



QUEST IN EDUCATION

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**Published by**

Ms. Nupur Mitra, President  
Indian Council of Basic Education,  
Gandhi Shikshan Bhavan  
Juhu North, Mumbai-400049

**Periodicity of Publication**

January 1, April 1, July 1, October 1

ISSN: 0048-6434

**Annual subscription: Rs. 300/- (India)**

**\$ 50/- (Outside India)**

Papers with author's name and addresses must reach the office 12 weeks before the month in which the publication is due. Papers will be published only after suitable changes are made as per referee's suggestions.

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## **Editorial**

Dear Readers,

Recent heatwave all over the globe has once again made the world community focus on climate change. In many states, schools had to be closed down due to unbearable heat wave. Let us mainstream environmental education for climate resilience in our education and research. In this issue we have included research articles on the contemporary challenges.

Dr. Padmini Jain, in her article argues that eco-education begins at home and women are pioneers of green economy.

Data driven research by Mr. Jalam Singh brings to the fore multifaceted socio-cultural challenges to the girls' education in rural Rajasthan through his in-depth case study of the Pali district in Rajasthan.

Ms. Manpreet Kaur's article focuses on effect of online teaching learning activities on the personal core values of elementary students of RBK School.

Findings of the study on the teaching learning methodologies used by the B.Ed. Students are included in the article by Ms. Shaista Shaikh Zaydul Rehman.

Anna Usha Abraham has reflected on a journey of an educationists in her Book Review of *Irene Heredia: It's Been a Long Day-A Nonagenarian Remembers*.

"Einstein on Gandhi" brings out respect and reverence of the Nobel Laureate for the Mahatma.

Vibhuti Patel has offered an obituary for a veteran Gandhian of Sri Lanka, Shri. A.T. Ariyaratne (1931-2024).

We request the scholars and experts to send their original research based articles, case studies and book reviews on contemporary challenges faced by the education sector.

**Prof. Vibhuti Patel**  
**Chief Editor**

# **ECO-EDUCATION BEGINS AT HOME: WOMEN AS PIONEERS OF GREEN ECONOMY**

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*In the quest for a sustainable future, the role of housewives in promoting environmental consciousness and sustainable practices is both profound and underappreciated. This paper explores the critical contributions of housewives to the green economy, emphasizing how eco-education and sustainable habits begin at home. By examining secondary literature and analyzing exemplary case studies, this research highlights the multifaceted ways in which housewives drive sustainability through everyday household activities. The findings reveal that through effective waste management, energy conservation, sustainable purchasing, and home gardening, housewives significantly reduce carbon footprints and support environmental goals. Also, their role in imparting environmental education to family members fosters a culture of sustainability that extends beyond the household. This paper dwells on the need to recognize and empower housewives as pivotal agents of change in the green economy, advocating for policies and initiatives that enhance their impact on national and global environmental sustainability.*

## **KEY WORDS**

Eco-Education, Housewives, Green Economy, Resource Management, Energy Conservation, Sustainable Living

## **INTRODUCTION**

In an era where the urgency for environmental conservation and sustainable living is paramount, the role of education in fostering eco-conscious behaviour cannot be overstated. However, the foundation of this education often begins within the home, where housewives—often overlooked and underappreciated—serve as the unsung pioneers of the green economy. These women, through their daily routines and decisions, instill sustainable practices that ripple through families and communities, contributing significantly to national and global environmental goals.

Housewives play a crucial role in shaping the habits and values of their households, making choices that promote sustainability and resource efficiency.

From managing waste and conserving energy to advocating for eco-friendly products and practices, their influence extends far beyond the confines of their homes. This paper aims to explore the multifaceted contributions of housewives to the green economy, highlighting how their actions not only drive household sustainability but also bolster the national economy.

## **OBJECTIVES**

The primary objectives of this paper are to:

1. **Examine the Role of Housewives in Promoting Sustainable Practices:**

Investigate how housewives contribute to environmental sustainability through daily household activities and decisions.

2. **Analyze the Impact of Home-Based Eco-Education on the Green Economy:**

Explore the ways in which eco-friendly practices taught and implemented at home influence broader economic and environmental outcomes.

3. **Highlight the Link Between Domestic Sustainability Efforts and National Economic Growth:**

Assess how the cumulative impact of household sustainability contributes to the national economy and supports environmental policies.

4. **Provide Recommendations for Empowering Housewives as Eco-Educators:**

Offer practical strategies and policy recommendations to enhance the role of housewives in promoting sustainability and supporting the green economy.

## **METHODOLOGY**

To achieve these objectives, this research paper employs a qualitative approach, combining different research methods:

1. **Literature Review:**

- Conduct an extensive review of existing literature on the role of women, particularly housewives, in environmental sustainability and the green economy.
- Sources include academic journals, government reports, and case studies.

2. **Case Studies and Exemplars:**

- Analyze notable examples of housewives who have made significant contributions to sustainability.
- Case studies such as Saalumarada Thimmakka and Sunita Narain will be examined for their impact and methods.

### **3. Observation:**

- Engage in direct observation of household activities in a select number of homes to document sustainable practices in real-time.
- Note the practical implementation of eco-friendly habits and their immediate effects on household operations and resource use.

As we delve into the intersection of domestic life and environmental stewardship, we will uncover the strategies and practices that housewives employ to create eco-friendly households. By understanding and recognizing these efforts, we can better appreciate the profound impact of home-based education on broader economic and environmental landscapes. In celebrating housewives as key players in the green economy, we acknowledge their vital role in crafting a sustainable future for all.

## **DISCUSSION OF RESULTS**

Sectors that have benefited by considerate measures taken by women span from agriculture and energy to education and entrepreneurship. Women are not just stakeholders; they are catalysts for positive change in our journey towards a more sustainable and environmentally conscious world. From grassroots initiatives to leadership positions, this fair gender has contributed towards conservation and biodiversity protection, established sustainable agriculture ventures, green technology startups, eco-friendly fashion, waste reduction, conservation efforts, renewable energy advocacy and paved the way for building a sustainable future for present and future generations.

Women contribute towards the green economy not only with professionally recognizable efforts, but also through silent everyday activities. They run households, look after families and it is in this role of that of a mother and a wife, of the caregiver and the maintainer of the daily chores, that she can be that hidden guerrilla warriors, marching us towards a green world, helping us achieve the global environmental goals.

### **Housewives nurturing household traditions**

Homemakers are the harbingers of preservation of cultural heritage and intergenerational knowledge transfer. Housewives often serve as the primary caretakers of family traditions, rituals, and customs.

They play a crucial role in passing down these traditions from one generation to the next, thereby ensuring the continuity of cultural practices within the household. For example, they may be responsible for preparing traditional meals, observing religious ceremonies, and celebrating festivals according to long-standing family customs.

These traditions not only contribute to the cultural identity of the family but also foster a sense of belonging and continuity across generations. By actively engaging in and transmitting these rituals, housewives help reinforce family bonds and create a shared sense of heritage among family members.

Furthermore, household traditions often carry with them important values, morals, and social norms that shape individual identities and behaviors. Through their role in upholding these traditions, housewives contribute to the moral and ethical development of family members, instilling values such as respect, compassion, and community involvement.

Additionally, the preservation of household traditions by housewives can have broader societal impacts. Many traditional practices are rooted in sustainable living, resourcefulness, and environmental stewardship. For example, traditional cooking methods may emphasize the use of locally sourced ingredients and seasonal produce, promoting sustainability and reducing carbon footprint. By perpetuating these practices, housewives play a role in promoting environmentally conscious behaviors within the household and beyond.

These arguments make us realise, the role of housewives in nurturing household traditions is integral to the preservation of cultural heritage, the transmission of values, and the promotion of sustainability. Their efforts contribute to the cohesion and resilience of families, while also fostering a deeper connection to cultural identity and environmental consciousness.

Let us now unearth the potential of the **Housewives as Pillars of Sustainability in the Green Economy.**

The famous quote of, “Educate a woman and you educate a whole generation” can be expanded to, if the lady of the house (you may call her THE housewife), understands green initiatives, she will reduce the carbon footprints of her entire family.

In our efforts and plans for a sustainable future, the role of housewives is often overlooked despite their indispensable impact on the green economy. While their responsibilities may seem traditional, the influence of housewives extends far beyond the household, playing a crucial part in fostering environmentally conscious practices and sustainable living.

A homemaker can achieve the target of a green household by a few simple and some intelligent steps incorporated in various aspects of daily life. Let us look at some of the **measures that she can employ** for fostering environmentally conscious practices and sustainable living:

**Ecological Household Rituals:** Housewives are the primary influencers in household decision-making, from grocery shopping to waste management. By adopting and promoting sustainable practices within their homes, they contribute significantly to reducing the family's carbon footprint. This includes advocating for and implementing practices such as recycling, composting, water conservation, and energy efficiency.

By choosing reusable items over single-use products, like cloth napkins instead of paper towels or a reusable water bottle instead of disposable plastic bottles, she actively reduces the household's environmental impact.

**Waste Management:** To minimise food waste, the homemaker can creatively use kitchen scraps to make compost for the garden. By repurposing items such as glass jars, old furniture, or clothing, she contributes to a circular economy within the household. Engaging in upcycling projects, like turning old clothes into reusable shopping bags or creating decorative items from discarded materials, showcases her commitment to waste reduction.

A homemaker can implement a comprehensive waste management system at home, including the segregation of recyclables, composting organic waste, and reducing overall waste generation.

**Energy Efficiency:** Being the decision maker for the day today, seemingly mundane tasks, lady of the house can implement small initiatives for energy conservation, like: replacing incandescent bulbs with energy-efficient LED lights, unplugging electronic devices when not in use and investing in smart power strips to reduce standby power consumption. Even building a small habit of air-drying laundry instead of using a clothes dryer whenever possible, can go a long way.



**Water Conservation:** With the use of RO in almost every urban household, a lot of water gets wasted. If the lady reuses this water, we may be able control the dipping ground water levels. Cities facing acute water shortage is a matter of concern. Some empathy towards Mother Earth can be shown if the mother of the house takes care to fix any leaks in faucets and pipes promptly, install low-flow faucets and showerheads to reduce water usage or collect rainwater for watering plants and gardens. These seemingly small unassuming habits go a long way.

