware faculty and students with the latest trends in the profession of teaching in college, thus, enlightening pupil teachers about the B.Ed. programme.

I would like to pay my heartiest thanks to STCE Management Committee, Dean (Academics), all colleagues, my dear students and all members of the STCE family for their contribution to this newsletter.

I wish a grand success to this first issue of newsletter - Eduvision

**Dr. Mugdha Anand**

**Head of the Department, STCE**



## **FACULTY MEMBERS**

- Dr. Mugdha Anand (M.Sc., M.Ed., NET, Ph.D.)
- Dr. Poonam Pandey (M.A., M.Ed., Ph.D.)
- Dr. S. K. Rao (M.Sc., M.Ed., Ph.D.)
- Dr. Nisha Tyagi ( M.Sc., B.Ed., M.A. Education, Ph. D.)
- Dr. Ashish Mittal (M.Sc., M.Ed., Ph.D.)
- Mrs. Himani Tyagi (M.A., M.Ed.)

## **Glimpses of the Year**

**2019-2020**

- Orientation
- Celebrations
- Scout and Guide Camp
- Meraki 2020
- Webinars
- Community Outreach Programmes



## Recollections

### Orientation Programme 2019

The most awaited and convivial event of the year took place on 10th August 2019, where new students were welcomed in the college's friendly atmosphere.



## National Festivals of India

### Independence Day

India celebrated its 75th Independence Day on 15 August 2021. STCE also celebrated this day by hoisting our national flag, the pride of our country. All the faculty members and students participated with great enthusiasm.



### Teacher's Day



Teacher's day was celebrated on 5th September 2019. The function began with the lighting of the lamp by the Dean of STCE. Poem recitation and dance performances were performed by the students for the teachers and enjoyed by all.



## Diwali Celebrations





## Sports Meet

An Inter-College sports meet was organized by the District Institute of Education and Training from 10th February 2020 to 13 February 2020. Students of STCE participated in various games viz badminton, shot-put, race, yoga and brought accolades to the college. It was a great moment of pride for students.



## Scout and Guide Camp

STCE organized a three days Scout and Guide camp from 1 March 2021 to 3 March 2021.

Mr. Shiv Kumar and his team from 'The Bharat Scouts and Guides' came to teach students various activities involved in the camp. Students learned the initial level of first aid to be given in emergency situation, tent pitching, firefighting, disaster management and several drills for physical fitness.





## Meraki

Meraki 2020 an inter-college fest was organized from 24th February 2020 to 25th February 2020. This fest provided a lot of opportunities to participate in various activities. This was a platform for our students to showcase their talent.

Many activities were included in the fest like Rangoli, Poster making, Quiz, Debate, Solo song, solo Dance, Fashion Show.

Students from different colleges in the area participated in the event along with our students. On the second day the fest concluded with the award ceremony. Trophies and certificates were given to winners. Certificates of participation were given to all participants.





## FELICITATING THE DISTRICT MAGISTRATE

STCE Director Dr. Anuradha Amos, Dean Dr. M.K. Tyagi and Law Advisor Dr. K.S. Bhati felicitated the District Magistrate of Gautam Budh Nagar, Shri Suhas L.Y. He was a Silver Medalist in the Para Olympics in Badminton held in Tokyo 2021.



## WORKSHOP ON WASTE MANAGEMENT

A workshop on Waste Management was organized by the Greater Noida Authority under Prime Minister Swach Bharat Abhiyan on 21st

October 2021 and an App was also launched for the students and faculty members.



## TEACHING AID COMPETITION

STCE organized a competition on Making of Teaching Aid for B.Ed. second year students on 27th October 2021. They participated enthusiastically, and winners were awarded with trophies.





## NAAC 2021

St. Thomas' College of Education has applied and registered itself for the NAAC accreditation process in the month of November 2021. The entire college family is engaged in completing this task successfully.



## 2021 COMMUNITY OUTREACH PROGRAMME (ANGANWADI)

The College organized a community outreach program on 26th November 2021 at Anganwadi, Tugalpur, Greater Noida. B.Ed students along with faculty participated in the activity. They discussed the Balanced Diet for Children and Pregnant women attached with Anganwadi and Drawing activity were conducted. Activity kit and refreshments were distributed to all participants.





## ONLINE WEBINARS

Presents  
An Online Panel Discussion on  
New Education Policy 2020- Prospects for Teacher Education

Date: 14th Sept. 2020 (Monday)

Timings: 10:30 am onwards

**Panelists:**



Prof. J. S. Bhardwaj  
Dean, CCS University, Meerut



Prof. Rekha Agarwal  
Central University of South Bihar, Bhodh Gaya



Prof. S.C. Panda  
Delhi University, New Delhi



Mr. K. S. Bhati  
Advocate, Supreme Court

Mrs. Meena Nigam, St. Thomas' Girls Senior Secondary School  
Mrs. Anju Chauhan, St. Thomas' Girls Senior Secondary School

**Chief Patron**



**Rt. Rev. Warris K. Masih, Chairman  
St. Thomas' Education Society**

### Patrons



Mrs. A. Amos  
Director  
St. Thomas' College of Education



Dr. S.C. Panda  
Vice Chairman  
St. Thomas' College of Education



Dr. M K Tyagi  
Dean, St. Thomas' College of Education

**A WEBINAR  
ON  
Recent Emerging Trends in E-Learning in the  
Post COVID-19 ERA**

13<sup>th</sup> June 2020 (Saturday)

10:30 AM

Organized by:  
Department of Education  
St. Thomas' College of Education,  
Greater Noida



Mrs. Anuradha Anon,  
Director, STC, Greater Noida  
Principal, St. Thomas' Girls Senior  
Secondary school



