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Socio-Economic Development of Women in Globalised Era

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Women Empowerment through Education

Dr. Veerendrakumar Wali S¹

Abstract

Women education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. Education is milestone of women empowerment because it enables them to respond to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to women empowerment India is poised to becoming superpower, a developed country by 2020. The growth of women's education in rural areas is very slow. This obviously means that still large womenfolk of our country are illiterate, the weak, backward and exploited." Education of women in the education of women is the most powerful tool of change of position in society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family.

KEYWORDS: - Education, Female Literacy Rate, Women Empowerment.

Introduction

"If you educate a man you educate an individual, however, if you educate a woman you educate a whole family. Women empowered means mother India empowered. - P.T. Jawaharlal Nehru

Women constitute almost half of the population in the world. But the hegemonic masculine ideology made them suffer a lot as they were denied equal opportunities in different parts of the world. The rise of feminist ideas has, however, led to the tremendous improvement of women's condition throughout the world in recent times. Access to education has been one of the most pressing demands of these women's rights movements. Women education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country.

India is poised to emerge as one of the most developed nations by 2020, more literate knowledgeable and economically at the forefront. No doubt, women will play a vital role in contributing to the country's development. Women power is crucial to the economic growth of any country. In India this is yet to meet the requirements despite reforms. Little has been achieved in the area of women empowerment, but for this to happen, this sector must experience a chain of reforms. Though India could well become one of the largest economies in the world, it is being hindered due to a lack of women's participation.

Empowerment and Education

Formal education has substantial contributions to make to an improved gender identity through the removal of sexual stereo types in textbooks, the fostering of positive gender identities through the curricula, the retraining of teachers to be gender sensitive and the provision of nonsexist guidance and counseling. These elements, in my view, are crucial antecedents of empowerment, not empowerment itself. I prefer to reserve the concept of empowerment for behaviors that tie understanding to a clear plan of action to vindicate the rights of women.

Women Empowerment in India

According to Siddhartha Dash, the plight of women in India was very sad as per the findings of Census of India, 2001, but the Government of India was taking sufficient measures to ameliorate their condition and give them Constitutional and legal empowerment. According to him: Throughout history and in many societies including India, gender inequality was part and parcel of an accepted male-dominated culture. Atrocities and discrimination are the two major problems, which the Indian women face in the present day society. The traditional mentalities of India assume that the place of women is mainly concentrated to the household activities like kitchen work and upbringing of the children. They have been considered as the sex object and inferior to the men indifferent spheres of knowledge.

The 'Sati Pratha', 'Pardah System', 'Child Marriage', 'Dowry System', etc., have been form of atrocities and

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ABOUT THE INSTITUTION

Government First Grade College, Soraba is an institution, affiliated to Kuvempu University. The college was started in the year 1985 with two UG Programmes - Arts and Commerce. The College has been accredited with C grade by NAAC and recognized by UGC under the category 2(f) and 12(B). Now, the college totally offers five programmes including Business Management (BBA), Science (B.Sc.) and BCA. To carry out academic curricular, co-curricular, and extra-curricular pursuits, the college possesses well equipped and well maintained infrastructure. Our institute is spread over an area of 13 acres. The college campus is modern and well equipped for all the necessary academic pursuits. This college offers a large number of special opportunities for students.



ABOUT THE CONFERENCE

Throughout history, the central role of women in society has ensured the stability, progress and long-term development of nations. Globalization has brought both fears and hopes to the people of the world. It has had different effects on the various communities of developed and developing countries, cities, suburbs, men and women. The impacts of globalization on women are more prevalent and more complicated. Today, the median female share of the global workforce is 45.4 percent. Women's formal and informal labor can transform a community from a relatively autonomous society to a participant in the national economy. By expanding mass communication Medias, globalization has also boosted women's awareness level so that they have better chance to prove themselves and have more chances for selection as well. NCWE 2019 aims at bringing masses to discuss on various issues in social and economical development of women in globalized era.

