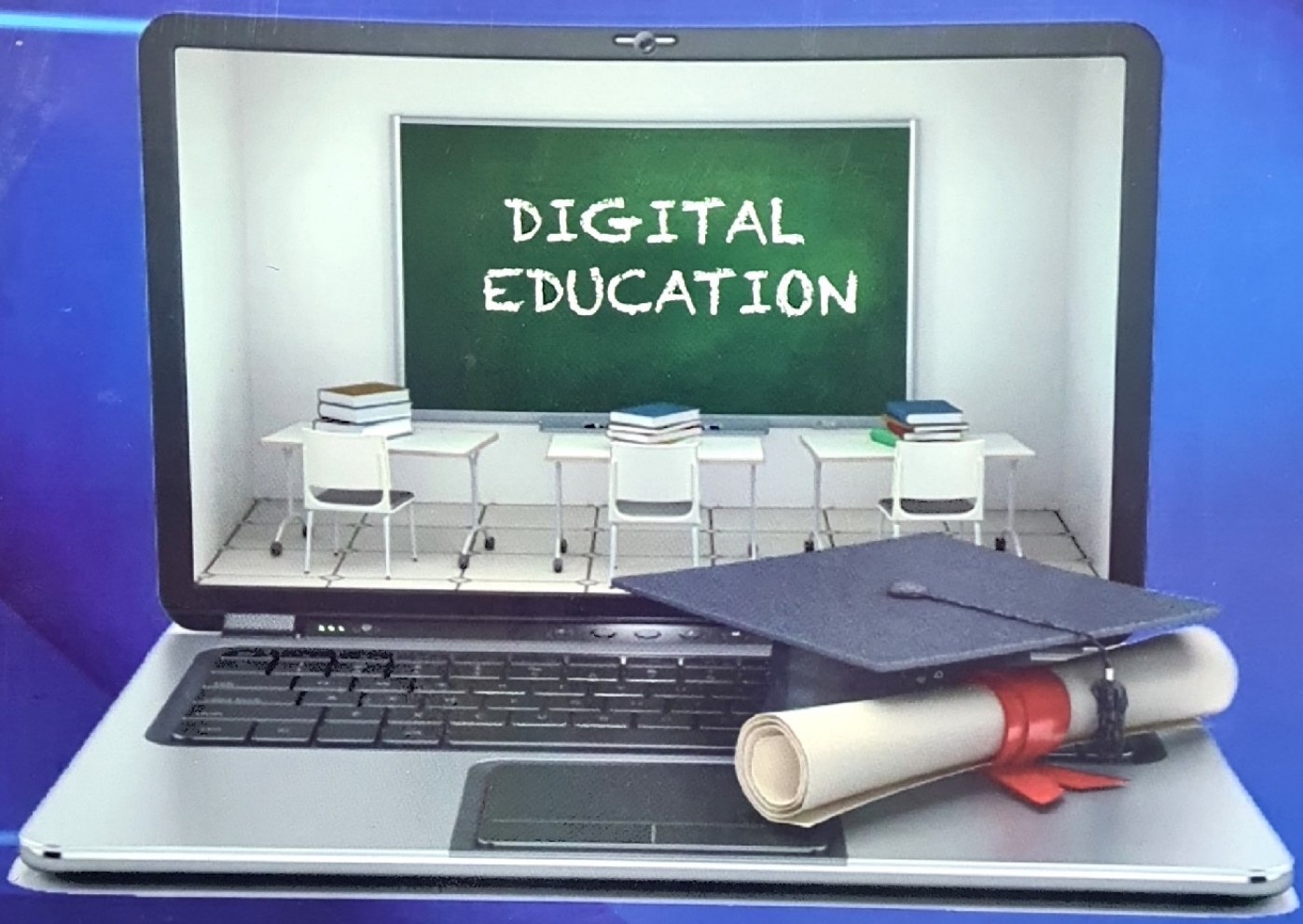


CEC News



शैक्षिक संचार संकाय
Consortium for Educational Communication
(इलेक्ट्रॉनिक मीडिया पर विश्वविद्यालय अनुदान आयोग का एक अंतर-विश्वविद्यालय केन्द्र)
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PEDAGOGICAL CHALLENGES OF DIGITAL EDUCATION



Prof. Manisha Wadhwa nee Dabas

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Since the advent of Information and communication Technology (ICT), education in India has come a long way. Most recently, the National Education Policy 2020 (NEP 2020) has emphasized that the Gross Enrolment Ratio (GER) in higher education will be elevated from 26.3% (2018) to 50% by 2035 (pp 36, sec 10.8). The Policy especially emphasizes that the aimed GER will be possible only with the help of technology in education. Also, the National Mission on Education through “Information and Communication Technology (NME-ICT) seeks to holistically change the educational environment of the country by an aggressive campaign to introduce ICT-enabled



education in India, by assuring network access to remote corners, development of quality e-content, as well as empowering student-community by providing low-cost tablets/PCs. The mission has two areas of focus - generation of content and creating provision of internet connectivity and access of devices to learners. Further, the COVID-19 pandemic forced all educational institutions to operate digitally, plunging them into a digital educational revolution. What was the talk of yesterday, has become a reality today, and thus, digital education has become an indispensable part of the Indian education sector, which ranks second in the world. The creation of “virtual labs, open source and access tools, virtual conference tools, education portal for uploading high quality e-content (Sakshat), talk to teacher program, simulated experiments” is a priority now. Initiatives like SWAYAM and e-Pathshala are also contributing immensely to the growth of digital education in the country.