Dr. Pradeep K. Mishra  
Former Dean, CCS University



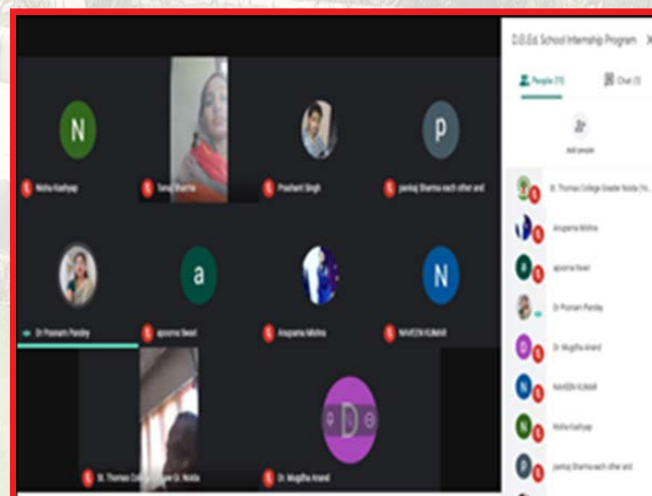
Prof. S. C Panda  
University of Delhi



Prof. Arif Koul Kachroo  
Dean, School of Education,



Dr. M.K Tyagi,  
Dean Academics, St.  
Thomas College

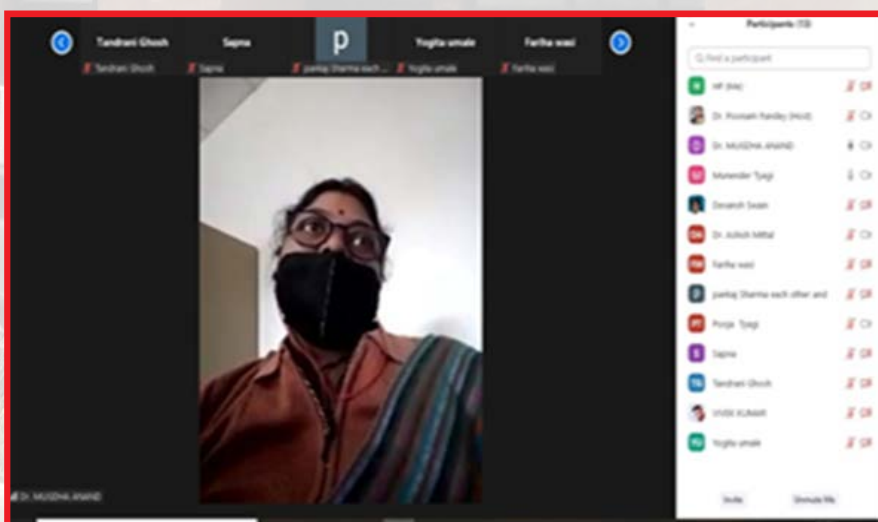
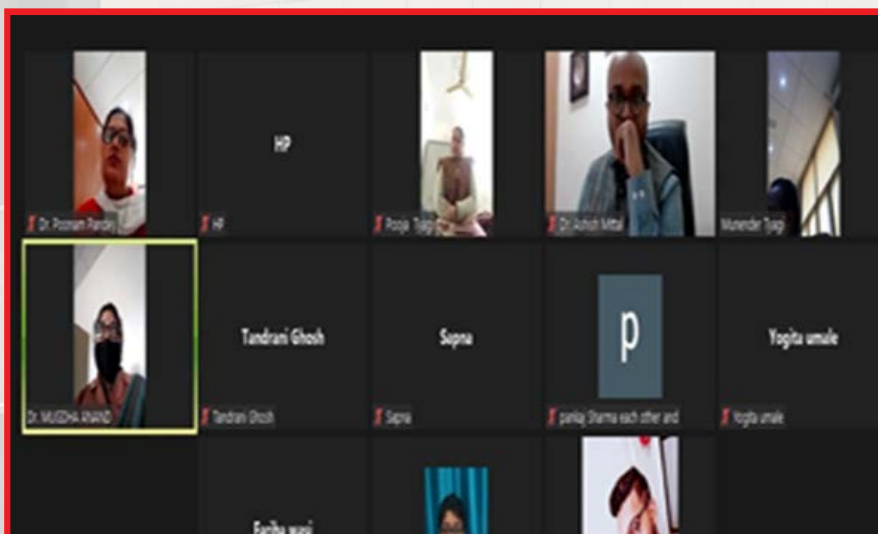




# ALUMNI VIRTUAL MEET 2021



An Alumni Meet Program was organized on 29th November 2021. Dean Dr. M.K Tyagi and all faculty members discussed the importance of Alumni with the students.



## NEWSLETTER EDITORIAL TEAM

Content Support & Write-up : Dr. Nisha Tyagi & Dr. Poonam Pandey

Content Editing : Dr. M.K. Tyagi

Content Proof Reading : Dr. Mugdha Anand

Layout and Animations : Mr. Vivek Kumar Parcha



# Psychological Factors that Impact the Success and Happiness in Life

*Dr. Munender Kumar Tyagi\**

## ABSTRACT

*Success and happiness usually go hand in hand for us humans. However, we sometimes fail in our understanding of the lack of success in our lives and associate it with sadness and other negative emotions which could disrupt the smooth flow of our lives. As success and happiness are fickle and transient, we need to prepare ourselves to better cope with them, the way we deal with success and happiness or the lack of them is dictated by our personality. If we humans could better understand what our specific personality is, we can associate our own actions and behaviors to our success and happiness. Some tools such as 'the Johari window' and 'the Big Five Inventory of personality traits can help us understand ourselves better so we can lead the lives that we aspire to lead.*

**Keywords:** *Personality traits, success, happiness and psychology.*

## INTRODUCTION

Success is a word associated with every aspect, action, behaviour, job, career, activity, etc. that we humans engage in. Every day we chase success in everything that we do or think. We want to be successful in everything that we dabble in. However, there are many times, even during a day, that we fall short of our own expectation of success. Most of the time we cannot even comprehend or understand why we fell short of success. Some of us struggle with not being successful, mull over what went wrong; and some of us are able to pick ourselves up, dust away the effects and move on to the next thing.

The flip side of chasing success in whatever we do, or think is not to be bothered about success at all, to not engage ourselves in anything, to just float through life. To be indifferent to ourselves and to everyone and everything around us.

In this piece I refer to success as a very loose term to signify our own individual happiness and satisfaction with each activity or thought that we engage in and not refer to success as the hardcore competitive usage of the word.

It is our personality that controls our chasing after success or not chasing after success and the reaction we have either after achieving success or not achieving success. Our personality is a culmination, till date, of all the life experiences that we have had combined with the influence of our genetics.

Most of us are not fully aware of our personality, our mental makeup, about what makes us tick. This knowledge about ourselves is very crucial because if we are not aware of ourselves,

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\* Dean



we behave and act in ways that are not in line with our personality, although personality is a dynamic entity. This dissonance within ourselves can cause mental fatigue, personality disorders, psychological disorders, social disorders and disrupt the otherwise smooth flow of our lives.

The Johari window concept of Joseph Luft and Harrington Ingham is a self-awareness technique which helps us expand our knowledge about ourselves by decreasing the blind spots, façade and unknown areas of our personality.

The Johari window exercise can be conducted in a team setting and adjectives from a list are picked by the subject to describe his or her personality, the peers also get the same list of adjectives to describe the subject. The adjectives used in this exercise are: able, accepting, adaptable, bold, brave, calm, caring, cheerful, clever, complex, confident, dependable, dignified, empathetic, energetic, extroverted, friendly, giving, happy, helpful, idealistic, independent, ingenious, intelligent, introverted, kind, knowledgeable, logical, loving, mature, modest, nervous, observant, organized, patient, powerful, proud, quiet, reflective, relaxed, religious, responsive, searching, self-assertive, self-conscious, sensible, sentimental, shy, silly, spontaneous, sympathetic, tense, trustworthy, warm, wise, witty (kevan.org; 2020).

Then this choice of adjectives is inserted into four quadrants:

- Open quadrant or arena, which contains adjectives that are selected by both the subject and the peers. These are the personality traits that associated with the subject by both the subject and by the peers.
- Blind quadrant or blind spots, which contains adjectives that are selected by the peers but not by the subject. These are the personality traits that associated with the subject by only the peers.
- Façade, this quadrant contains adjectives that are selected only by the subject and by the peers. These are the personality traits that the subject associated with for himself or herself.
- Unknown, this quadrant contains those remaining adjectives from the list that neither the subject nor the peers selected. These represent those personality traits that are either cannot be associated with the subject, or the subject and the peers are unaware of them. However, the Johari window exercise is a team exercise and requires others to identify the person's personality traits. There are other models that can be used by an individual to know more about themselves.

Such is the popularity of these models that in recent times, the tainted Cambridge Analytica used a personality traits model through Facebook to gain access to sensitive and confidential information of millions of people across the world.

However, there are safer ways for us to identify our personality traits such as taking a personality test through the Big Five Inventory available for free through the IPIP (International Personality Item Pool). The IPIP has over 3000 items and over 400 scales that a person can use to test their personality. The items have been translated into 40 different languages so that they can be used by a wider audience (ipip.ori.org; 2020).

One of the most popular scales used from the many available on the IPIP website is 'the 50-item IPIP representation of the Goldberg (1992) markers for the Big-Five factor structure' (ipip.ori.org; 2020). This questionnaire has 50 statements that can be used to describe ourselves, these 50 statements are linked to the Big Five personality traits which have been distilled from the



collection of about 18000 personality describing words which were compiled by Allport and Odbert (1936) from the most comprehensive dictionaries of the time. From this gigantic collection they funneled out 4500 personality describing adjectives which were the basis of further research by many imminent psychologists including Raymond Cattell and Lewis Goldberg.