“Rural women play a key role in supporting their households and communities in achieving food and nutrition security, generating income, and improving rural livelihoods and overall well-being.”

- UN Womenwatch Organization

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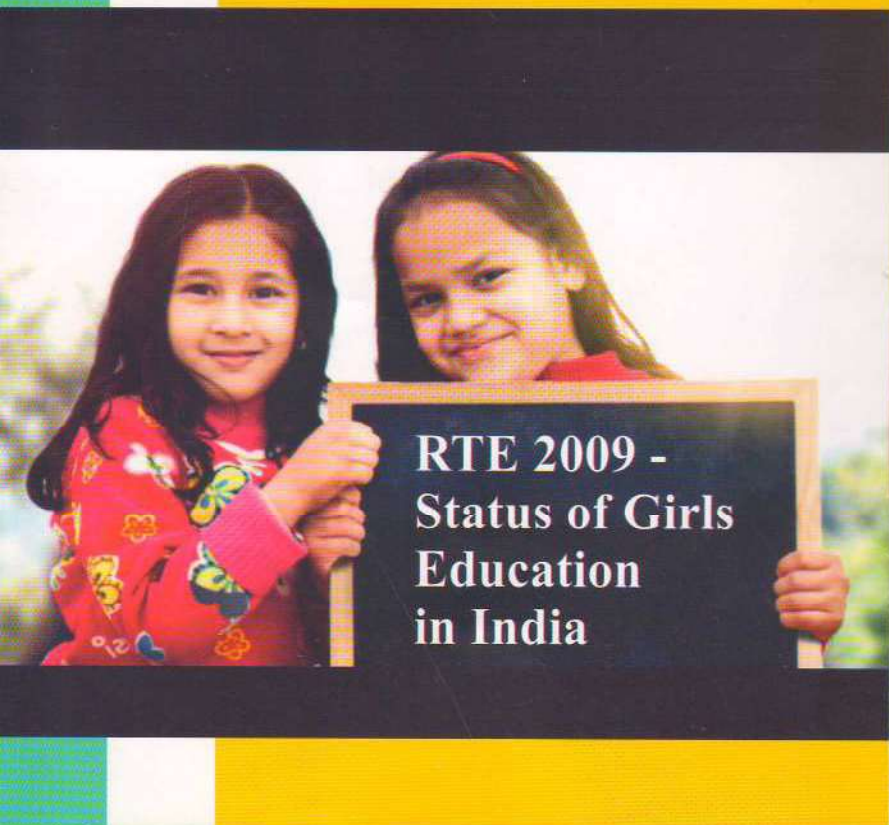
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Cognizance
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**Women Empowerment;
Through Panchayat Raj
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RTE 2009 - STATUS OF GIRLS EDUCATION IN INDIA

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ABSTRACT

Girl's education in India has also been a major preoccupation of both the government and civil society as educated Girls can play a very important role in the development of the country. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to Girls Education Status India is poised to becoming super power, a developed country by 2020. The growth of Girls education in rural areas is very slow. This obviously means that still large Girls folk of our country are illiterate, the weak, backward and exploited." Education of Girls in the education of Girls is the most powerful tool of change of position in society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family.

KEYWORDS : Education, Girls Literacy Rate, Girls Education.

INTRODUCTION

Sarva Shiksha Abhiyan (SSA) is implemented as India's main programme for universalising elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. SSA provides for a variety of interventions, including inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, periodic teacher training and academic resource support, textbooks and support for learning achievement. These provisions need to be aligned with the legally mandated norms and standards and free entitlements mandated by the RTE Act.

The new law provides a justifiable legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. It provides for children's right to an education of equitable quality, based on principles of equity and non-discrimination. Most importantly, it provides for children's right to an education that is free from fear, stress and anxiety.