**Sustainable Purchasing:** The home maker can prioritise locally sourced and seasonal produce to support local farmers and reduce the carbon footprint associated with transportation. She can choose products with minimal packaging or opt for bulk options to reduce waste. Many women are now even going forth to embrace second-hand shopping for clothing, furniture, and household items.

**Home Gardening:** As she cares to provide fresh unadulterated produce to her family, she can contribute towards a green economy if she starts a home garden growing herbs, vegetables, and fruits organically. Complement the garden with compost from kitchen waste to create a closed-loop system and can also integrate native plants in the garden to support local biodiversity and reduce water requirements. This not only ensures a fresh and healthy food supply for the family but also reduces need for transportation and packaging involved in store purchases.

**Wise Resource Management:** Housewives excel in resource management within the household. From efficient meal planning to minimising water and energy waste, their role as caretakers extends to the careful and responsible use of resources. This frugal approach not only contributes to cost savings for the family but also aligns with principles of sustainability and conservation.

**Environmental Education within the Family:** As nurturers and caregivers, housewives play a vital role in shaping the values and behaviours of their children. By imparting environmental education within the family, they instill a sense of responsibility towards the planet. Teaching children about the importance of conservation, recycling, and respect for nature ensures that future generations grow up with a strong commitment to a green economy. Having regular family discussions on the importance of sustainable living, involving family members in decision-making processes and engaging children in age-appropriate activities, can lead to behaviour building of the full family.

By engaging with the community, teaming up with the neighbours and continuously learning new ways, a homemaker can systematically integrate sustainable practices into daily life, creating a green household that contributes to a larger green economy.

A homemaker's intelligent interventions can positively impact various aspects of a green economy. Through thoughtful and deliberate actions, homemakers can become influential advocates for sustainable living within their homes and communities.

### **Inspirations:**

It must not be forgotten that even small steps can lead to significant positive changes over time. And this is not just a saying, many individuals, including environmentalists and homemakers, have demonstrated that all it takes is the first small step. Their stories inspire us to adopt sustainable practices and contribute to building a greener planet. I will mention two of them here, who have garnered a lot of praise and public interest due to their diligent efforts.

**Saalumarada Thimmakka**, an environmentalist from Karnataka, is renowned for her exceptional contribution to tree planting. She and her husband planted and nurtured around 400 banyan trees along a four-kilometers stretch of highway. Despite facing challenges, Thimmakka's efforts have gained widespread recognition, and she has received numerous awards for her environmental stewardship.

**Sunita Narain** is an environmentalist and the Director-General of the Centre for Science and Environment (CSE). She has been a prominent advocate for sustainable development, water conservation, and climate change mitigation. Narain's work has not only influenced policy but has also inspired individuals to adopt eco-friendly practices in their daily lives.

You may be a home maker or a position holder, all it takes is the passion towards a greener future and empathy for the planet to innovate and initiate sustainable practices.

### **CONCLUSION**

Beyond their traditional roles as mothers, wives, and caregivers, housewives serve as architects of a green economy within the confines of their homes. She emerges as a silent yet influential force in this journey. Their influence extends far beyond the household. Through daily choices, community engagement, and imparting valuable lessons to the next generation, they contribute significantly to sustainable living practices.

## RECOMMENDATIONS

Recognizing and celebrating the contributions of housewives is essential for fostering a sustainable and environmentally conscious society. As we acknowledge their role as unsung heroines on this path towards a green economy, it is apparent that empowering the housewives with knowledge, support, and opportunities can amplify their impact, turning households into hubs of sustainable practices that ripple into the broader community and contribute to the collective effort of building a greener and more sustainable world.

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# CHALLENGES TO THE GIRLS' EDUCATION IN RURAL RAJASTHAN: A CASE STUDY OF THE PALI DISTRICT IN RAJASTHAN

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## **Abstract**

*Education is crucial for social change within society, particularly among women and other marginalized sections. It is a tool to empower girls and fostering societal development and prosperity. The scholars acknowledged the existence of persistent disparities in society. The existing disparities in society affect girls in various ways, specifically in access to education. Lack of opportunities to access education may negatively impact girls, specifically in pursuing their education. To combat these inequalities in accessing education, girls must confront them directly, a task made possible by empowering them to realize the significance of education and formulating appropriate policies to increase girls' percentage from primary education to higher education. This paper delves into girl-child education in the rural Pali district of Rajasthan, where entrenched social and cultural norms often hinder women's access to education. Education is pivotal in enhancing and reshaping their perspectives and living standards, particularly in today's digitally driven and rapidly modernizing society. This research aims to investigate the current state of girls' education in the Pali district of Rajasthan and pinpoint the factors responsible for significant gender disparity in education in the Pali district of Rajasthan. There are many girls' welfare schemes in Rajasthan, but still, due to social and cultural factors, many girls cannot complete their education, and they become future illiterate women. There are many factors, like early marriages, parental attitudes, and lack of women teachers, which are responsible for girls' lower enrollment in education and high dropout rates in schools.*

## **Keywords**

Gender, girl education, traditional and cultural norms

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## **Introduction**

Education plays a significant role in empowering women. India is home to the most significant number of out-of-school girls. Children who do not attend school are generally unaccounted for in school records and, therefore, become invisible and often excluded from policy and decision-making (UNICEF, 2014). Various reasons contribute to not sending girls to school, with existing patriarchy playing significant roles in their lives at every stage (Kumari, 2017). Discrimination against girls begins early in life, as society often prioritizes the education of male children due to various socio-cultural factors (Kumari, 2017). Existing data reveals that 47% of women in India marry by age 18 (Kumari, 2017). Issues such as early marriage, early pregnancy, and caregiving responsibilities in private and public spaces compel girls to leave school before completing their education or not to attend school at all (Kumari, 2017).

The present study focuses explicitly on the State of Rajasthan. Rajasthan has the lowest literacy rate among all states in India (NSSO, 2018). According to the National Family Health Survey 5 (NFHS, 2021), the male literacy rate in Rajasthan is 85.4%, while the women literacy rate stands at 56.4%, resulting in a gender gap of 29 % (NFHS). Disparities in accessing education are evident between rural and urban Rajasthan, where child marriages persist as social and cultural practices (EP & Poonia, 2015). Although early marriages have declined, they still prevail in Rajasthan at higher rates than in the rest of India (Kumari & Shekher, 2023). A dropout rate in India is 16% higher than that among boys, with higher rates in rural areas and among scheduled caste and scheduled tribe communities (Mitra et al., 2023). Government initiatives such as the right to education (RTE) have contributed to changes in dropout rates over the years, though variations persist across states (Gadbade & Kokate, 2021).

## **Study Area**

district comprises nine blocks primarily characterized by rural landscapes The research will focus on the Pali district in Rajasthan. The. These blocks include Rohat, Jaitaran, Sojat, Pali, Raipur, Marwar Junction, Sumerpur, Bali, and Desuri.

## **Objectives of the study**

This research aims to investigate the current state of girls' education in the Pali district of Rajasthan and pinpoint the factors contributing to the significant gender disparity in education within this specific area.

## **Methodology**

Information for the study mentioned above was gathered from secondary sources, including data from the 2011 census, the Education Department of Rajasthan, the Department of School Education, Ministry of Education, Government of India (MOE), and reports on girls' education in India. Academic journals, articles, and eBooks on women's and girls' education were consulted, particularly about Rajasthan. Constitutional provisions, educational policies, and schemes for women in India and Rajasthan were reviewed to address the study's objectives. Furthermore, initiatives by the Rajasthan government to enhance girl child education were examined as part of the study.

## **Girls Education Status in Rajasthan**

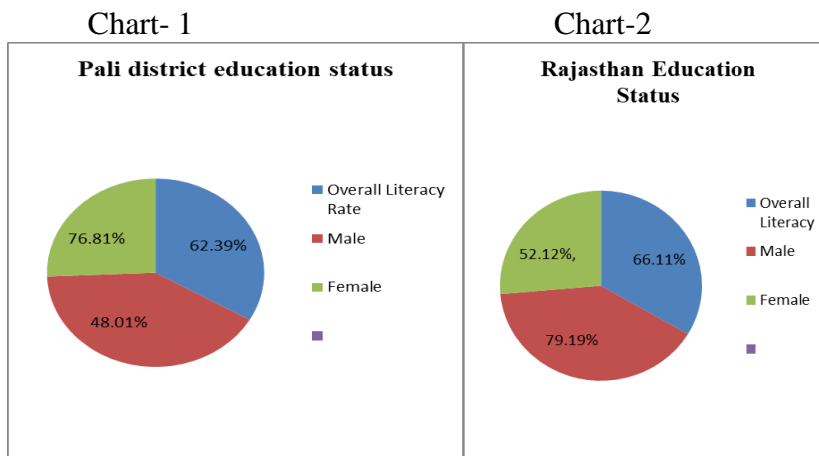
In Rajasthan, 69.1% of children in the 7-10 age groups are enrolled in government schools, 28.5% in private schools, and 2.3% out of school. 64.5% of boys are in government schools, 34.3% are in private schools, and 1.0% are not in school. 72.6% of girls are in government schools, 25.3% are in Private schools in Rajasthan, and 1.8% are not in school (ASER Centre, 2022).

In Rajasthan, 73.6% of 15-16-year-old girls are in government schools, 17.0% are in private schools, and 9.4% are not in school. 68.7% of children in this age group are in government schools, 22.5% are in private schools, and 8.8% are not in school (ASER Centre, 2022).