The 50 questionnaire statements are divided and linked to 5 personality traits, which are extraversion, agreeableness, conscientiousness, neuroticism and openness to experience; with 10 statements being associated to each trait.

The subject must describe himself or herself as honestly as they see themselves in the present and not what they might be in the future.

The 50 statements are to be marked on a 5-point scale:

1. Very Inaccurate, 2. Moderately Inaccurate, 3. Neither Accurate nor Inaccurate, 4. Moderately Accurate, or Very Accurate.

**Extraversion (E):** The trait extraversion has two extreme ratings which are extroversion for high scorers and introversion for low scorers. This trait describes how a person energises or motivate himself or herself and how they interact with others. A person either feels motivated by interacting with other people, by bouncing ideas off as many people as possible, by communicating openly with whoever they meet; or a person motivated by spending time on their own, delving into their own minds for ideas, by remaining quiet and in solitude.

Lebowitz (2016) construed those extroverts are comfortable with others, loud, joyous and action-oriented; he also construed those introverts are silent, contemplative, reticent, and introspective.

**Agreeableness (A):** This trait reflects how much individuals adjust their behaviour to suit others. A person interacts with many people throughout his/her lifetime, and during these interactions the behaviour of the person differs. A person sometimes agrees or sometime disagrees with the people he/she interacts with. This agreement or disagreement and the way it is presented to the other person forms a lasting impression about the person in the minds of people he/she interacts with and affects the relationships of a person. The persons who score high on this trait are usually polite and genuinely like people they interact with. The persons who score low on this trait are usually opinionated and abrasive in their communication with people and say things without any concern for the feelings of people they communicate with.

Lebowitz (2016) described people who score high on the trait of agreeableness to be popular, reliable, and sympathetic with the situations of others. They are very friendly and affectionate with their friends and loved ones, as well as empathetic to the situation of strangers. People low on agreeableness are described as less probable to be trusted and liked by people around them. They could be uncaring, forthright, impolite, irascible, hostile, and acerbic.

**Conscientiousness (C):** A high score on this trait describes a person as sincere and diligent. John and Srivastava (1999) described a conscientious person as a person who can control his or her inclinations and who can behave in a socially appropriate manner, conduct himself/herself in a way that enables focussed behaviour. A person who scores high on this trait tend to obey the law in letter and in fact, follow the guidelines of the society and maintain harmony and peace at home. A person who scores low on this trait could be someone who does not necessarily care



about either the law of the land, the social norms or even maintaining harmonious relations at home.

A person who scores high on the trait of conscientiousness is a person who excels in their academic and professional pursuits, a person who does extremely well in leadership positions and who pursues his/her goals with purpose and foresight. A person who scores low on the trait of conscientiousness is usually guilty of postponing his/her work, to be impulsive, reckless, and uncontrolled.

Neuroticism (N) is the personality trait that relates to the emotional character of a person.

Neuroticism includes a person's emotional steadiness and general temperament.

The behaviour of a person who scores high on the trait of neuroticism includes nervousness, despondency, concern, and low self-worth. He/she could be erratic in their behaviour, be prone to quick irritation, be gawky or awkward and uncertain about how to act in certain situations. The behaviour of a person who scores low on the trait of neuroticism includes confidence, a positivity and an adventurous nature.

Openness to Experience (O) is the personality trait of being open-minded, being innovative, to keep looking for something new or to look for newer ways to do things. John and Srivastava (1999) explained openness to experience as the extent and intricacy of an individual's psychological state and encounters. Openness to experience is connected to person's proclivity to risk stepping through unknown doors, to open the mind to new pastures and can innovate. High scores may live in fantasy world. Low scorers may be very pragmatic.

When we know more about ourselves either through the Johari window exercise or the Big Five Inventory, we can determine our personality and we would be clearly aware of why we are what we are. We could then make good choices for ourselves, with this knowledge, and not go against our own interests and cause confusion or distress for ourselves. We could lead lives that are more fulfilling, more satisfying, less stressful, happier and which could turn us into better versions of ourselves.

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# Role of Teachers in the New Normal

*Dr. Mugdha Anand\**

## WHAT THE PANDEMIC BROUGHT TO EDUCATION



The pandemic has highlighted the big gap among schools in terms of equity, access, and support for teachers, students, and education, in general. Some schools quickly responded to the school closures because they had better access to digital technologies and more teachers who are trained and equipped with the skills needed in teaching with technology. On the other hand, some schools dabbled with problems related with access and readiness. Parents also were not spared in this pandemic as they became teachers overnight and had to understand the modules or online learning activities that teachers have created for their children. Not all parents were ready for this new set-up and a lot of them were overwhelmed by the things that they have to do with their children.

In the new normal, there should be a stronger home and school partnership that can facilitate better and more consistent communication and collaboration between teachers and parents. Communication of learning goals, expectations, and feedback can help sustain the needed collaborative relationship between the parents, and the teacher. To do this, the school can create opportunities that can teach parents how to navigate the online learning environment, guide their children as they learn online, and even, nourish their children's curiosity at home. This idea on partnership can still be further expanded to include the local community, especially the local government units. This will become easier with the help of our stakeholders, parents, PTA, and the community especially to the teachers and the rest of the team.

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\* HOD, St. Thomas' College of Education, Noida.



With the advent of this global pandemic and most of the time encountering several multiple crises in response to the call in delivering quality education, we might ask, appreciate, and realize what it means to be a teacher. Confronted with many school forms to fill out, stress and fear coupled with the slow internet connectivity and technology access, teachers remained to be unsung heroes during this pandemic. We may be thinking that teachers are just experts in the educational standards and classroom rules, but the roles of the teachers in the core of this epidemic are highly valuable and helpful.

As challenging as that dictate was, it represents possibly the best-case scenario in what's proven to be an incredibly inequitable landscape during the pandemic but has resulted in at least one positive thing: cooperation between and among the key persons in the pursuit of serving the best education to the learners' despite of this pandemic. The key roles of teachers are vital to the growth of learner's educational development, be it virtually or even online.

### **Top three roles of teachers in this new normal education**

#### **1. *Teachers play as a team player***

Teachers of these trying times worked closely with their professional learning community team members and performed as volunteers to fight against the spread of the virus which caused the shift of the current educational course. Instead of thinking for teacher-driven discussions with lengthy lectures, these were no longer available in this moment, online learning, self-learning modules (SLM) and other blended learning modality were highlighted. With

the cooperation and consorted effort of other stakeholders, teachers innovated and created self-learning modules or even online lessons to cope up.



#### **2. *Teachers cultivate student's motivation***

Since no one is exempted from this pandemic and students may feel bored and skeptical to this new normal, teacher's role to motivate students should not be underestimated for students must be trained to organize things and make changes. Even with this virtual reality where up close and personal association is restricted, teachers really find time to contact students during the time allocated for them on the existing calendar and give students attainable goals. This is one thing where teachers will be able to use technology to connect with and work with students, while motivating them to do so is another matter. With the advances in learning



technology during the current COVID19 epidemic, teachers and students are fully prepared to continue the learning journey at home.

### 3. *Teachers act as innovator of change*

As the teachers, parents, and students are facing a quite different context now in terms of the educational standards, this COVID-19 pandemic has forced education innovation into the heart of almost every education system around the globe. To answer this, teachers no longer must focus on how to link innovations to a frontier at the heart of the education system, but how to change education systems so that they address diversity, support source, innovate that will provide all learners the necessary skills to create a better future for themselves and their communities.