RTE, EQUITY AND SOCIAL INCLUSION

The RTE Act, 2009 has defined children belonging to disadvantaged groups and children belonging to weaker sections as follows -

- **Disadvantaged Groups** are defined as those that belonged to the "SC, ST, socially and educationally backward class or such other groups having disadvantage owing to social, cultural, economical, geographical, linguistic, gender, or such other factors as may be specified by the appropriate

Government". An amendment to the RTE Act has been proposed to include children with disabilities under the definition of disadvantaged groups.

- **Weaker Sections** are defined as those "belonging to such parent or guardian whose annual income is lower than the minimum specified by the appropriate Government by notification".

The Act requires the appropriate government and every local authority to "ensure that the child belonging to weaker sections and the child belonging to disadvantaged groups are not discriminated against and prevented from pursuing and completing elementary education on any grounds". Gender cuts across the categories of disadvantaged groups as well as weaker sections.

The RTE Act in different sections makes reference to gender and girls' education both explicitly and implicitly. Some of the relevant provisions are: no discrimination against children from 'disadvantaged groups and 'weaker sections' on any grounds (including gender); inclusion of women in school monitoring committees; provision of good quality education that includes equity issues, curriculum development in conformity with constitutional stipulations, training, enrolment in age appropriated classes (which will largely apply to girls, especially from disadvantaged communities).

RIGHT TO EDUCATION

- The Act makes it mandatory for every child between the ages of 6-14 to be provided for education by the State. This means that such child does not have to pay a single penny as regards books, uniforms etc... too.
- Any time of the academic year, a child can go to a school and demand that this right be respected.



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Teacher Education: Issues and their Remedies

Mr. Ravi H.

Mr. Veerendra Kumar Wali S.

Introduction

Man is a social being. He is an integral part of society. The man is product of society where as society also depends upon its individuals for its development. Aims and objectives of any society can achieved through the proper educations of its men. For such an educational system, we require efficient teachers. It is well known saying that teacher is the national builder. To be able to discharge such a high responsibility, it is very necessary that the teacher must become conscious of his role towards society. His behave should indicate his attempt to do his job properly. His personality must reflect characteristics of good citizenship, dignity of the individual, rights and duties etc., so that he may transmit the same to the younger generation. The above said facts express the dire need of teacher-education. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills they require to perform their tasks effectively in class rooms, school and outside the four walls of the school.

Major Issues of Teacher- Education

A lot of planning and resources has been spent for improving the quality of teacher education. New technologies have been introduced in the field of education; still our teacher-education could not rise up to the expected level. It is lacking behind somewhere in realizing its purpose. Its scope has broadened and its objectives have become focused during the last thirty five years, but teacher education could not realize its objective fully.

*** Developing Creativity**

No doubt bloom in his life time revised the objectives of higher mental order by placing creativity at the top because development of creativity is very essential for the all round development of human being. But we have forgotten that knowledge cannot be delivered, it has to be created. It means that we should emphasis on creativity.

*** Working of Teacher-Education Institutions**

The National Council for teacher- education (NCTE) is a regulatory body which controls the functioning of these institutions and prevent them from becoming commercial institutions, but because the country is so diverse with innumerable institutions, it sometimes get difficult to monitor all the institutions. Some unscrupulous institutions have become simply money making centre and produce certified but incompetent teachers which is a matter of great concern because incompetency of teachers can harm the system of education.

*** Globalization and Wearing Down of Values**

Due to globalization and advancement of science and technology world has become closer. Access to all

EMERGING TRENDS IN TEACHER TRAINING AND DEVELOPMENT :

A compilation of papers presented in national conference on Emerging Trends in Teacher Training and Development.

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Inclusion and Qualitative Expansion in Education

Dr. Jayashree V. Rakkasagi
Sri. Devaraja Y.
Sri. Nagendrappa S.