## **Girl's Education Status in Pali District**

Pali district is located in the State of Rajasthan; Pali district has a total population of 2,037,573, with 460,006 (23%) residing in urban areas and 1,577,567 (77%) in rural areas (Census of India, 2011). The sex ratio in the district is reported as 987 women per 1000 males. Additionally, there are 406,225 registered households in the district under the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) for 2021-22. The overall literacy rate in Pali district is 62.39%, lower than the state literacy rate of 66.1%. The rural literacy rate is 58.40%, whereas urban literacy is higher at 75.84%, indicating a significant gap between urban and rural literacy rates (Census of India, 2011). Gender-wise, the literacy rate for males is 76.81%, while for women, it is 48.01% in the district (Census of India 2011). According to the Unified District Information System for Education (UDISE+) 2019-20, 2,940 schools operate in the district, with 767 primary schools (First to Fifth standard) and 1,315 upper primary schools. The total enrollment in the district for the academic years 2020-21, including pre-primary school, is 475,243, whereas excluding pre-primary school, it is 458,944. Of the total schools in the district, 1318 are government schools, and 1,052 are private schools (UDISE+ report 2019-21).

According to the UDISE+ report 2020-21, the average annual dropout rate at the secondary level in the district is 12.31%, with 12.16% for girls and 12.44% for boys. The Total enrollment of girls in primary school is 220,209, while for boys, it is 254,734, making the total enrolment 475,243. Excluding primary schools, the enrollment for girls is 213,230, and for boys, it is 245,714, resulting in a total enrolment of 458,944 (UDISE+ Report 2020-21)



Source: Census of India, 2011

**Table No. 1 Education status in Pali district (Rajasthan)**

Total Number of School In-district	2940
Primary schools	767
Upper primary schools	1315
Total enrollment of the students in the academic year 2020-21 (including pre-primary school)	475243
Government schools in the district	1318
Private schools in the district	1,052
Average annual dropout rate at the secondary level	12.31%
Girls dropout rate at the secondary level	12.16%
Boys dropout rate at the secondary level	12.44%
The total enrollment of girls in primary school	220,209
Total enrollment of boys in primary school	254,734

Source: UDISE plus Report 2019-20, 2020-21, 2021-22

### **Reasons for girl low literacy rate in Pali district**

There are many reasons for the low girl literacy rate in the Pali district of Rajasthan. Most of the district is rural, and most families depend on farm activities. Many social and economic factors are responsible for the low girl literacy rate in Pali district. Based on data and a review of existing studies, the present paper listed the reasons for the low literacy rate among women and the high dropout rates.

### **Child labor**

The Indian government established a Child Labor Act 1986, which prohibits children aged below 14 years from working (Ministry of labour and employment). Child labour is one of the critical factors responsible for early dropouts among girls in the study area. Child labour is harmful because it deprives children of proper education and forces girls to leave school. Most of the girls in the study area leave school early and start engaging in subsistence farming or clothes dying. Many girls are engaged in various economic activities to support family income. Subsistence economic activities do play a significant role among girls who leave school.

### **Existing Socio-cultural factors**

Due to the existing patriarchal and social structure, many families still consider girls *paraya dhan* (the husband's family's property). Their parents think they will marry and move to another house one day, so they need to learn household work. Many girls leave school and start learning household activities and helping their families with household work. Due to this, girls in rural areas are primarily early dropouts from schools and start learning household work.

### **Child marriages and early marriages**

Child marriages are being practiced as agricultural and traditional practices in rural Rajasthan. Many parents do not want to put their children in early marriages, but the present socio-cultural norms do not allow them to think and act differently (EP, A. A., & Poonia, A. 2015). Child marriages or early marriages are the most significant factor responsible for girls' early dropout of school. Although the Indian government bans child marriages, there are still many girls who are affected by this. Many ways of fixing child marriages are still available in the Pali district. Early marriages are also a significant factor contributing to high dropout in the study area. Due to early marriages, girls cannot complete their studies. After marriage, due to an overload of household activities, they can adjust to both family responsibilities and study together, so they are forced to leave study (EP, Abdul & Poonia A, 2015).



## **Dowry**

Dowry is another burning issue that is responsible for girls' low literacy rate in the study area. There is a patriarchal thinking that investing in girls is a waste of money because one day, they will get married. However, the boys will stay with their parents, so they do not send their daughters to school, or if they send them, they educate them only in the 8<sup>th</sup> or 10<sup>th</sup> class so they can read or write. However, they do not send them to higher education. Many parents do not want to spend money on a girl's education. They want to save money for their marriage. Many low-income families need help to educate girls because they fear the high demand for dowries from the groom's family.

## **Accessibility to school**

Pali district is primarily rural. Most of the district is rural. Many hamlets and small villages in the district do not have proper schools. A total of 2,940 schools operate in the district, with 767 primary schools (First to Fifth standard) and 1,350 upper primary schools (UDISE+ Report, 2019-20). In many villages in the Pali district, girls need to travel to other villages to schools. Due to the long-distance travel to reach schools, many parents do not send their children to another village to study, and when it comes to girls, parents are more afraid for their safety. In many villages in the district, proper school construction and women's safety facilities are needed. In many villages, schools are only till primary or upper primary level. Girls study in their village until they complete their education, but they cannot afford to go to another village to study. The Average annual dropout rate for girls at the primary level is 0.73, while for boys, it is 0.03, resulting in an overall rate of 0.36 at the primary level (UDISE+ Report, 2020-21)

## **Lack of women teachers**

There are 21,551 total teachers in the district. Among them, 14,132 are male teachers, while 7,419 are women (UDISE plus report 2020-21). This is another big factor in girl's low enrollment in schools. Pali district is primarily rural. In rural areas, women teachers do not want to work, so most teachers in government schools are male. Many parents do not send their children to school due to this reason.

## **Government policies to address girl education in Rajasthan**

There are many government policies and initiatives by the Government of India and Rajasthan to improve the Gross Enrollment Ratio and accessibility for girls in rural Rajasthan. The Rajasthan government also works in this area. The Rajasthan government has announced in their 2024 budget free education from kindergarten to postgraduate for girl children.

The researcher has mentioned a few Rajasthan government initiatives to address girls' education.

***Gargi Purushkar Yojna***—Gargi Pushkar is given to girls who belong to economically disadvantaged families and who have got more than 90% Marks in their secondary and senior secondary schools, respectively. The government of Rajasthan provides two-wheelers worth 50,000 for girls' students.

***Laddo Prothshahan Yojna*** - In the 2024 budget, the Rajasthan government announced that Laddo Prothshahan Yojna would improve girls' education in Rajasthan. Those girls who have to travel long-distance to reach schools can travel to access Schools through financial assistance from the government. The scheme also noted the need for more public transport in remote village areas. Those girls who enter the 6<sup>th</sup> class will be provided with 6,000 rupees and 8,000 for girls entering the 9<sup>th</sup> class. Further, the government will provide 10,000 rupees for entering class 10<sup>th</sup>. Twelve thousand rupees will be provided to girls entering the 11<sup>th</sup> class. Moreover, 14,000 rupees will be provided to girls who pass the 12<sup>th</sup> class.

***Mukhyamantri Rajasrshi Yojna***- Under this scheme, the government of Rajasthan will provide 50,000 rupees of financial assistance to support girls' education up to class 12. The Government of Rajasthan implemented this scheme on 1<sup>st</sup> June 2016. In this scheme, the government provides six parts of financial assistance to women children. Every benefited girl's parent will be provided a maximum of 50,000 rupees. Under this scheme, if a girl is admitted to class 6, she will be given rupees 5000. Once she reaches the 10<sup>th</sup> class, she will be given rupees 11000. In the 12<sup>th</sup> class, she will be given 25,000 rupees.

***Apki Beti Yojna*** -The government of Rajasthan has implemented *apki beti yojna* (your daughter's plan). This program, run by the government of Rajasthan, provides financial assistance to families for the education and marriage of their daughters. The scheme is one of several aimed at promoting education among women students in Rajasthan.

***Indira Priyadarshini Yojna*** -Under this scheme, the Rajasthan government provides financial assistance to girls in 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grades who have passed board exams.

***Shala Darpan beneficiary scheme portal*** – This portal facilitates girls from tribal community to access financial assistance for higher secondary education.

## **Discussions and Conclusion**

The study reveals that although there are many girls' welfare schemes but still due to social, economic, and cultural factors, many girls cannot complete their education, and they become future illiterate women. These factors, like lack of schools, early marriages and lack of women teachers in rural areas, are responsible for girls' lower enrollments in education and high dropout rates in schools. The financial factor affects those girls who come from poor families. The government provides financial assistance to many poor students to support their education. Many low-income families cannot afford their children's education, so they only educate their sons and not their daughters. The parents from lower social or economic conditions face more difficulties in bearing the expenses of their daughter's education. Sometimes, parents also use the gender of their children to decide who will benefit them in future. Many parents still think that girls are *Paraya dhan* (property of another family), and one day, a girl has to marry, so they do not educate them and prefer boys' education. Male children get more educational opportunities in the family, but women children always face discrimination in the family. Besides that, many girls face society's gender roles, which give more burdens to girls. Many parents keep their daughters in family household activities or farming activities.

Many other factors are responsible for girls' low enrollment and high dropout rate, such as the non-availability of sanitation facilities at the schools, lack of equipment for extracurricular activities, and lack of safe public transport for their mobility. Many studies have found that girls from rural areas drop out of schools more than girls from urban schools. Many traditional and cultural practices and beliefs massively affect girls' education, and it has become barriers to girls' education.