Becoming a teacher to the hearts of many whose lineage is for teaching, being a mentor to all various types of learners aren't anymore a puzzle. This has become much easier before, but when suddenly this pandemic threat has shuttered everyone's minds and life perspective it has changed everyone's perspective. In a normal classroom setting, children move to the anchor of the teacher. Everybody plays and acts his roles in accordance with the rules set by the classroom teacher regardless of physical distancing and health concerns. Pursuing the call of imparting the basic knowledge, skills and learning behaviour to the students are always the main concerns of the teachers despite the current pandemic threat. To answer these, the following are the ways to genuinely become a teacher to this new normal education:

#### *Being prepared*

Trained to face every battle inside and outside the teaching arena before the pandemic has stricken, they prepared the lessons a few days or weeks before they are delivered to their students. A teacher is armoured with the necessary compartments where skills are taken from there ready to be supplemented to all learners. This new normal education equipped the teachers to adapt to its system and worked closely to attain its common goal: to teach students the quality education they deserve.

#### *Make students as active members of society they belong*

During this new normal, our kids must be taught with the importance of seeing themselves as part of the community and that they take part of the identifying and solving existing problems in the community they belong. This misjudges our students' capacities to organize and make change.

#### *Authorize and encourage students' identities outside of their comfort zone*

Making students feel that they are appreciated and welcomed enables them to realize their fullest potentials and they can come out from their comfort zone.

Teachers play an important and dynamic role in providing educational opportunity to students in more efficient and effective way. Today job of teaching is challenging, and teachers are facing social, political, cultural, economic and parental pressure and demands. The



primary responsibility of the teacher is to provide the instructional program and classroom environment that allow each child to develop his/her capacities to the fullest. Hence, **Techno-Pedagogy** is carrying a very crucial role in teacher education. Teacher educators are integrating technology with pedagogical strategies like direct instructions, self-directions, group work, computer mediated communication & constructive learning.

### **Top 5 Recent Trends in Indian Education System in Current Scenario**

- Shift towards non-conventional courses. Perhaps the biggest trend is to choose which course to learn for the students. ...
- Virtual learning. ...
- Concept-Based learning anytime and anywhere. ...
- Student Assessment using Artificial Intelligence (AI) ....
- Gamification and Self Analysis....
- Integration of Technology for Teaching and Learning....
- Techno Pedagogy in Teacher Education....

Many types of technology tools can be used for technology integration into the curriculum. The most used tools include:

#### ***Application software***

- Word processing software
- Spreadsheet software
- Database software
- Presentation graphics software
- Instructional software

#### ***The Internet***

- Search engines
- E-mail
- Web Quotes
- Virtual Field Trips

Nowadays, teacher educators are aware of effectiveness of integrating **Techno Pedagogical strategies** in classroom instructions. Hence it is recommended that all the teacher educators for B.Ed. & M.ED. must use Techno-Pedagogy logics during teaching to make students more effective and ready to take occurring challenges. The challenge for teachers is to design instructional activities so that students are required to use technology as a tool, not as just a mechanism for the delivery of content. These technology tools can be used in many ways to create technology-integrated activities for students. Keeping this in mind, teachers should:

- Add meaningful activities to existing lesson plans that require students to use one or more technology tools.
- Design new lesson plans that require students to participate in meaningful activities that use technology tools.



## गुणवत्ता शिक्षक शिक्षा में, निदानात्मकता हेतु संस्थागत योजना के रूप में - “क्रियात्मक अनुसंधान”

*Dr. Poonam Pandey\**

### सारांश

अध्यापक शिक्षा वह शैक्षिक आयोजन है, जिसमें विभिन्न स्तर के अध्यापकों को इस तरह से शिक्षित करने का प्रयत्न किया जाता है कि अग्रिम प्रजन्म को ज्ञान एवं मूल्यों के हस्तान्तरण के साथ ही उनके समस्त शैक्षिक एवं विकासात्मक दायित्वों को ग्रहण एवं वहन करने में वे सक्षम हो सकें, तथा उनमें तकनीकी कुशलता, वैज्ञानिक चेतना, संसाधन सम्पन्नता तथा नवचारिता के साथ सांस्कृतिक उद्दीपना एवं मानवता बोध का समन्वयात्मक विकास करना सम्भव हो सकें।

अध्यापक शिक्षा के द्वारा एक सफल एवं कुशल अध्यापक का निर्माण होता है, जो भविष्य में भावी व नये अध्यापकों का सृजन अपने गुणों के आधार पर करता है, क्योंकि प्रशिक्षित व अप्रशिक्षित अध्यापकों में विशिष्ट अन्तर होता है। एक प्रशिक्षित अध्यापक जितने गुणों से अवगत होता उतने अप्रशिक्षित अध्यापक कभी नहीं हो सकता। इस प्रकार अध्यापक शिक्षा मात्र एक कार्यक्रम ही नहीं है, वरन् एक ऐसा मिशन व आयोजन है जिसके माध्यम से राष्ट्रीय सन्दर्भ में आधुनिक व परिवर्तित पाठ्यक्रम का निर्माण होता है। अध्यापक शिक्षा का मुख्य उद्देश्य एक कुशल, नैतिक चरित्र व आदर्शपूर्ण अध्यापक को तैयार करना है जिससे देश में भावी अध्यापकों का निर्माण हो सके, और शिक्षा का स्तर उज्ज्वल हो सके। अध्यापक शिक्षा के द्वारा शिक्षक में गुणवत्ता का विकास होता है जिसमें शारीरिक, नैतिक, व्यक्तित्व व सामाजिक गुणों की श्रेणी प्रमुख है, इसके अतिरिक्त अध्यापक में व्यवहार कुशलता, निष्पक्षता तथा सहयोग की भावना का सृजन भी अध्यापक शिक्षा के द्वारा ही सम्भव होता है।

इस प्रकार अध्यापक शिक्षा के माध्यम से शिक्षा के ज्ञानात्मक, भावनात्मक तथा क्रियात्मक क्षेत्रों की विविध उद्देश्यों की पूर्ति की जाती है तथा अध्यापक में मूल्यांकन तथा उपचारात्मक कुशलताओं की पुष्टि की जाती है जो गुणवत्ता शिक्षक शिक्षा में अति महत्वपूर्ण भूमिका रखती है।

अतः गुणवत्ता शिक्षक शिक्षा में सुधार एवं उपचार के रूप में कई प्रकार का सृजन होता है। किसी भी अध्यापकीय शिक्षण संस्थाओं में अध्यापक शिक्षा में गुणवत्ता हेतु कई योजनाओं को सम्मिलित किया जाता है जिससे कि शिक्षा व्यवस्था में नवाचार लाया जा सकें। शिक्षण समस्याओं की इसी प्रक्रिया को ध्यान में रखते हुए योजनाओं में निदानात्मक भूमिका के रूप में “क्रियात्मक अनुसंधान” को सम्मिलित किया गया है जो इस प्रकार है—

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## संस्थागत योजना में निदानात्मक भूमिका के रूप में— क्रियात्मक अनुसंधान

किसी भी शिक्षण संस्था में शिक्षा को सुव्यवस्थित ढंग से क्रियान्वित करने हेतु योजनाओं को निर्धारित करना आवश्यक होता है। इसी दृष्टिकोण से शिक्षा की योजनाओं में अनुसंधान को सम्मिलित किया गया है। शैक्षिक अनुसंधान में शिक्षा से संबंधित समस्याओं का निराकरण, अन्वेषण व प्रयोग के आधार पर किया जाता है इसमें तकनीकी साधनों तथा मनोवैज्ञानिक व्यवहारों को मुख्य स्थान दिया जाता है। इसी प्रक्रिया में अध्यापक शिक्षा में गुणवत्ता हेतु “क्रियात्मक अनुसंधान” को लिया गया है।