- Becoming familiar with the advantages and disadvantages of the technologies and exploring the capabilities of compact-disc read-only memory (CD-ROM), tele/ videoconferencing etc.
- Surveying students about their familiarity with the information technologies and asking if they will share their knowledge and skills with the class.
- Using a word processor to develop class notes and editing a version to use as students' handouts and a version for overhead transparencies.
- Using computer programs for keeping records in large class-enrolment lists, test items and so on and having students review and update their own record from time to time.
- Using different packages for data analysis.
- Encouraging students to include visual elements as part of their projects.
- Spending students' time as a multimedia workstation, planning a presentation; assembling projection graphics, video clips, animation, sound and other materials; trying to match particular materials with specific learning objectives; and integrating the materials into a unified presentation.
- Eliminating and/ or minimizing physical problems arising from the use of information technologies.

CONCLUSION

Information technologies are the result of knowledge explosion. These include hardware & software technologies and facilitate teaching learning process. Using Information

Technologies learners are now able to participate in learning communities throughout the world. They are independent and free in choice of their programmes of study and access to the resources. They may learn collaboratively, share information, exchange their learning experiences and work through cooperative activities in virtual learning communities. Information technologies facilitate teaching learning process in more productive fashion. Here in such situation the teacher act like a facilitator which moves from teacher centred to children centred approach of teachings so pupil learn freely and independently, information technology reconstructing teaching learning process to meet the international standards of the future.

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COLLABORATIVE LEARNING: A NEW APPROACH TO IMPROVE QUALITY OF CLASSROOM INTERACTION

Abstract

Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. The concept of collaborative learning, the grouping and pairing of students for the purpose of achieving an academic goal. The term "collaborative learning" refers to an instruction method in which students at various performance levels work together in small groups toward a

***Veerendra Kumar Wali S**

****Dr. Jayashree V. R.**

common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful. This paper outlines benefits of learning in collaboration style, begins with the concept of the term and continues with the advantages created by collaborative methods.

Key Words: Collaborative Approach, Teaching and Learning, Quality of Education

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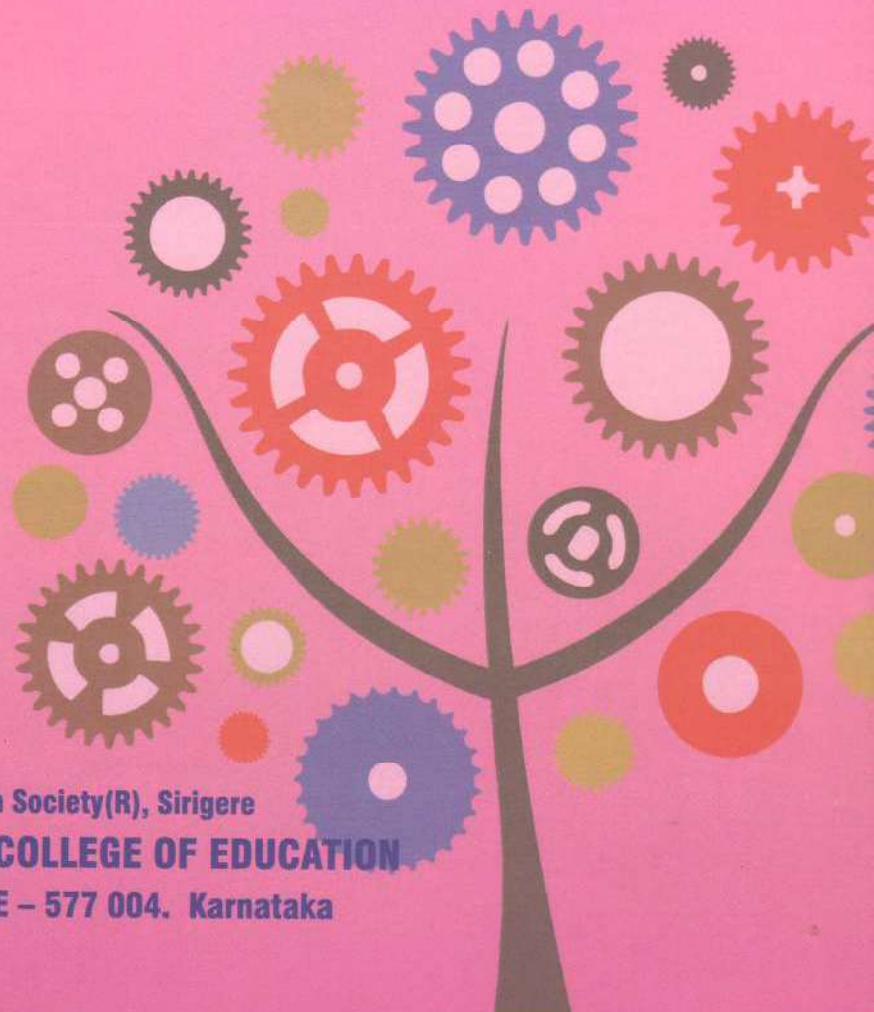
CONTINUOUS AND COMPREHENSIVE EVALUATION