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**At the entrance gate of a university in South Africa, the following message was posted for contemplation:**

**“**

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**Destroying any nation does not require the use of atomic bombs or the use of long-range missiles... It only requires lowering the quality of education and allowing cheating in the examinations by the students.**

**Patients die at the hands of such doctors.**

**Buildings collapse at the hands of such engineers.**

**Money is lost at the hands of such economists & accountants.**

**Humanity dies at the hands of such religious scholars.**

**Justice is lost at the hands of such judges.**

**”**

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**The collapse of education is the collapse of the nation.**

# **EFFECT OF ONLINE TEACHING LEARNING ACTIVITIES ON THE PERSONAL CORE VALUES OF ELEMENTARY STUDENTS OF RBK SCHOOL**

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## **ABSTRACT**

*Action Research is a method of systematic enquiry that teachers undertake as researchers of their own practice. Action research's strength lies in its focus on generating solutions to practical problems and its ability to empower practitioners, by getting them to engage with research and the subsequent development or implementation activities. The most common problem faced by teachers in the era of technological outburst is changes in the value system of students. Our education system has always given importance to value based education. It is of great importance in the present technological scenario where mobiles, laptops and gadgets have become an important part of students' lives. Post Covid-19, there has been a major changes in the teaching learning process as Online teaching learning have become an integral and essential part of it. Learners are preferring online apps, websites, and software for enhancing their learning which is affecting the personal core values of them. To study this, an action research has been undertaken on 33 students of elementary class of a school. It is conducted with the help of Pre-test and Post Test consisting of self-made questionnaire and rating scale. Data collected has been qualitatively analysed to know the values positively and negatively affected by it and taking suitable measures to inculcate the values among students through activities.*

## **Introduction**

The global COVID-19 pandemic has compelled the world to engage in the use of virtual learning. The phrase "new normal" has been one of the most popular terms after the pandemic. The rising usage of online learning resources is the new standard in education. Novel approaches to education have been spurred by the COVID-19 pandemic. Online learning is at the Centre of the new normal, which is a reimagined idea of education. Digital learning is becoming an essential tool for students and educators worldwide.

The need for online education has grown dramatically in the last few months and is only going to get bigger.

However, increasing reliance on online education is also having an adverse effect on the value system of students which is a matter of concern to all educationalists as drastic changes can be seen in the value system of students in the post-Covid period.

## **ONLINE TEACHING-LEARNING EXPERIENCES**

Learning online entails studying from a distance. It is also known as e-learning or distance learning. This alternate kind of education involves using the internet to study at home or any other location. All instruction, resources, help, and tests are provided online.

Numerous benefits come with online learning, including effective instruction and learning, flexibility in terms of time and location for learning, cost savings over traditional classroom settings, increased student attendance, and support for a range of learning styles.

It is still a very popular method of teaching and learning despite a number of drawbacks, including the inability to focus on screens, technological difficulties, a sense of isolation, lack of in-person connections, shortage of qualified teachers, health risks such as weak eyesight, headaches, body posture etc.

## **PERSONAL CORE VALUES**

Values are the underlying attitudes, behaviour, and beliefs that society has long recognised as morally righteous. They are seen as the virtues that an individual possesses in their life in the broadest sense. Values are typically seen to be an individual's inner reality as expressed in their relationships, habits, behaviour, beliefs, and expectations.



Values serve as the cornerstone for a person's thought and behaviour patterns. They are essential in shaping one's views, attitudes, and decision-making processes.<sup>1</sup>

One's personal values have a big impact on everything in their life. Individual or personal values are the principles that guide a person's actions and to which they feel a strong commitment.

A person's personal core values are a collection of tenets and convictions that aid in helping them distinguish between right and wrong. Personal values impact actions, interpersonal connections, and daily existence. They impact our personal growth and help us make crucial decisions. Everybody has a different set of principles. They contribute significantly to one's sense of self. They help to define one's true self and provide direction and significance. Therefore, the self's realisation of personal values is essential and dictates the self's existence and progress in any circumstance. On the other hand, appreciating the values that another person holds dear is equally important.<sup>2</sup>

## **ONLINE LEARNING AND PERSONAL CORE VALUES**

Effects of online teaching learning activities on the personal core values are immense. While online teaching and learning can be beneficial in many ways, it can also have some adverse effects on students. For example, students may experience feelings of isolation or disconnection from their peers and instructors, which can negatively impact their motivation and engagement. Additionally, online learning can be challenging for students who struggle with time management or self-discipline, as they may find it difficult to stay on track without the structure of a traditional classroom environment. Finally, students who are not comfortable with technology may find online learning to be frustrating or overwhelming, which can lead to decreased confidence and reduced learning outcomes. Often many a times it is seen that excessive screen-time can lead to all sorts of physical ailments like poor posture or headaches. Lack of focus as the internet is geared to distract students with social media and entertainment just a click away from the learning material.

Concern over the gradual deterioration of youth morals over the past few years

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<sup>1</sup> Eyal, N. (n.d.). Common Values: If We're All So Different, Why Do We Share So Many? Retrieved from <https://www.nirandfar.com/common-values/>

<sup>2</sup> Global Indian International School, Tokyo. (n.d.). Teaching Values to Primary Students. Retrieved from <https://tokyo.globalindianschool.org/blog-details/teaching-values-to-primary-students>

has grown, and it is still getting worse. Simultaneously, promoting value growth has emerged as the biggest obstacle facing the education sector. Since tolerance, social justice, open-mindedness, empathy, and a profound respect for others are values, they are being developed with great importance in this new century. Values education is becoming more important in order to maintain the continuity of civilizations, since acquiring values and integrating them into one's personality are intimately related to education. One area that has recently attracted increasing attention is the role that education plays in shaping students' moral, spiritual, and social lives.

### **OBJECTIVES OF THE STUDY**

Keeping the importance of values in mind an action research is conducted with the following objectives:

- 1) To understand the effect of online teaching - learning activities on personal core values of students.
- 2) To identify personal core values which are positively and negatively affected by online teaching learning activities.
- 3) To find out reasons behind positive and negative effect of online teaching - learning activities on personal core values.
- 4) To take appropriate measures for developing personal core value among students.

### **AREA OF PROBLEM**

During the internship of 11 weeks at RBK School it was observed during regular and proxy periods of elementary classes that students lack personal core values. It was also found that students were being ungrateful, disrespectful and arrogant at times. It was observed that they have ungrateful behaviour towards their classmates, disrespect teachers by not greeting them and answering to the teacher in a disrespectful manner. The students were well aware about the content being taught in the classroom and hence do not participate actively. On the basis of the observations, it was found that students are lacking basic personal core values like honesty, respect towards elders, cleanliness, punctuality, etc. It was also seen that because of excessive use of mobile phones (online learning) students were having eye problems and headaches.

## **SPECIFICATION OF THE PROBLEM**

**“EFFECT OF ONLINE TEACHING LEARNING ACTIVITIES ON THE PERSONAL CORE VALUES OF ELEMENTARY STUDENTS OF RBK SCHOOL”** Effect: Positive and Negative effect.

**Online teaching learning activities:** YouTube, brainly, byjus, toppr, doubtnut.

**Personal core values:** Respect, communication, thankful, patience, self-control, tolerance, health, cleanliness, friendship, unity, responsibility, result oriented, winning.

**Elementary students:** Class VI - B

**School:** RBK School, Mira Road

## **PROBABLE CAUSES OF THE PROBLEM**

1. **LACK OF DIRECT SUPERVISION** - In an online learning environment, direct supervision by teachers and educators is often limited compared to traditional classrooms which leads to students feeling less accountable for their actions.

2. **LACK OF PHYSICAL INTERACTION** - Online learning can create a sense of anonymity and detachment among students and they may feel less connected to their peers and the learning community as a whole.

3. **LACK OF SOCIAL INTERACTION** - In an online learning environment, social interactions are often limited to virtual platforms, making it harder for students to establish meaningful connections and develop these values.

4. **DECREASED IMPORTANCE OF VALUES** - In online learning, the time lag between behaviour and consequences can be longer, which may weaken the impact of disciplinary measures and decrease the perceived importance of values like honesty and respect.

5. **DECREASED CONCENTRATION SPAN** - Online learning requires the use of technology, which can be a source of distraction for students. The presence of distractions, such as social media or online games, can divert students' attention away from the learning environment.

6. **IMPACT OF HOME ENVIRONMENT** - Online learning generally takes place in students' homes where the influence of family dynamics and external factors can play a significant role.

## **FORMULATION OF ACTION HYPOTHESIS**

Following Hypothesis is prepared according to the most relevant probable causes of the problem:-

(i) If students are oriented towards the importance of good conduct then their behaviour with others will improve.

(ii) If students are oriented towards the importance of practicing meditation and exercise in their daily life then improvement in their health can be seen.

(iii) If students are oriented towards the importance and power of practicing honesty in their life then they'll start practicing it in their daily life.

## **SAMPLE AND SAMPLING TECHNIQUE**

Sample consisted of 33 students of elementary class of RBK School which are selected on the basis of Survey method.

## **TOOLS USED**

It is conducted with the help of self-made questionnaire consisting of open ended and objective questions and 5 point rating scale.

## **DATA COLLECTION TECHNIQUES:**

**Pre-test:** After finding the problem, the investigator undertook a pre-test comprising of total 40 questions. A self- made questionnaire was used as pre-test and post-test. The questionnaire was divided into two sections Part- A and Part-B wherein Part-A consisted of open and close-ended questions and Part-B as rating scale. The questions were mainly based on the effects of prolonged screen-time due to online mode of learning. Questions were framed to get responses related to health problems, mood swings, reduction in tolerance level and patience and lack of self- control. Through Pre-test it was observed that most of the students lack discipline and self-control. They also face anger issues, mood swings and have developed an unhealthy lifestyle due to excessive screen time.

**Post-test:** After analysing the responses of the pre-test, on the basis of the data obtained by the students, the investigators decided to undertake remedial activities to reduce the health problems and increase the level of patience, tolerance, self-control and inculcate values of respect, discipline, responsibility and gratitude among students. The post-test indicated improvement in the behaviour and personality areas showing inculcation of values.