क्रियात्मक अनुसंधान के द्वारा कक्षा-शिक्षण विधि में सुधार किया जा सकता है तथा छात्रों की रुचि, ध्यान, तत्परता उत्सुकता आदि को शिक्षा के लिए प्रेरित किया जा सकता है। “क्रियात्मक अनुसंधान” वह प्रक्रिया है जिसके द्वारा अभ्यासकर्ता निर्णयों एवं कार्यों को स्वनिर्देशित करने, सुधारने एवं मूल्यांकित करने के उद्देश्यों से अपनी समस्याओं को वैज्ञानिक ढंग से अध्यापन का प्रयास करता है। इसके द्वारा शिक्षा में रुढ़ियों व अन्धविश्वासों के प्रति दुराग्रह की प्रवृत्ति का निराकरण सम्भव हो जाता है। अध्यापक शिक्षा में गुणवत्ता प्रदान करने में क्रियात्मक अनुसंधान का विशिष्ट महत्व है। इसकी सहायता से अध्यापकों को यह बताया जाता है कि वह किस प्रकार परीक्षणों द्वारा प्राप्त परिणामों को व्यवहारिक रूप दे सकते हैं। इसके द्वारा अध्यापकों को यह ज्ञात कराया जाता है कि क्रियात्मक अनुसंधान के आधार पर वह न केवल अपने शिक्षण व्यवस्था को विकसित कर सकते हैं वरन् इसकी सहायता से उनका व्यक्तित्व भी भलि-भाँति विकसित होता है।

अतः विद्यालयों की कार्य प्रणाली में अपेक्षित सुधार एवं प्रगति हेतु क्रियात्मक अनुसंधान एक नवीन क्रान्ति के रूप में प्रस्फुटित हुई है। इसके सोपान निम्नवत हैं—

- शिक्षा में क्रियात्मक अनुसंधान हेतु समस्या।
- परिकल्पना का प्रतिपादन।
- शोध की रूपरेखा तैयार करना।
- प्रदत्तों का संकलन करना।
- प्रदत्तों का विश्लेषण करना।
- निष्कर्षों का प्रतिपादन करना।

इस प्रकार क्रियात्मक अनुसंधान का शिक्षक शिक्षा योजना में निदानात्मक रूप में गुणवत्ता विकसित करने के लिए एक विशिष्ट भूमिका है। इसके द्वारा शिक्षक शिक्षा योजना में अनुभव आधारित शिक्षण प्रणाली को लागू किया जाता है इसके अन्तर्गत नवीन पाठ्यक्रम, सूक्ष्म शिक्षण योजना, तकनीकी शिक्षण तथा भाषा-प्रयोगशाला आदि को शिक्षक शिक्षा में सम्मिलित करके संस्थागत योजनाओं को व्यवस्थित व सुदृढ़ बनाया जाता है। इसके आधार पर अन्वेषण, प्रयोग, तथ्यों की जाँच व अवलोकन आदि के आधार पर अध्यापक शिक्षा दी जाती है जिससे कुशल अध्यापक का निर्माण हो सके। क्योंकि कुशल अध्यापक ही अपने गुणों के द्वारा बालकों को उचित शिक्षा देता है जिससे भारत में उज्ज्वल शिक्षा व्यवस्था की कामना की जाती है इस प्रकार यह सर्वविदित है कि अप्रशिक्षित अध्यापकों की तुलना में प्रशिक्षित अध्यापक अपनी गुणवत्ता के द्वारा बालकों में नैतिक, चारित्रिक, सामाजिक, सांस्कृतिक व वैयक्तिक मूल्यों को पूर्णतः विकसित करता है और उन्हें भविष्य में आने वाली समस्याओं के प्रति निदान हेतु जागरूक करता है। अतः क्रियात्मक अनुसंधान वह प्रणाली है जिसके द्वारा गुणवत्ता शिक्षक शिक्षा को संस्थागत योजना में उचित ढंग से सम्मिलित किया जाता है।



# Problems of Teacher Education in India

*Dr. Sudershan K. Rao\**

## ABSTRACT

*Over the last half a century and particularly, in the recent decades, teaching learning has been undergoing drastic changes. There has been a shift towards student centered classrooms with teacher's role more as facilitator of learning rather than an autocratic master. Unlike in the past when the teacher was entrusted with transferring the contents of curriculum to a passive audience of students, today new experiments are being tried out in the classroom that includes project-based learning, development of thinking skills, and discovery learning approaches. As part of Sarva Shiksha Abhiyan (SSA) the textbooks have also been modified (in my opinion, to make them worse than before in many respects). Many teachers are not properly trained in implementing the concepts behind the new curriculum and many are not equipped to properly implement the curriculum.*

*Key words: Teacher Education, Higher Education, Incompetency, Curriculum*

## INTRODUCTION

The funniest thing is that the teacher education centers and the curriculum followed in the teacher education have very little focus on new trends in education. The SSA training programs have excluded the teacher educators and have been confined to in-service teacher training alone. The pre-service teacher education sector has been kept away from the SSA and therefore, the teacher aspirants passing out of the B.Ed. colleges get exposed to the new curriculum only when they join the schools.

Teacher education institutions have been proliferating and mushrooming all over the State with profit motives until the National Council for Teacher Education (NCTE) with its headquarters in Bangalore, came up with and insisted on mandatory norms and standards for these institutions. As a result of their intervention, many institutions have constructed buildings with classrooms and procured infrastructure to meet their standards. These institutions have even been forced to increase the salary of teacher educators to the basic amount in the government scale. But later, the effectiveness of NCTE intervention reduced and the powerful lobby of private education institutions had their way in running their teacher education shops.

There has been a great expansion of higher education over the years. Today, there are more than 200 universities and 8000 colleges. Kothari commission remarks "The destiny of India is being shaped in its classrooms." No doubt education plays a significant role in nation's development, but the quality of education is greatly determined by the quality of teachers, therefore, great efforts were made and still are being made to improve the quality of teacher education. Some of the problems concerning teacher education are discussed below:

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## **PROBLEM OF SELECTION**

Defects of selection procedure lead to deterioration of the quality of teachers. Better selection method would not only improve the quality of training but also save the personal and social wastage. Some suggestions are mentioned:

(a) Candidates should be interviewed (b) Test of General Knowledge should be applied. (c) Test in school subjects. (d) Test of language (e) Test of intelligence should be administered (f) Aptitude; interest and attitude inventory should be administered. (g) A well direct guidance service should be provided.

## **DEFICIENCIES OF SMALL TIME PERIOD PROVIDED FOR TEACHER'S TRAINING**

In India, this period is of one year after the graduation - the effective session being of eight to nine months. The main purpose of teacher education programme is to develop healthy attitude, broad based interest and values. It is not possible during the short duration of nine months.

## **INCOMPETENCY OF STUDENTS AND TEACHERS**

The existing training programme does not provide adequate opportunities to the student teachers to develop competency because the organizers of teacher's training programme are not aware of the existing problems of schools. Therefore, there should be a close matching between the work schedule of the teacher in a school and the programme adopted for teacher preparation in a training college.

## **DEFECTS CONCERNING PAPERS**

A student teacher should know the meaning of education, its objectives, the socio-cultural and politico-economics background, the principles that guide construction of curriculum etc. But a proper preparation towards a good. Orientation is impossible in a short duration. Following steps may be taken in this connection:

allowing more time to learners for good reading and sound build-up of the intellect and attitude, (ii) pruning the existing course (iii) arranging for exchange of experience than merely attending lectures, (iv) changing the mode of testing inputs (v) the content must have direct implications in the daily school teaching.