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activities, poor attendance of students and inadequate infrastructural facilities.

CCE can be successfully implemented by maintaining appropriate PTR, training teachers in CCE, frequent monitoring and supervision, appointing subject teachers, improving school infrastructure and raising awareness of important stakeholders including parents and community members.

There is more emphasis on annual examination than weekly and monthly assessments. Majority of children suggest for more number of unit tests, physical activities, more assignment on mathematics and science, computer training and literary activity.

About 55 per cent of teachers are aware of CCE. Though teachers perceive CCE as having certain advantages over traditional approach, they feel that CCE is not satisfactorily conducted because of certain difficulties such as insufficient teaching staff, excessive pressure on teachers, irregularity of students, and high teacher – student ration.

The CCE scheme can be improved by enrolling students at appropriate stage, providing feedback to the teachers through students, organizing PTA meetings, appointing required number of teachers and non-teaching staff, non-engaging teachers in activities other than teaching, and training teachers on CCE. After observing

the status of CCE in different schools of Karnataka the investigator felt that neither the parents nor the teachers of the sampled schools are aware of CCE. There is more emphasis on annual examination than weekly and monthly tests. The students are not satisfied with the examination system as they are not getting the report card of weekly and monthly examinations. The insufficient teaching-learning material and lack of parent-teacher meeting are the major constraints in CCE.

Conclusion :

Continuous and comprehensive evaluation facilitate students' effective learning as well as their all rounds development of personality with its multiple evaluation tools and techniques and corrective measures. It is utmost important to make Continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standards of school education.

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IN EDUCATION SYSTEM THE CCE

Devaraja Y.

Veerendrakumar Wali S.

Introduction

Education as a planned endeavour, at a personal level on a small scale or institutional level on a large scale, aims at making children capable of becoming active, responsible, productive, and caring member of the society. They are made familiar with the various practices of the community by imparting the relevant skills and ideas. Ideally education is supposed to encourage the students to analyze and evaluate their experiences, to doubt, to question, to investigate. In other words, to be inquisitive and to think independently CBSE (2009). Education aims at making children capable of becoming responsible, productive and useful members of society. Knowledge skills and attitudes are built through learning experiences and opportunities

created for learners in school. It is in the classroom that learners can analyze and evaluate their experiences, learn to doubt, to question to investigate and to think independently CBSE (2009). Education plays a key role in the development of a nation. The education system in vogue in a country reflects the ethos, aspirations and expectations of a particular society. As aspirations and expectations of each generation vary with time, constant review of curriculum and evaluation system becomes an essential exercise. Evaluation is very important component of the education system. It can make or destroy the purpose of education. Evaluation has remained a major irritant in the entire system of educational growth and development. *It is the issue discussed widely but which*



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