## PLAN OF ACTION

R. NO	NAME OF THE ACTIVITY	PROCEDURE	TIME REQUIRED
	ACTIVITY 1 : Exercise and meditation (Eyes and neck exercise and meditation for five to seven minutes)	For catering to the strain caused in eyes and neck of students due to excessive use of gadgets, eye and neck exercise were done along with meditation.	20 minutes
	ACTIVITY 2 : The art of tolerance (Video along with thought provoking questions)	To check the tolerance level of student which they felt has reduced, firstly a video on what is tolerance was shown and tips on how to be tolerant was shared. Later few questions were discussed to judge the tolerance level.	20 minutes
	ACTIVITY 3 : Paragraph writing on teacher who they respect the most and why	Students were asked about what according to them respect means and were instructed to write a paragraph about any teacher who they respect the most and why	Homework
	ACTIVITY 4 : HONESTY Situations were given related to honesty and students were judged on the basis of questions asked	Situations were presented to students in the form of PPT and responses of students in similar situation were analysed to check the honesty among them. Later discussed the importance and power of honesty.	20 minutes

	<b>ACTIVITY 5 :</b> Tips and exercises related to reduction of headache and suggestions related to healthy diet	Some precautions and exercises were discussed through PPT and also the importance of practicing of healthy diet was discussed.	20 minutes
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### **QUALITATIVE ANALYSIS**

The responses of 33 students on Pre-test and Post-test are qualitatively analysed and the following conclusion can be drawn:

#### **After Pre-test:**

During COVID times the students' usage of online gadgets was more due to online schooling. Due to this habit of more screen time they were exposed to many other kind of gaming websites and ill content. They started facing issues of eyes, headache, neck pain, restlessness and anxiety. They became tired easily and developed unhealthy eating habits and also paid less attention to their hygiene because of which they were scolded by their parents. Spending more time on screen has decreased their tolerance power making them angry easily and disrespecting their parents as well as teachers. Hence they spend more time on phone and developed online friends also.

#### **After Post-test:**

There has been significant improvement in the health of the students as they have started practicing exercise and yoga in their daily routine and also tried to reduce their screen time by using less gadgets. They are trying more outdoor activities and interaction with others to understand them leading to the increase in their tolerance level. They also started understanding the importance of elders' i.e. parents and teachers in their life and started respecting them. Thus the improvement in the areas of health, tolerance level, respect and honesty can be reflected in the post test.

Following can be interpreted from the comparative analysis of student's responses on Pre-test and Post-test after execution of the activities of plan of action:

- There has been reduction in screen time of the students
- The students initially were interested in online learning because of it being accessibility anytime and anywhere and having new approaches of learning but now after use of new innovative methodologies by school teachers they are finding it interesting
- There has been significant reduction in unhealthy habits of the students like munching on junk food, addiction to screen, wrong postures
- The students now understand the health issues which can occur due to excessive screen time and tries to inculcates yoga and exercises in their life
- They try to interact with parents to increase their communication and to have quality family time and also developed habit of mediation to increase their tolerance level
- They have understood the importance and power of honesty in one's life and started practicing it in their daily life
- They have become empathetic to people and are always helpful and available for their friends

## **MAIN FINDINGS**

- Students started practicing meditation and exercises in their daily schedule wherein improvement in their health can be seen.
- Students became respectful towards their classmates and teachers.
- Students started to be honest in their day to day life, friendship and relationships.
- The classrooms are now clean as compared to earlier and every student were in proper school uniforms i.e. the value of cleanliness was inculcated.
- It can be observed that the tolerance level of students was increased as they have stopped talking rudely to their friends, teachers and parents.

## **RECOMMENDATIONS AND SUGGESTIONS**

1. **Set limits and establish a screen time schedule:** Parents should create a reasonable daily or weekly limit for screen time and stick to it. Clear boundaries should be set for it, such as no screens during meal times or before bedtime.<sup>3</sup>

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<sup>3</sup> Kraff Eye Institute. (n.d.). 8 Easy Eye Exercises to Improve Vision: Techniques and Tips. Retrieved from <https://kraffeye.com/blog/8-easy-eye-exercises-to-improve-vision-techniques-and-tips>

2. **Lead by example:** Children often imitate their parents' behaviour. Parents need to be mindful of their own screen time habits and make an effort to reduce its usage. They should try to engage in activities that do not involve screens.
3. **Encourage outdoor and physical activities:** Encourage children to engage in physical activities such as sports, playing outside, or participating in hobbies that require physical movement.
4. **Provide alternative activities:** Offer a variety of alternative activities that children can engage in instead of spending time on screens such as reading books, doing puzzles, engaging in creative arts and crafts, playing board games, cooking or gardening.<sup>4</sup>
5. **Engage in conversations about values:** Parents and teachers should use real-life examples, stories, or even media content to help illustrate these values.<sup>5</sup>
6. **Encourage media literacy:** Parents and Teachers should teach children to critically evaluate the media content they consume and develop a healthy skepticism towards online information.
7. **Collaborate with teachers:** Parents and teachers should work in collaboration to reinforce values and support each other's efforts to promote healthy screen habits and positive values.
8. **Being patient and flexible:** It may be challenging at first, but be patient and persistent in promoting reduced screen time and positive values.

## CONCLUSION

The findings of this research support the notion that reducing screen time and promoting engagement in value-based activities positively influence children's well-being and character development. The observed improvements in social interaction, critical thinking, creativity, and the development of values underscore the importance of striking a balance between screen usage and offline experiences. Various activities were conducted in the areas of health, tolerance level of students, honesty and respect towards others. The objective was to improve their habits, tolerance level and to make changes in their lifestyle to become healthy and fit. There were improvements in children who have reduced their screen time and increased their engagement in value-based. Overall, the observed improvements in children reinforce the importance of finding a healthy balance between screen time and offline experiences to foster their holistic development.

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"I will give you a talisman. Whenever you are in doubt, or when the self becomes too much with you, apply the following test. Recall the face of the poorest and the weakest man [woman] whom you may have seen, and ask yourself, if the step you contemplate is going to be of any use to him [her]. Will he [she] gain anything by it? Will it restore him [her] to a control over his [her] own life and destiny? In other words, will it lead to swaraj [freedom] for the hungry and spiritually starving millions? Then you will find your doubts and yourself melt away."  
*Mahatma Gandhi - The Last Phase, Volume II- One of the last notes left behind by Gandhi in 1948, expressing his deepest social thought.*

# THE TEACHING LEARNING METHODOLOGIES USED BY THE B.ED. STUDENTS: A STUDY

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**“A good education is a foundation for a better future.” – Elizabeth Warren<sup>6</sup>**

*The importance of education in the lives of human beings, societies, communities and a nation can never be over-emphasized. It is the education that builds up the path of future development of any country. In order to keep up with the rapidly and constantly changing world and its demands, every country needs to update and transform its educational system.*

## **Introduction:**

**“Education is the movement from darkness to life”- Allan Bloom<sup>7</sup>**

With the identification of gap between the contemporary education system and the demands of the constantly evolving global ecosystem, the NEP 2020 was launched by the Ministry of Education of India. This, being the first educational policy of the century proposes highly aspirational and much needed transformation of the entire education system of the nation. It strives to develop students into the individuals who can think critically, are inquisitive, confident, self-aware and able to construct their own learning. Experiential learning involving active participation of learners in the form of various activities like debate, discussion, drama, experiment highly complements the vision and objectives of NEP 2020. Consequently, the policy laid special significance on the use of Experiential learning methodology to transact different teaching learning content across subjects. With this view, this study attempts to explore the different teaching learning methodologies used by the teacher trainees of the B.Ed. course during their practice teaching lessons. The data collected by the study is analyzed quantitatively to find out about the use of experiential learning as a teaching -learning methodology.

**Key Words:** NEP 2020, Experiential learning, teaching -learning methodology, educational system, future development, Ministry of Education of India, educational policy

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<sup>6</sup> Elizabeth Warren, Elizabeth Warren Quotes (n.d.) Retrieved from: [https://www.brainyquote.com/quotes/elizabeth\\_warren\\_690801](https://www.brainyquote.com/quotes/elizabeth_warren_690801)

<sup>7</sup> Mighty Good Quotes (n.d.) Retrieved from <https://in.pinterest.com/pin/education->

## **Review of Related Literature:**

### **Innovations in Teaching Methods**

**M.Vijayalakshmi** [Avinashilingam University](#), (2019)<sup>8</sup>, conducted a study on innovations in teaching methods and found that Innovation in Teaching Methods is an effective approach to make positive change in students' behavior and attitude towards learning, to improve their motivation and engagement. She opined that the results of the change have bilateral nature – they can affect students' results and understanding of the educational content and create conditions for an effective learning process. She concluded that Innovative teaching methodologies will lead to a learning society in which the creative and intellectual abilities of students will allow them to meet the goals of transformation and development.

### **Innovative Teaching Methods in Higher Education**

**Dr. Shobhana Puranik** (2020)<sup>9</sup>, Teacher Educator, Pune conducted a study on innovative teaching methods in higher education and asserted on what many researchers have already concluded that application of innovative methods of teaching and learning resulted significantly in the student performance and as has also been reported by a number of institutions that class room attendance also improved as a result of the use of innovative teaching learning methods. Overall, feedback on innovative methods of teaching from students and teachers has been quite encouraging.

### **A Study about Various Innovative Teaching Methods**

**Dr. Paras Jain, Dr. Rishu Agarwal, Soman Malaiya, Anupam Jain** (March 2017)<sup>10</sup>, conducted a study on various innovative teaching tools and their influence on student's knowledge, interest and confidence. The study showed that innovation in teaching methods has increased knowledge, interest and confidence. Number of learnt student percentage using conventional method was only 34% which increased up to 77% after using visual teaching and 74% due to

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<sup>8</sup>M.Vijayalakshmi, Innovations in Teaching Methods(2019), Journal of Applied Science and Computations Volume VI, Issue I, January/2019ISSN NO: 1076-513, retrieved from: [https://www.researchgate.net/publication/331149966\\_Innovations\\_in\\_Teaching\\_Methods](https://www.researchgate.net/publication/331149966_Innovations_in_Teaching_Methods)

<sup>9</sup> Dr. Shobhana Puranik, Innovative Teaching Methods in Higher Education Retrieved from [https://bssspublications.com/PublishedPaper/Publish\\_245.pdf](https://bssspublications.com/PublishedPaper/Publish_245.pdf)

<sup>10</sup> Dr. Paras Jain, Dr. Rishu Agarwal, Soman Malaiya, Anupam Jain, A Study about Various Innovative Teaching Methods Retrieved from <https://www.researchpublish.com/>

field work teaching method. Subject interest was also found to increase by innovation. Visual methods increased subject interest by 81% and performing art by 77% while conventional teaching produced subject interest only 39%. Data regarding confidence showed 31% students got confidence by conventional teaching but this percentage reached up to 80% using field work and 76% using performing art. Data analysis also recommended that visual teaching and field work are best innovative methods.