## **PROBLEMS OF PRACTICE TEACHING**

Inspire of all kinds of elaborate arrangements regarding practice in teaching, student teachers are non-serious to the task of teaching, deficient in sense of duty irresponsible, aimless, indifferent to children, lacking innovative measure in teaching which are great obstacles in the development of pedagogical skills.

## **PROBLEM OF SUPERVISION OF TEACHING**

The supervisory organizations for practice teaching aims at bringing improvement in the instructional activity of the student teachers by using various techniques and practical skills in teaching and help them to develop confidence in facing the classroom situations. This is done through following types of supervisions:

### **Supervision before classroom teaching:**

It aims at guiding in planning their lessons, learning to organize contents, formulating suitable gestures and developing other related skills. At present the lesson plans are checked superficially and no discussion is made by the subject method specialist.



### **LACK OF SUBJECT KNOWLEDGE**

The B.Ed. programme does not emphasize the knowledge of the basic subject. The whole teaching practice remains indifferent regarding the subject knowledge of the student teacher.

### **FAULTY METHODS OF TEACHING**

In India teacher educators are averse to innovation and experimentation in the use of methods of teaching. Their acquaintance with modern class-room communication devices is negligible.

### **ISOLATION OF TEACHER'S EDUCATION DEPARTMENT**

As has been observed by education commission, the teacher education has become isolated from schools and current development in school education. The schools consider the teacher education department as an alien institution and not a nursery for the professional development of schoolteacher. These departments only observe the formality of finishing the prescribed number of lessons no caring for the sounders of pedagogy involved in the procedure.

### **POOR ACADEMIC BACKGROUND OF STUDENT-TEACHERS**

Most of candidates do not have the requisite motivation and an academic background for a well-deserved entry in the teaching profession.

### **LACK OF PROPER FACILITIES**

In India, the teacher education programme is being given a step-motherly treatment. About 20 percent of the teacher education institutions are being run in rented buildings without any facility for an experimental school or laboratory, library and other equipments necessary for a good teacher education department. There are no separate hostel facilities for student teachers.

### **LACK OF REGULATIONS IN DEMAND AND SUPPLY**

The State Education Department have no data based on which they may work out the desired intake for their institutions. There is a considerable lag between the demand and supply of teachers. This has created the problems of unemployment and underemployment.

### **INADEQUATE EMPIRICAL RESEARCH**

In India, research in education has been considerably neglected. The research conducted is of inferior quality. The teacher education programmes are not properly studied before undertaking any research.

### **LACK OF FACILITIES FOR PROFESSIONAL DEVELOPMENT**

Most of the programmes are being conducted in a routine and unimaginative manner. Even the association of teacher educators has not contributed anything towards development of a sound professionalization of teacher education in the country.

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# Impact of Education on Women Empowerment in India

## *Education, Employment and Women's Empowerment*

Dr. Ashish Mittal\*

### **Abstract**

*"If you educate a man, you educate an individual, however, if you educate a woman, you educate a whole family. Women empowered means Mother India empowered".*

Pt. Jawahar Lal Nehru

Women's empowerment is the process in which women expand and recreate what it is that they can be, do, and accomplish in a circumstance that they previously were denied. And that is possible only when we educate a woman that does not only mean a school's conventional learning but also refers to every form of education that aims at improving the knowledge, and to develop the vocational skills. Women's education and their empowerment is still a very hot topic of discussion in India that needs to be addressed for the development of the country. According to the statistics released by the latest census of 2011, India's female literacy rate is 65.46%, significantly lower than the world average of 79.7% as well as approximately 15% lower than the literacy rate of men in India. China, India's neighbour and the other global human resource powerhouse, precedes with 82.7% female literacy rate. Though The Right to Education (RtE) Act, introduced in 2009 making elementary education free and compulsory in the country, has been a shot in the arm for many, still the statistics do not sound good at all. Indeed, India has seen a rapid growth and the development of Women for Education in past years after implementing some women-friendly campaigns such as "Beti Padhao, Beti Bachao" so well but the Indian development model has yet to completely incorporate the important role played by women for propelling the socio-economic growth. Rather the culture of many Indian families of spending much more money on the marriages of the girls more than their education especially in higher and specialized education is pulling our country back-foot. Here, a big question also arises that how many Indian women are encouraged and aware about the government plans also for fostering Vocational and Technical education for girls as well as for providing them with the employability in different areas.

**Keywords:** Women's Empowerment, Women's Education, Women's Employment, Policies for women, Female literacy rate.

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## Introduction

**What is Education?** Education gives us a knowledge of the globe and changes us into something better. It helps us build opinions and have points of view on things in the life. It also develops in us a perspective of looking at life.

Education can be **formal and informal**. **Formal education** usually has a structured curriculum and standard. School and university education is a good example of formal education. **Informal education** includes skills acquired without any structured curriculum and informal learning.

Education is a bundle of many benefits and has a positive impact in our lives. An educated person is always an asset for any country. In today's world, human capital is assumed the best national resource. On one hand, one can explore more and create better opportunities for herself or himself, and on the other hand, the entire nation can benefit from his/her works.

There are always several factors in the society which are underprivileged of their basic rights in each & every society, state and nation, but these factors lack in the awareness of their rights. If we enlist such factors from the society, then women would be on the top in the list.

In fact, women are the most important factor of every society. Nobody is ready to accept this fact even though everybody is aware of this fact. As a result, the importance and the value which used to be given to every woman is declining today. The need of empowering women was felt due to this growing tendency of underestimating women such as to deny them of their basic rights, and to make them occupy a secondary position in society. Today, we enjoy the benefits of being citizens of a free nation, we take pride by saying that we live in a free country, but we really need to think whether each of the citizens of our country is really enjoying the freedom, in the true manner. If we talk about India, each citizen is given certain basic rights. The Structure of India doesn't discriminate between men and women at all, but our society has delinked women of certain basic rights, which were bestowed upon them by our Constitution. It was needed to make women free from all the fetters and to empower them as well due to such situations. This is nothing but empowerment of women.

Women constitute almost half humanity. Education is considered as a potent instrument through which processes modernization and social change come to existence. Education exposes people to new ideas, thoughts and make them multi-skilled. Hence, thinking for harmonious development without educating women is quite impossible. Moreover, it has been rightly said that to educate a woman is to educate the whole family. Therefore, the emphasis regarding women education should be to equip her multiple roles as mother, citizens, housewives, contributor to family income, builders of new society and the nation.

Women's empowerment is not confined to the Indian society only. If we deliberate the global aspect in this regard, we see that women are being given equal treatment in



developed nations that is the main key factor of attaining the targets in a shorter time. In fact, if we take a recapitulation of the history, we come to know that women have always been given secondary position in society, but the difference between men and women created by the Nature is but natural. It is education through which we realize this fact. In a study it was clearly mentioned that when American women realized this, they opposed this unfairness which was meted out to them by way of a huge movement, through which they asked for equal rights. For eliminating this injustice, the United Nations' Organization (UNO) framed an agreement which is called '**The Convention on the Elimination of all Forms of Discrimination against Women' (CEDAW)**', which further led to the formation of Women's Commission.

It is quite noteworthy that women's empowerment has now become a topic of global discussion. Seeing all the aspects of this discussion, we will realize that education is the only means for empowerment of women. Therefore, literacy should spread amongst women. The literacy rate amongst the women in the post- Independent Era is not as per the expectations, for a better understanding of this fact, a detailed table is also being given in this paper. If we really want to be the Superpower by 2020 then each element of our society/ nation should contribute to the nation building process for filling this dream, else, this won't be possible in any case. But women, who are a major factor of this society, aren't literate then we can't expect to become a Superpower. Therefore, it is a need of the hour to know the importance of women's education, which would, in turn, give a motivation to the process of women's empowerment. This paper aims to create the awareness among the women about different empowerment and identifying the impact of education in women overall empowerment including their employability.