‘Digital Education’ can be understood as an umbrella term which covers the use of digital tools

Action Research *and* Grounded Theory



Evidence-Based Practices in Education

Editor
Sandeep kumar



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CHAPTER-2

A Journey into Grounded Theory Research: Tale of Few Researchers

Manisha Wadhwa nee Dabas

Introduction

There are different types of research methods used in educational research. To name a few—case study, ethnography, descriptive research, action research. Each one of the method is different from the others in terms of objectives and methodologies. The grounded theory as a method of research was proposed by Glaser and Strass in 1967. The purpose of grounded theory research is to arrive at new theories from data, collected from field. These theories are said to be 'grounded' in data and lead to context specific theories. The experiences in this Nation Symposium led to new learning, thus adding on the journey.

Journey

A group of five researchers worked closely with me. Following issues were flagged in the journey:

Formulating Research Questions

Researchers came with clear understanding of their research area. Initially all of them seemed to be quite sure of their research questions. This clarity helped in deliberations and further refining the questions. It was reiterated again and again that research questions need to be framed while considering limitations of time. Researchers took quite some time in comprehending the fact that a single short-term research can't find answers for all research questions. For instance, a researcher had zeroed in the area of gender studies for grounded theory research. But initially had a lot of confusion about formulating research questions. Researcher with a post-graduation in Hindi literature had a dilemma of whether to study the gender bias in the Hindi literature texts prescribed at Master's level curriculum or to study

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Creating Environmental Awareness among Children: Swachh Bharat Mission Perspective

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ABSTRACT

Under Swachh Bharat Mission numerous initiatives were taken by universities, colleges, schools and other government agencies. One such initiative taken up with school children of class III and V is discussed in this paper. Every individual needs to understand why cleanliness is important. Cleanliness is a value which can be developed by continuous engagement with the individuals by challenging their existing notions / ideas in mind. Cleanliness is a habit. Habit formation begins at very early age in our lives. Children were sensitized about environment awareness and its cleanliness by using small activities in classroom like observing school garden, growth pattern in plants in school kitchen garden, reuse the paper, recycle pencil's shavings, theatre and role play. This research on class III and class IV children clearly showed that environmental consciousness and environmental awareness can be developed among primary school children. It was also found that among these primary school children, one of the most common reasons for littering is unavailability of garbage bin at appropriate places in schools. However, the role of school is limiting as school is located in the larger social context, thus society at large needs to build awareness and sensitivity for 'Swachh Bharat Mission'.

Keywords: Environmental awareness, Primary school children, Building sensitivity, Role of school, Habit formation

INTRODUCTION

Swachh Bharat Mission is a campaign of Government of India to keep the country clean. It was started by our respected Prime Minister on Oct 2, 2014. Under this mission numerous initiatives were taken by universities, colleges, schools and other government agencies. There are wide spread awareness created by news paper report and social media. In spite of that we come across news like the one mentioned in Box 1 (an excerpt from the news item). It is cited that more than three fourth of population dispose garbage on road side. There are two questions to think about. One, Are such news items creating awareness among people? Two, Is awareness sufficient and necessary condition to act upon? These questions although important but there is no doubt that awareness is the first step.

Wadhwa and Kalyani (2012)¹ citing the objectives of Environment Education mentioned that **awareness** is the first step in any environment issue. At this step sensitivity and awareness is built among individuals and society about the environment and problems or

issues related to it. For instance, regarding noise pollution one needs to understand what it is and how harmful it is? After awareness one needs to have **knowledge** about the issue concerned. One needs to understand what is audible range for human ears?; What is the difference between loud voice and noise?; What are health hazards from noise?; how noise can be controlled?; How are humans causing this problem? After that **attitudes** must be developed in

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on**



***“Revamping Higher Education for Girls in India by Exploring
Possibilities through Traditional and Innovative Teaching Techniques-
Beti Bachao Beti Padhao Perspective”***

28th August, 2019



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Beti Padao: Challenging Gender Stereotypes in Primary Schools using 'Women Lead Roles' in Hindi Cinema

Manisha Wadhwa Dabas (Associate Professor in Education, Department of Education, Aditi Mahavidyalaya, University of Delhi)

Abstract

This research paper focused on the identification of gender stereotypes of primary school students, which served as hindrance to girls' education and hence girls tend to drop out from schools. In order to motivate girls to continue their school education many instances from women's lives were taken to challenge gender stereotypes prevalent in classroom environment. It was found that gender stereotypes were strongly internalized by students and it requires consistent efforts to challenge and break gender stereotypes. It was also found that examples of women in unconventional roles like astronaut, mountaineering, kabbadi player were taken, which served as a powerful tool in addressing gender stereotypes, thus enabling '*beti padao*'.

Key Words: Beti Padao, Gender Stereotypes, Gender biases, Primary School

Introduction

The census 2011 reported children sex ratio aged 0-6 yrs as 918 girls per 1000 boys which was 927 per 1000 boys in 2001. Data like these show a continuously declining girl child sex ratio. In such a scenario, there is an immediate need for scheme like 'Beti Bachao Beti Padhao'. It was launched by Prime Minister, Narendra Modi on 22 January 2015 at Panipat, Haryana on the occasion of International Girl Child Day with the mantra 'celebrating the birth of girl child', "*Beta Beti, Ek Samaan*". This scheme has objectives- to eliminate the gender sex selective biasness; survival and protection of girl child; and participation of girl child in education and empower them.

According to the ministry of human resource development (MHRD), 62.1 million children are out of school in India. The 2011 Census estimated the figure at 84 million—nearly 20% of the age group covered under the Right to Education (RTE) Act. According to Annual Survey of Education Report (Aser) 2017 findings 32% girls are not enrolled—compared to 28% boys. The traditional gender norms push girls into helping with household chores and sibling care, leading to irregular attendance