### **Importance of Innovative Teaching Methods**

**Jayalaxmi (2016)**<sup>11</sup>, Department of Commerce and Management Studies, Madhava Pai Memorial College, Manipal, Udupi, Karnataka conducted an evaluative study on the traditional and modern teaching techniques. Primary data collected from the questionnaire and face to face interview showed that more than 60% of the students strongly agreed that students are independent and problem finders and they will seek guidance from themselves, motivation is intrinsic, they respect individual differences and they are able to study through observation and thereby they can acquire knowledge through the study materials. 10% of the respondents disagreed all the above and opined that in modern teaching methods also there are some difficulties to learn and they have to face the challenges in modern competitive world. The researchers recommend that the teaching would be highly effective if the teacher starts to use the recent multimedia technologies like usage of computers extensively or some modifications in the conventional mode of teaching.

### **Innovative Online Teaching in Chemistry**

**Reetu Gupta and Sushila Sheel (2023)**<sup>12</sup>, (Research Scholar, University of Rajasthan, Jaipur) conducted an experimental study to determine the impact of innovative teaching in Chemistry on the perception capacity of 100 senior secondary students selected from the rural government school of Jaipur district in Rajasthan. She concluded that when the students of the experimental group were taught chemistry through innovative online teaching, their concepts related to chemistry were clear which influenced their perception capacity positively thereby leading to overall improvement in their learning ability.

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<sup>11</sup> Jayalaxmi, Importance of Innovative Teaching Methods  
Retrieved from <http://ijcrme.rdmodernresearch.com/>

<sup>12</sup> Reetu Gupta and Sushila Sheel, Innovative Online Teaching in Chemistry  
Retrieved from  
[https://www.aiu.ac.in/documents/AIU\\_Publications/University\\_News/UNIVERSITY%20NEWS%20VOL-61,%20NO-24,%20JUNE%2012-18,%202023.pdf](https://www.aiu.ac.in/documents/AIU_Publications/University_News/UNIVERSITY%20NEWS%20VOL-61,%20NO-24,%20JUNE%2012-18,%202023.pdf)

Education enables man to ask the most fundamental questions of life, to understand the complex laws of universe, to reflect upon our own existence, to realize our inner potentials and ultimately to serve the society in the best way. As nobody can deny the truth that change is the only constant, it has also been a common consensus that education is the most powerful agent to bring change in the society and teachers have the most impactful role to play in the educational system. They can shape the future of the nation. Children in the classrooms of today are the leaders of tomorrow and therefore teachers are the future leader makers. It is in the hands of the teachers that the students are nurtured and transformed into the inspired and responsible citizens of tomorrow.

In today's scenario, when the latest of knowledge, facts, technologies and inventions are becoming outdated at a shocking pace, It is highly pertinent to teach the present and the future generations 'how to learn' rather than 'what to learn'. The New Education Policy of 2020 aims to revolutionize the present education system of India making the education learner-centered, inquiry-driven, flexible, experiential and holistic. The policy also introduced new and innovative approaches to teaching and learning, promoting research and innovation, and improving the quality and accessibility of education for all.

Experiential Learning has been highlighted by NEP-2020 in all the stages of Educational system. Experiential learning methodology is based on the philosophy that children learn best when they are actively involved in the teaching learning process. It involves giving opportunities to the students to construct their own knowledge based on the direct experience provided to them. Therefore, Experiential Learning Methodology views students as active knowledge builders rather than the passive information takers. In the traditional classroom set up, students were mainly uninvolved and unmotivated whereas in experiential learning situations, they learn by doing. They also learn to cooperate, collaborate and coordinate with one another thereby learning to help each other to achieve individual learning objectives. It provides the learners with avenues to take initiatives, ask questions, analyse critically, think logically and communicate effectively and present skillfully.

In order to meet the challenges of diverse, growing and changing demands of the skills of the human resource of the present times, teachers need to shift towards newer and more innovative teaching strategies. We need to incorporate experiential learning methodology catering to the development of Life Skills, Learning Skills and Literacy Skills making the learning process more learner-centered, engaging and fruitful.

## **Innovations in Teaching Methodology:**

**“Technology will not replace great teachers but technology in the hands of great teachers can be transformational.” – George Couros<sup>13</sup>**

Innovation and education go hand in hand. They complement each other. In the struggle of keeping pace with the changing times, innovation helps the educational system. Education in turn leads to advancement and innovation in every field. Innovation in education implies the embracing of changes, opening up to newer approaches, technologies and methodologies, identifying the problems, issues and the challenges within the system and looking at them with a fresh perspective to find creative solutions.

Innovative teaching strategies are instructional approaches and methodologies involving the use of technology, hands-on activities, and other learning materials to help students learn in a meaningful way. Innovative teaching strategy is the need of the hour. They can be a helping hand to the teachers in the attainment of learning objectives of a diverse classrooms. They make the whole teaching-learning process easier, natural, engaging and more meaningful.

**Following are few noteworthy innovations in the educational landscape:**

### **Chat GPT:**

Chat GPT can generate study guides, tutorials, or interactive learning materials based on user queries. It can aid in language learning as it is useful for improving the language skills. It can integrate with educational games fostering a more interactive and engaging learning experience. It can facilitate virtual study group interactions and providing additional resources or references based on the group’s learning objectives.

### **Gamification:**

A variety of apps, including Kahoot, Duolingo, Socratic, Quizlet, Babble, etc., use game-based learning methodology to teach various subjects making the learning process more enjoyable and interesting. It keeps the learners motivated and engaged throughout making the objectives of learner- centeredness and learners’ participation easily attainable.

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<sup>13</sup> George Couros, georgecouros.ca, (n.d.) Retrieved from

<https://in.pinterest.com/pin/education->

### **Collaborative Learning in Virtual Spaces:**

Collaboration is a crucial skill one must have in the present times in order to successfully navigate through to achieve individual and group objectives in any given environment. In order to develop the skills of Collaboration and teamwork, teachers are looking for avenues to design learning experiences in the form of Virtual Spaces. These virtual spaces allow students to collaborate with peers from different regions or even countries, broadening their perspectives and enriching their learning experience.

### **Flipped Classroom Approach:**

Flipped Classroom model has been gaining increasing popularity in India. Unlike the traditional classroom set up, in which students received the instruction regarding the topic in the classroom first and were given projects and assignment to complete at home afterwards, in flipped classroom students are provided with the material and content to the students to learn at home. After the students have explored the topics on their own, the topic is taken up in the classroom for interactive discussion and elaborated further through problem-solving and hands-on activities. It results in the efficient use of classroom time to facilitate deeper understanding and critical analysis of the topic

### **Metaverse:**

**Metaverse is the latest technology that allows students to enter in a 3D world of imagination. They can view, experience and interact with their peers and the 3D objects around them. It gives the opportunity to the students to experience and have hands-on practice which can otherwise be risky and hazardous in a real-world setting. The experience ultimately makes concepts clearer and the learning experience more concrete.**

### **Artificial Intelligence Tools:**

**When so many of the students are already using AI technology, it is highly crucial that the teachers take the help of this technology and save time by automating routine tasks to be utilized in the planning of more meaningful learning experiences. These technology has the potential to be a great helping hand to the teachers in simplifying out various complicated routine tasks.**

### **Social Media:**

The impact of the social media in the lives of present generation might be alarming but the role it plays in the present world of communication cannot be over-looked. Realizing this, Teachers have started using social media as an important tool to communicate to the students.

As per a recent survey by Pearson, 59% of K-12 teachers and 79% of college faculty use social media in their classrooms. Through social media, teachers can have a wider reach and share the learning resources, materials and projects.

**Objectives of the study:**

- To learn about the different teaching-learning methodologies used by the Teacher Trainees for transacting the lessons across subjects.
- To explore the innovative teaching methodologies used by the Teacher Trainees in their practice teaching lessons.

**Research Question:**

- What are the different teaching learning methodologies used by the B.Ed. Teacher Trainees in their practice teaching lessons?
- What are the innovative teaching learning methodologies used by the B.Ed. Teacher Trainees in their practice teaching lessons?

**Research Methodology:**

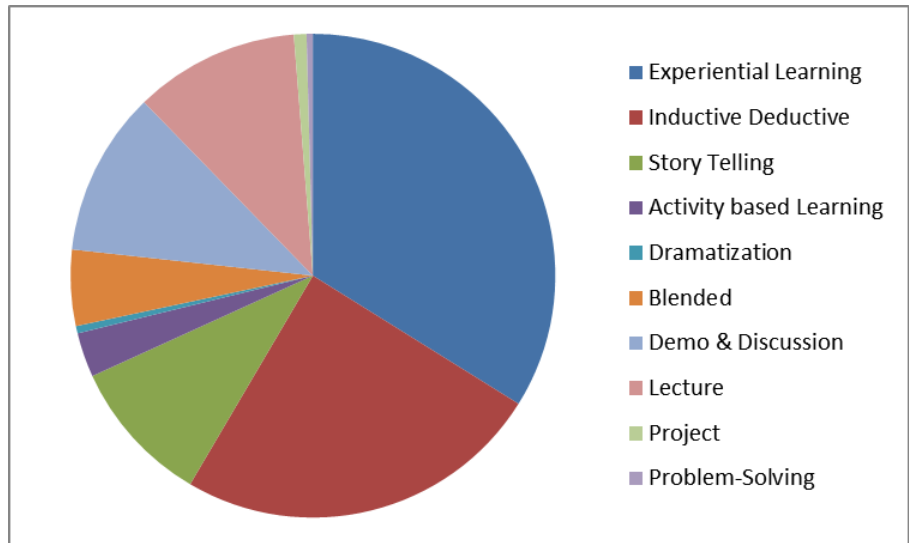
This is an exploratory study to investigate about the use of different teaching-learning methodologies used by the B.Ed. teacher trainees in their practice teaching lessons. It is conducted with a purpose of exploring the innovative teaching learning methodologies used by the B.Ed. Teacher Trainees in their practice teaching lessons during their internship program. For this, primary data was collected from the practice teaching lesson plan journals of Teacher Trainees.