According to the statistics released by the latest census of 2011, India's female literacy rate is 65.46%, significantly lower than the world average of 79.7% as well as approximately 15% lower than the literacy rate of men in India.

A country's economic development crucially depends upon the participation rates of its women as they constitute around 50 percent of its human resources (NIPCCD, 2010). Not only that, women's participation in the workforce as compared to men is also an important determinant of their social status (Mammen, 2000). Women's employment is crucial for raising their living standards and well-being. However, economic well-being and welfare of women may not improve if they are engaged in low-paying distress-driven work (Srivastava & Srivastava, 2009). Women's participation in the workforce assumes more importance in the case of developing countries. This is because of its positive effects on the level of output and negative effects on population growth (Collver & Langlois, 1962). Increasing rates of women's participation have enabled developed countries to embark on a path of higher growth (The Economist, 2006). It has been found that in developing countries like India, women's participation in the workforce has been remarkably low as compared to men. However, the role of women in economic activity has been increasing in recent years. Therefore, it is important to examine magnitude and nature of work taken up by women in India.



There are many more extensive studies that have looked at the issue of female employment in India which really gives us a thought to be looked upon seriously. Ghosh and Mukhopadhyay (1984) reported a drastic downfall in the number of female workers and their work participation rates. They deliberated this situation mainly in terms of the dominant position of the male in the workforce, the low level of overall employment, and the adverse sex-ratio of females in the population. They also examined the issue of inter-state variations in female employment. They found that northern States like Uttar Pradesh (UP), Haryana, and Punjab are characterized by low participation rates and southern states like Kerala and Tamil Nadu that show higher participation rates. Dunlop and Velkoff (1999) explained that even though most women in India work, most of their work does not get accounted in the official statistics. They argued that the recorded workforce participation of females is very low, and it is difficult to estimate unemployment in India. So, much of the unemployment data does not correctly reveal the participation rates of women. Unni and Rani (2000) have examined the issue of informalization of employed women. Their study finds rising informalization of the labour force in India and other South Asian countries. They argue that sub-contracting and loose contracts are primary reasons that are responsible for this trend.

### **Objectives**

- To study the impact of education on empowerment of women in India.
- To study the obstacles on the employability of educated women in India.

### **Data source and Methodology**

The present study is based on the collection of data from secondary sources. Secondary data is obtained from various research, published and unpublished records, books, magazines, surveys and journals. Some employment and unemployment surveys also have been used in this study which are procured from NSS data. NSSO carries out such surveys once in almost every five years covering about 5 lacs individuals.

### **Significance of Women's Education**

Getting education is the fundamental human right of every individual irrespective of the gender. But some of the people in our society do not understand this and make such a simple thing terribly complicated. We must know if a woman is uneducated then close to half of the population of our country is uneducated. It is well said that educating a woman means educating the family and the nation.

Though 'Education for all' is one of the major & main tasks being carried out by the Government of India but still Ais is facing up with the lowest female literacy rate that is being given in the table below. India is working hard for that, but the pace is little slow as we haven't achieved what we should have been so far and was expected. At the start of British Raj till independence just 2-6% of females were literate. The percentage went up to 15.3% in 1961 and 28.5% in 1981. Literacy rate crossed 50% in 2001. By 2011 female literacy rate in India stood at 65.46%. So, there is an increase



in the female literacy rate but India lacks far behind as compared to other countries at global level. Female illiteracy rate varies with the state. In Kerala 86% of women are literate whereas literacy rate in Bihar and Uttar Pradesh is just between 55-60%. Surprisingly, the India's rural areas have the lowest female literacy rate. Rural areas of Rajasthan have less than 12% female literacy rate.

**Table – 1- Literacy Rate in India of last 5 years: Census of India (2011)**

Year	Persons	Males	Females
1971	29.5	39.5	18.7
1981	36.2	46.9	24.8
1991	52.1	63.9	39.2
2001	65.38	76.0	54.0
2011	74.04	82.14	65.46

In table – 1, it is shown that last 5 years how the literacy rate changed. In 1971 where it was 18.7 and in 2011 it is 65.46.

Rank	States/UT	Total Literacy Rate	Male Literacy rate	Female Literacy Rate
	INDIA	74.04	82.14	65.46
1	Kerala	93.91	96.02	91.98
2	Mizoram	91.58	93.72	89.4
3	Lakshadweep	92.28	96.11	88.25
4	Tripura	87.75	92.18	83.15
5	Goa	87.4	92.81	81.84
6	Andaman & Nicobar Islands #	86.27	90.11	81.84
7	Chandigarh #	86.43	90.54	81.38
8	Puducherry	86.55	92.12	81.22
9	NCT of Delhi #	86.34	91.03	80.93
10	Daman & Diu	87.07	91.48	79.59
11	Nagaland	80.11	83.29	76.69
12	Himachal Pradesh	83.78	90.83	76.6
13	Sikkim	82.2	87.29	76.43
14	Maharashtra	82.91	89.82	75.48
15	Tamil Nadu	80.33	86.81	73.86
16	Meghalaya	75.48	77.17	73.78
17	Manipur	79.85	86.49	73.17
18	Punjab	76.68	81.48	71.34
19	West Bengal	77.08	82.67	71.16
20	Gujarat	79.31	87.23	70.73
21	Uttarakhand	79.63	88.33	70.7



22	Karnataka	75.6	82.85	68.13
23	Assam	73.18	78.81	67.27
24	Haryana	76.64	85.38	66.77
25	Dadra & Nagar Haveli	77.65	86.46	65.93
26	Orissa	73.45	82.4	64.36
27	Chhattisgarh	71.04	81.45	60.59
28	Madhya Pradesh	70.63	80.53	60.02
29	Andhra Pradesh	67.66	75.56	59.74
30	Arunachal Pradesh	66.95	73.69	59.57
31	Uttar Pradesh	69.72	79.24	59.26
32	Jammu & Kashmir	68.74	78.26	58.01
33	Jharkhand	67.63	78.45	56.21
34	Bihar	63.82	73.39	53.33
35	Rajasthan	67.06	80.51	52.66

**Table 2 -Comparative chart of the literacy rate of Male and Female India: Census 2011**

In table - 2, Kerala, Mizoram and Lakshadweep bagged top 3 ranks with 91.98%, 89.4% and 88.25 % respectively from the point of view of the literacy rate of Females in India. It is to note that the Ranks in the table - 2 is being placed according to the descending female literacy rate in India (Source: Census 2011).

Now, our law, plan, programmes, democratic policies, development policy are all focused on women's empowerment along with their education. Before independence, women literacy was poor in our country. Five years plan also approaches for women development. From our first five years plan to till now different five years plans mentioned about women development and their various issues. In our constitution also the 73<sup>rd</sup> and 74<sup>th</sup> Amendment (1993) mentioned about the reservation of seats in Panchayat and Municipalities for women. This helps them to involve in decision making process.