**Sample and Sampling techniques:**

**The sample consisted of 236 lesson plans of 32 Teacher Trainees from Royal college of Education and research for women. Purposive sampling technique was used for the present study.**

**Data Analysis:** Data regarding the methodologies used in practice teaching lessons by 32 B.Ed. Teacher Trainees was acquired from their lesson plan journals and analyzed quantitatively. The data is presented in the form of a pie-chart below:





### Findings:

The data revealed that Student Teacher used experiential learning more than any other methodology in their practice teaching lessons as experiential learning methodology was used 33.89% of the times followed by inductive deductive methodology which was used 24.57 % of the times. Lecture method still seems to hold its place in the content transaction as it was used 11.01 % of the times. Story telling method was used 9.74 % of the times. Problem solving and project method remained the least popular methods with 0.42% and 0.84% respectively. The data also revealed the use of latest and hybrid methodologies in the form of blended methodology.

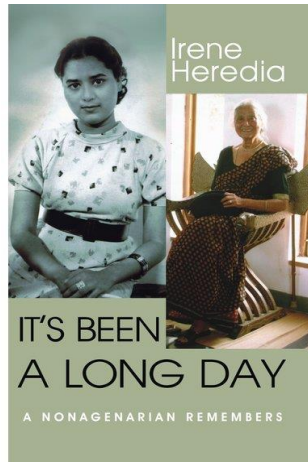
### Conclusion:

Thus, as per the data revealed in the study, the experiential method was used the most in the practice teaching lessons of the B.Ed. teacher trainees which is a good indicator. Nevertheless, we still need to be upgrading ourselves in the educational landscape. No matter the amount of advancement, there is always a scope for improvement. Innovation in education is a continuous process. In trying to stay updated and relatable to the present, we need to never stop thinking creatively. For, there is no limit to creativity. It makes us look at the problems and situations with a fresher perspective and can culminate into the simplest yet the most effective solutions and approaches.

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## BOOK REVIEW



Irene Heredia: *It's Been a Long Day- A Nonagenarian Remembers*, Edited by Rudi Heredia, S. J. and Selena Costa-Pinto, The second edition was published in 2015 by Goa 1556, The first edition was published in 2012 by Golden Heart Emporium, pages: 207. ISBN 978-93-80739-89-2 Rs 200 (in Goa)

**By Anna Usha Abraham, Ananya Foundation, Mumbai**

Irene Heredia has dedicated this book to “the unknown housewife, scores of whom have buried their talents and their potential while interacting with extended families, to bring up children with the right values”.

The book is a reminiscence of a nonagenarian so the terms used may not be politically correct for the current times, but the struggles and ethos are real and hugely commendable. It is a personal story of how circumstances threw up opportunities which she took up and delivered with aplomb. Her strong foundation in the values of honesty, commitment and perseverance stood her in good stead and propelled her to the forefront. The book highlights the positives of networking and the importance of timely communication. It reveals how crises can be overcome through a pragmatic approach. Perhaps, the most important takeaway from this book is how a supportive and encouraging ecosystem can bring out the best in everyone.

The family has added her published writings, speeches and talks as an Appendix which gives us an insight into how Irene Heredia encouraged and motivated the members of her community and took on the mantle of a leader.

The book opens with the stark message of how her life took a different turn with the death of her father who was aged 54. Although the family was left “roofless and rudderless”, she acknowledges that the personal interest that a British officer took in their well-being ensured her brother got a good job and they had a source of income.

After the death of her father, the family moves to Pune to her maternal grandfather’s home. She mentions in passing how her mother who was widowed at the age of 13 had married her dead husband’s younger brother (her father), which was the tradition followed in many religions, especially the Hindus and Jews. Interestingly, the Catholic Goans followed many of these indigenous cultural traditions and did not discard them even after adopting a foreign religion. Irene lived her early life in Poona with her mother and five siblings where she learned Marathi from a European woman. This again throws light on the rich diversity of India. Move a few hundred kilometres from your birthplace and face a new culture and language!

It is these little descriptions in the book that reveal the most about the India that was, nearly 100 years ago. The vivid descriptions of community life, the reasoning and thought process for decisions, acceptance and response of the community to a woman in public life, all add to the delightful reading.

Irene also describes how she had to change schools because her parish priest thought she was imbibing the Protestant catechism in the Protestant school and later moved to Bombay (Mumbai) when her brother got married and they thought she should go to a “good school” run on English public school lines which ironically turned out to be run by the Protestants!

The “good school” was more of a finishing school that “offered subjects from cooking to the arts and humanities including country dancing and singing along with sports and a strong academic section that sent up girls to sit for the school leaving certificate of Cambridge University”. Irene excelled in academics both at school and college. Even though she won the prestigious Duke of Edinburgh scholarship for coming first in the Bombay Presidency, beating everyone including the boys, ironically, she was described as having the “mind of a man”!

Smart and intelligent, Irene married Jimmy Heredia, who was then honorary Consul for Brazil and the son of a well-known doctor, giving her free access to the top layer of society. When Irene visited Goa with her husband, she made it to the headlines in newspapers as the woman who surpassed the men by standing first in the University of Bombay's Bachelor's degree examination. Irene describes Goa as thriving on what she calls the "money order economy". She explains how Goans with no property or acquired skills emigrated for employment to Bombay, other parts of British India and British East Africa. She goes on to explain that the people in Goa built the Goan homes that are so coveted today with the money orders sent from these British posts while the landlords lived off their large properties and established an aristocracy of their own.

Irene throws light on the social life in Bombay in the 30s when people from different parts of the country came in search of jobs. They lived with mistresses who were given the status of the second wife. These women joined a community of their own, educating their children taking their mother's village name in Goa as their surname. According to Irene, after two generations, they became well known citizens of Bombay as doctors, lawyers and corporate chiefs.

Her account of the effects of World War II brings out the fact that war time can also be a time for progress in many areas. She writes, "As for India, a kind of material prosperity came to the country with the spillover of new technology." Material comforts like air conditioners, fridges, radios etc, came to civilian life after the war.

Although Irene recounts that when her husband took up the post of General Manager, Western India, at the Phoenix Assurance Company of London, she was left to handle his business of various tradelines under the name Castlemuir. She says with pride that she was part of her husband's life whether it was his social activism, hobbies or his social life as Consul for Brazil. However, she also innocently recounts that routine matters regarding the children and the family in general were her domain while her husband was there for emergencies and big decisions! But it is surely admirable that she juggled these roles so efficiently.

This false paradise under the British rule was shaken when the promise of total independence became real and other worse realities followed in its wake. Irene remembers that the animosity between Hindus and Muslims nurtured by the British became a reality soaked in rivers of blood.

Amidst all this, cricket matches called the Quadrangular comprising four communities the Hindus, Muslims, Parsees and Europeans were held. According to her, Christians never played cricket for their game was hockey.

Irene talks about how foreign missionaries ran elite academic colleges such as St. Xavier's College, technical institutions, medical centres, and started primary education in rural areas which transformed lives by changing animistic beliefs and the hagiography of Hindu deities into Christianity. However, when two Zoroastrian students from a Woman's College (Sophia College) in Bombay converted to Christianity the then Vice Chancellor threatened to disaffiliate it. This was seen as the first step against the Christians of Bombay and the Catholics of Bombay came out in huge numbers to protest this move by the Vice Chancellor. Irene was the only woman speaker at this large gathering.

Irene recollects the whole hearted celebrations at the Gateway of India on the night of August 15, 1947, when India gained her freedom from the British. People of Bombay came out in thousands on every form of transport, wearing white Gandhi caps. To her, it was like a thousand New Year eves! In contrast, a few years later, she witnessed the melancholy that set in at the news of Gandhiji's assassination. The streets were deserted, the banks, business houses and the Reserve Bank of India locked their doors, the trains were empty and there was gloom all over.

In 1954, her husband resigned from the honorary Brazil Consular post when relations between Portugal and India became strained and Brazil decided to stand with Portugal. Irene describes the difficult situation faced by Goans who wanted the freedom of India alongside the largesse of Portugal. The Salazar of Portugal was adamant that Goa was part of Portugal and Goans were "assimilados". She remembers how Goa Liberation Council was formed which included four Indian political parties with their different agendas. But Aruna Asif Ali of the Communist Party of India got everyone to agree to concentrate on the liberation of Goa. They soon realised that they needed to push their agenda to a wider audience and thus established the Goan Tribune with the focus on Goa's liberation.

"The turning point came when the then Defence Minister, Krishna Menon, taking a decision virtually 'behind Nehru's back of sending in the India Army'".

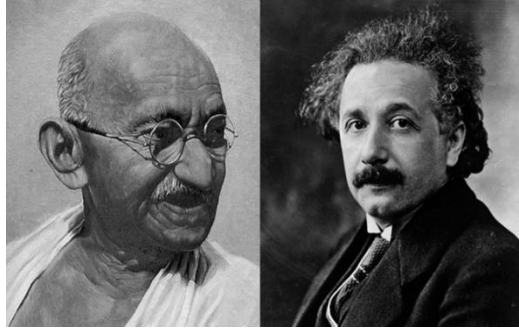
She vividly remembers a phone call her husband Jimmy received from Dr. Baliga a closest sympathiser of the Communist party who said, “ Our troops have entered Goa, not a shot has been fired.” It was all over in a day and December 19, 1961, was declared Goa Liberation Day.

It was in 1965 that her husband, Jimmy Heredia was appointed the Sheriff of Bombay. Later her husband after the nationalisation of the Life Insurance and General Insurance Companies both of which he was a key player, was appointed as a member of the Parliamentary Consultative Committee.

Although Irene was urged by well-wishers and political leaders to join politics, the couple decided she should not take up the invitations. She however accepted to be a member of the Central Film Censor Board from 1958–1964. When her children were a little older, she turned to social work and joined three NGOs. Later she set up a new committee called the Civic Group (which was later called the Social Advocacy Group), to address public grievances. She concludes her story by modestly claiming that she has run the race and kept the faith.

As mentioned earlier, the Second edition of her book has her speeches and writings as an appendix. These depict the ‘statesman’ (I prefer statesperson!) in her. She encouraged, motivated and led women and others to participate in nation building. The life of Irene Heredia is a wonderful example of how strong values, perseverance and dedication bear fruits for the individual and community.

## EINSTEIN ON GANDHI



Generations to come, will scarce believe, that such a man as this one, ever in flesh and blood walked upon this earth. This was said of Mahatma Gandhi by Albert Einstein on the former's 70th birthday in 1939. Einstein was deeply inspired by Gandhi's teachings and so much so that he called him the most enlightened of all the politicians of his time. The two never met but they exchanged letters among themselves. In other words, they were pen pals.

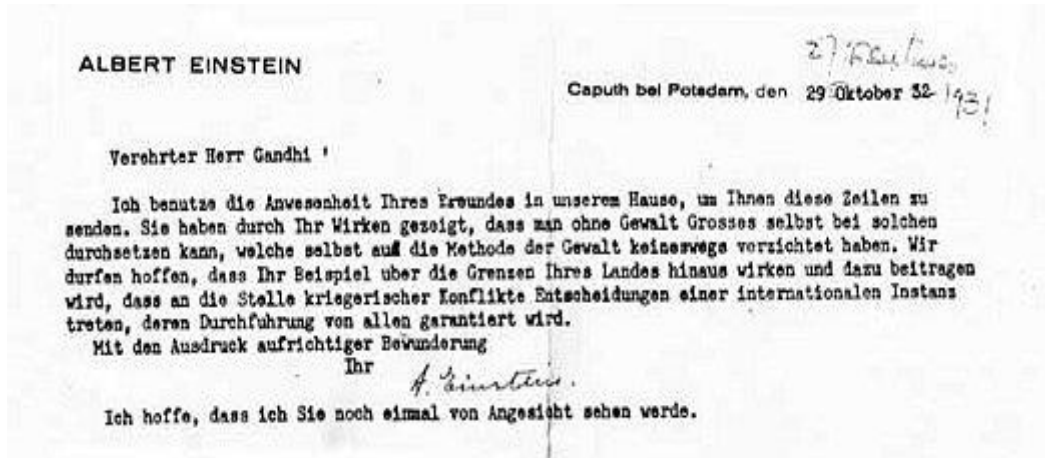
In 1950, two years after Gandhi's death, Einstein recorded an interview for United Nations from his study at Princeton University in New Jersey. He said, "We should strive to do things in his spirit...Not to use violence in fighting for our cause, but by non-participation in what we believe is evil." On that radio interview, Einstein advocated for non-cooperation, a peaceful form of protest against what you believe is evil. Such a movement was launched by Gandhi in 1920s. Einstein believed that if the world were to be improved, it could not be done simply with new scientific discoveries, it also had to encompass morals and ideals.

"In this respect I feel," Einstein said: "That the Churches have much guilt. She has always allied herself with those who rule, who have political power, and more often than not, at the expense of peace and humanity as a whole." Einstein noted that the admiration for Mahatma Gandhi in all countries of the world rests on recognition of the fact that in time of utter moral decadence, Gandhi was perhaps the only statesman to stand for a higher level of human relationship in political sphere.

Their communication began through letters. Einstein wrote the following congratulatory letter to Gandhi in the 1930s (this was after their renowned Salt March from Sabarmati Ashram to Dandi).



## EINSTEIN WROTE TO GANDHIJI



### Translation:

"I use the presence of your friend in our home to send you these lines. You have shown through your works, that it is possible to succeed without violence even with those who have not discarded the method of violence.

We may hope that your example will spread beyond the borders of your country, and will help to establish an international authority, respected by all, that will take decisions and replace war conflicts.

P.S. I hope that I will be able to meet you face to face some day."

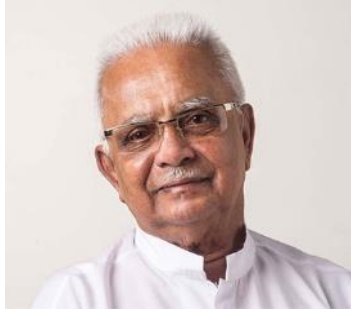
### Gandhi ji responded, saying:

"Dear friend, I was delighted to have your beautiful letter sent through Sundaram. It is a great consolation to me that the work I am doing finds favour in your sight. I do indeed wish that we could meet face to face and that too in India at my Ashram."

On Gandhi's death, Einstein wrote: He died as the victim of his own principles, because in time of disorder and general irritation in his country, he refused armed protection for himself.

Courtesy: [https://www.wondersofphysics.com/2020/10/albert-einstein-on-gandhi-non-violence.html#globe\\_vignette](https://www.wondersofphysics.com/2020/10/albert-einstein-on-gandhi-non-violence.html#globe_vignette)

## OBITUARY



**Shri. A.T. Ariyaratne (1931-2024)**  
**By Vibhuti Patel**

A.T. Ariyaratne, an esteemed social worker often hailed as the ‘Gandhi of Sri Lanka’ passed away at the age of 93 on April 16, 2024. In 1958, Dr. A.T. Ariyaratne served as a teacher at Nalanda College in Colombo, concurrently holding the position of Vice President of the Nalanda College Social Services Association. The Sarvodaya movement, inspired by Mahatma Gandhi’s principles, took root during a charitable camp in Katholowa village of Kurunegala district in 1960. A.T. Ariyaratne, along with forty students from Nalanda College, engaged in various social services during this event, leading to the formal establishment of Sarvodaya. Sarvodaya’s overarching goal was to foster a just, sustainable, and compassionate social system, catering to the fundamental human needs of the community through individual and collective enlightenment. Ariyaratne was nominated to the Constitutional Council as a civil representative in 2015. He received the Ramon Magsaysay Award for Community Leadership in 1969, the Gandhi Peace Prize from the Government of India in 1996, the Niwano Peace Prize in 1992, the King Beaudoin Award and other international honours for his work in peace making and village development. In 2006, he received the Acharya Sushil Kumar International Peace Award for the year 2005. In 2007 Ariyaratne received the Sri Lankabhimanya, the highest National Honour of Sri Lanka. The passing of A.T. Ariyaratne leaves behind a legacy of profound impact and service to the nation.

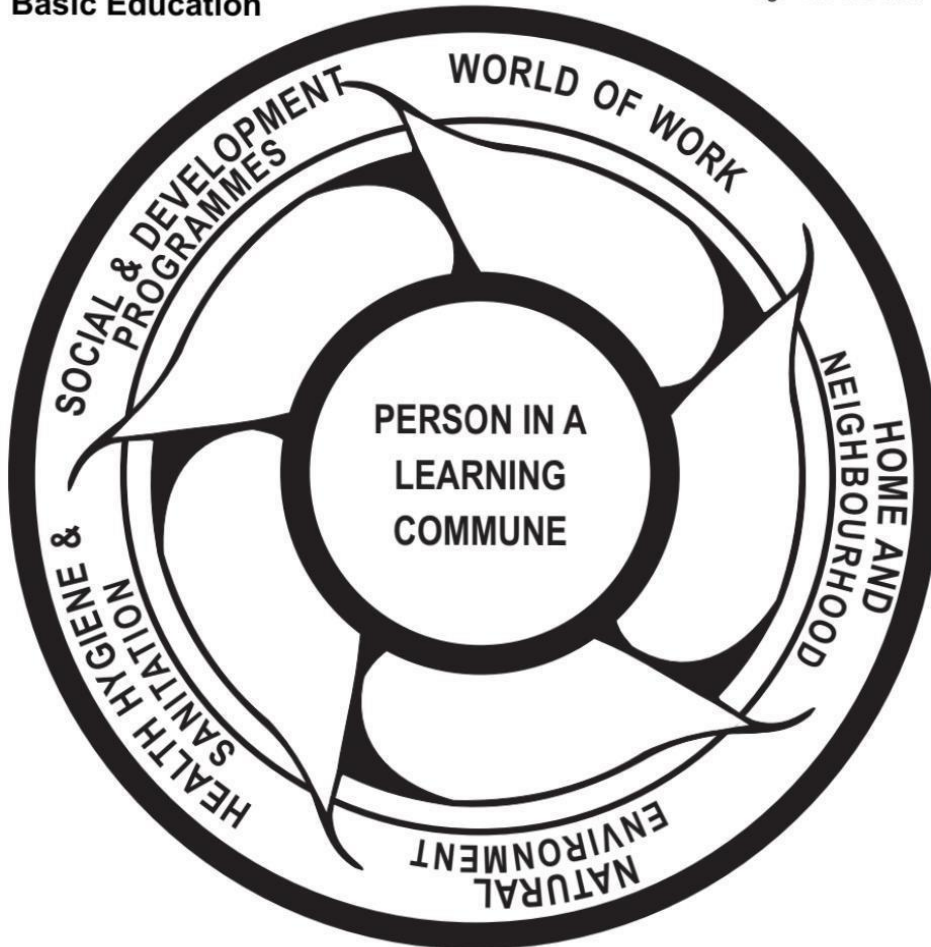
Quest in Education pays respectful tribute to the departed soul.

# GANDHI SHIKSHAN BHAVAN

Functional Education

Indian Council of  
Basic Education

Regd. No. 9331/64



Development of well-integrate personality is possible if :

- Educational experiences and work experiences interweave, intersect and reinforce each other.
- Students and teachers participate actively in the community services such as adult education, promotion of better health, hygiene and sanitation etc.
- Curriculum provides for self-directed learning and
- Education concerns itself with the development of the human person.

Printed at : Vijay Copy Centre, Tel. : 23865137 Email : vijayxerox@hotmail.com  
and Published by Smt. Nupur Mitra  
for Gandhi Shikshan Bhavan & Indian Council of Basic Education, Juhu (North), Mumbai - 400 049  
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