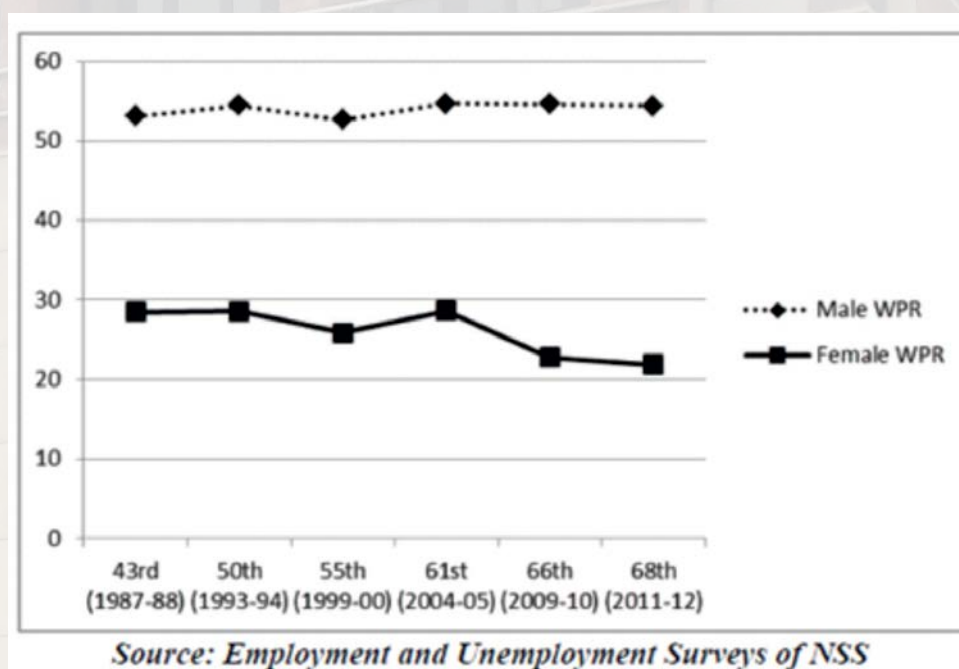
Now-a-days various banks are coming forward for helping the women by giving loans for set up their own business. Various NGOs are now helping women in their empowerment. In 1990 National Commission of Women was set up/ it ensures women to safeguard their rights and legal entitlement. In our constitution, village Panchayat and Municipalities women reservation is applied where they contribute their duties, for the society.

### **Need of Women's Employability**

In almost all countries especially in the developing parts, the male participation rates are significantly higher than females. Same is also evident in India as well; women participation rates in employment are almost half as compared to men. Figure 1 shows that at the all-India level male WPR range between 50-55percent from 43<sup>rd</sup> round



(1987-88) to 68<sup>th</sup> NSS round (2011-12). Corresponding rates for females are in the range of 22-29 percent. Male WPR has remained stable during the entire study period.



In the above table, in comparison to the male WPR, female WPR reveals a slightly more fluctuating trend. Female WPR has declined from 28.5 percent in 43<sup>rd</sup> round to 21.9 percent in the 68<sup>th</sup> round.

To promote the women and to empower the women, Government of India is coming forward to with some wonderful schemes for India women though some schemes may not be relating to this paper's theme but somehow empowering the women that indeed supports a woman to let her empowered. As there are so many things which create obstacles in the path of them so there is the need of the hour to remove all such barriers.

Here are those schemes for empowering the women are as follows:

- **Beti Bachao Beti Padhao Scheme**
- **One Stop Centre Scheme**
- **Women Helpline Scheme**
- **UJJAWALA : A Comprehensive Scheme for Prevention of trafficking and Rescue, Rehabilitation and Re-integration of Victims of Trafficking and Commercial Sexual Exploitation**
- **Working Women Hostel**
- **Ministry approves new projects under Ujjawala Scheme and continues existing projects**
- **SWADHAR Greh (A Scheme for Women in Difficult Circumstances)**
- **Support to Training and Employment Programme for Women (STEP)**
- **NARI SHAKTI PURASKAR**



- Awardees of Stree Shakti Puruskar, 2014 & Awardees of Nari Shakti Puruskar
- Awardees of Rajya Mahila Samman & Zila Mahila Samman
- NIRBHAYA
- Mahila police Volunteers
- Mahila E-Haat
- Mahila Shakti Kendras (MSK)

In the first four months of 2017, a nugget of information went by unnoticed: while jobs for men increased by 0.9 million, 2.4 million women fell off the employment map, according to the Centre for Monitoring Indian Economy (CMIE), a think tank.

Mahesh Vyas, CMIE managing director and CEO said that “Only women suffer when there’s an employment problem,”.

The trend for this year points to a continuing story of Indian women increasingly clocking out of the workplace. It might not seem like it at first glance. You see women employed everywhere, in advertisement agencies and start-ups, on construction sites and in fields, in shops and restaurants, in schools and *anganwadis*, flying airplanes and driving taxis.

Yet, if the number of women who quit jobs in India between 2004-05 and 2011-12 (the last year for which census data is available), was a city, it would, at 19.6 million, be the third-most populated in the world, after Shanghai and Beijing.

Only 27% Indian women are currently in the labour force. Among G-20 countries, only Saudi Arabia is worse, *India Spend* reported on April 9, 2016. Within South Asia in 2013, India had the lowest rate of female employment after Pakistan. In over two decades preceding 2013, female labour force participation in India fell from 34.8% to 27%, according to an April 2017 World Bank report.

## SUGGESTIONS

Following measures may be suggested to overcome the problems which are found in the study.

- Proper care should be taken for development of women education in rural and remote areas of India for encouraging the girls to school. Guardian, teachers, NGO officials and govt. will have to take bold steps for empowerment of women in general and women of SC, ST communities.
- Attendance scholarships for girl students which serve as a compensation to the parents should be given. This will also ensure reduction of wastage and stagnation.
- Women reservation policy should strictly be maintained in all aspects like appointment in govt. and semi govt. offices, admission into the educational institutions, participating in the politics etc.



- For fostering vocational courses amongst women, women of rural areas should be trained up in such courses like handloom and textile, fashion and designing, food and nutrition, and beauty parlour etc.
- General awareness programmes should be taken among the women of village area to sensitize them about the modern development of science and technology so that they could give up superstitious believes and attitudes.
- The Govt. department should adopt proper policies and proper implementation of govt. scheme for the benefit of rural masses and rural development.
- Variety of incentives should be provided to the learners like free distribution of textbook and stationery, mid-day meal, uniform, attendance scholarship, free transportation facility to attract the children towards the education,
- There should be opening the large number of adult schools with facilities of sewing, knitting, handicrafts, animal husbandry etc., and basic knowledge of health care and food habit.

## Conclusion

Educating women is very essential for a Nation. It is one of the most powerful tools to change the position and to uplift the status of the women not only in the society but also in the families. Education can play a vital role for reducing the inequalities between man and woman. Many women try their best to be equal as men and education help them in this regard. As per the research done so far it is found that 50% of girls do not get the chance to attend school in the poorest countries of this world. Development of our country or society mostly depends on the empowerment of women. Man and woman are like two wheels of a cart. It is only possible for the cart to move faster and safely if both the wheels pull properly at the same time and in the same direction with their same strength. By establishing schools, colleges, universities for women will help them to provide knowledge and education. Free textbooks, scholarship, school uniforms, hostel facility, boarding and lodging will help for more. Mid-day meals, stipend for BPL (Below Poverty Line) families related girls, Attendance based scholarship will help in girl's education. The female workers have much lower participation rates than their male counterparts and hence comprise a marginalized section. The share of rural women in the workforce is much higher than those in urban. However, women in rural India are clearly in an inferior position in the labour market vis-à-vis their urban counterparts. This is evident from the fact most of the rural women are casually employed and are engaged in low-paying agricultural work. During 2011-12, more than 35 percent of rural women were casually employed while this figure stood at less than 15 percent for urban women. This implies that most rural women work long hours in poor working conditions. There is continued inequality and vulnerability of women in all sectors – Economic, Social, Political, Educational, Healthcare, Nutrition, Right and Legal etc. Education is the key factor for women empowerment and rural development. "Education for all" programme is providing different facilities to uplift education for woman. These will help in women education specially women empowerment in our society. No society can ignore the



role of a woman. If woman gets education, it will help the whole family. In this way woman will move towards her empowerment.

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